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Technology in Schools survey: 2024 to 2025

Research report

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Contents

List of figures	3
List of tables	7
Glossary of terms	12
Executive Summary	13
Key findings	14
Chapter 1 Introduction	28
Chapter 2 Strategic Planning and Decision Making	35
Whether schools have a digital technology strategy in place	35
Teachers' engagement with digital technology strategy in schools	43
Digital and technology standards	46
Deciding what technology to use in classrooms	51
Evaluating the effectiveness of technology	55
Chapter 3 Current Usage Levels	59
Use of hardware in lessons	59
Policies around the use of digital devices	70
Use of technology for specific school activities	73
Awareness and use of accessibility features	81
Chapter 4 Quality and Impact of technology used	83
Devices that are fit for purpose	83
How technology supports different activities	94
How technology impacts the time needed for tasks	102
Technology and pupil attainment	107
Technology and workload	113
Chapter 5 Infrastructure	120
Chapter 6 Technical Support, Safety and Cyber Security	139
Technical Support	139
Backup copies of all important data	143
Safety and Cyber Security	144
Chapter 7 Staff Capability	157
Confidence about using education technology	157

Provision and uptake of training in use of education technology	158
Cyber security training	164
GenAI training	167
Chapter 8 Barriers to Increased Use of Technology and Investment Planning	168
Barriers faced by leaders	168
Barriers faced by teachers	173
Barriers faced by IT leads with assistive technology	179
Investment in school technology	180
Future investment plans	189
Confidence school has expertise to buy the right technology	205
Chapter 9 Use of Artificial Intelligence (AI)	208
Extent of using Artificial Intelligence (AI)	208
Policies and restrictions around using Artificial Intelligence (AI)	216
Chapter 10 Interaction with DfE Guidance on Technology	220
Ease of using the GOV.UK website	220
Associated impact of using guidance or services provided on GOV.UK	223
Chapter 11 Conclusions	225
Differences by phase of school	226
Areas for possible support and development	227
Appendix 1: Survey sample details	229
Sample Profile	229

List of figures

Figure 2.1 Whether school / trust has digital technology strategy in place (Leaders)	36
Figure 2.2 Who is responsible for developing / implementing strategies (Leaders)	38
Figure 2.3 What is covered in the school digital technology strategy (Leaders)	41
Figure 2.4 Engagement with teachers when planning education technology.....	44
Figure 2.5 Whether schools are meeting the digital and technology infrastructure standards	48
Figure 2.6 Cross-analysis of meeting the digital and technology infrastructure standards by IT leads who said their school meet all digital and technology standards	50
Figure 2.7 How teachers decide which technology to use in their classroom (Teachers)	51
Figure 2.8 Sources most likely to value when choosing technology (Teachers).....	53
Figure 2.9 Whether schools have an evaluation plan or framework (Leaders)	55
Figure 2.10 How teachers evaluate the effectiveness of technology used (Teachers)	57
Figure 3.1 Laptops available to teachers (proportional ratio) (IT leads).....	61
Figure 3.2 Tablets available to teachers (proportional ratio) (IT leads).....	62
Figure 3.3 Desktop computers available to teachers (proportional ratio) (IT leads).....	62
Figure 3.4 Laptops available to pupils (proportional ratio) (IT leads)	65
Figure 3.5 Tablets available to pupils (proportional ratio) (IT leads)	65
Figure 3.6 Desktop computers available to pupils (proportional ratio) (IT leads)	66
Figure 3.7 Frequency of using hardware as part of lessons (Teachers)	67
Figure 3.8 Proportion of lessons that involve pupils using end user devices (Teachers).	69
Figure 3.9 Whether pupils provided with portable digital devices by school are allowed to take them home (IT leads)	71
Figure 3.10 Extent to which have used technology to support teaching and learning techniques over last 12 months (Teachers)	75
Figure 4.1 Teachers' view on whether devices are fit for purpose	84

Figure 4.2 Main reasons teachers believe devices are not fit for purpose (Teachers).....	86
Figure 4.3 Whether devices are fit for purpose (IT leads).....	88
Figure 4.4 Reasons IT leads believe devices do not meet school needs (IT leads)	91
Figure 4.5 Whether IT infrastructure is fit for purpose (IT leads).....	93
Figure 4.6 Extent to which technology supports school management activities (Leaders)	95
Figure 4.7 Extent technology supports classroom activities (Leaders & Teachers)	99
Figure 4.8 Impact technology has on the time it takes to complete tasks (Leaders).....	103
Figure 4.9 Impact technology has on the time it takes to complete tasks (Teachers)....	105
Figure 4.10 Views of school leaders and teachers on the relationship between technology and pupil attainment since 2021/22 (Leaders and Teachers)	108
Figure 4.11 Views of school leaders and teachers on the future relationship between technology and pupil attainment over the next 3 academic years (Leaders and Teachers)	111
Figure 4.12 Views of school leaders and teachers on the impact of technology on workload since 2021/22 (Leaders and Teachers)	113
Figure 4.13 Views of school leaders and teachers on the impact of technology on workload since 2021/22, by phase (Leaders and Teachers).....	114
Figure 4.14 Views of school leaders and teachers on the future relationship between technology and workload over the next 3 academic years (Leaders and Teachers)	117
Figure 4.15 Views of school leaders and teachers on the future relationship between technology and workload over the next 3 academic years, by phase (Leaders and Teachers).....	118
Figure 5.1 The proportion of schools that report meeting the listed technology standards	122
Figure 5.2 Main types of cabling in place at schools.....	126
Figure 5.3 IT leads' agreement with statements about school's connectivity.....	127
Figure 5.4 Number of servers in school, Number of servers that are virtual, Number of servers in the cloud.....	130

Figure 5.5 Storage set-ups by phase	132
Figure 5.6 Storage set-ups by academy status within the primary phase	133
Figure 5.7 Storage set-ups by academy status within the secondary phase	134
Figure 5.8 Perceived benefits of cloud-based storage	137
Figure 5.9 Perceived barriers to further implementation of cloud-based storage	138
Figure 6.1 How often in the last 12 months incidents have occurred	149
Figure 6.2 Frequency with which the effectiveness of the schools filtering and monitoring system is reviewed (IT leads)	150
Figure 6.3 Governance / risk management arrangements in schools (IT leads)	152
Figure 6.4 Frequency of testing cyber attack plans (IT leads)	154
Figure 7.1 Proportion of teaching staff in their school who are confident about using education technology in the classroom (Leaders views)	157
Figure 7.2 Whether their school or trust provides staff training in the use of technology for any of the following activities (Leaders)	159
Figure 7.3 Types of training undertaken on how to use education technology since the start of the last academic year (Teachers) – all teachers	161
Figure 7.4 Whether teachers who received training had applied or had plans to apply what they had learnt in their work (Teachers)	164
Figure 7.5 Who compulsory training is for	167
Figure 8.1 Barriers to increased uptake of technology by schools (Leaders)	169
Figure 8.2 Barriers to increased uptake of technology by schools (Teachers)	174
Figure 8.3 Reasons teachers do not use end-user devices in a greater proportion of lessons (Teachers)	177
Figure 8.4 Frequency of filtering and monitoring devices inhibiting access to online learning resources	179
Figure 8.5 Barriers to obtaining assistive technology (IT leads)	180
Figure 8.6 Factors considered before investment in technology (Leaders)	183
Figure 8.7 Sources used when choosing education technology to invest in (Leaders) ..	186

Figure 8.8 Management and administration-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)	190
Figure 8.9 Teaching-related activities schools or trusts have plans to invest in in the next 3 years (Leaders).....	194
Figure 8.10 Teachers' priority areas for investment or training over the next three years (Teachers)	197
Figure 8.11 Plans for technology and resource investment over next 12 months (IT leads)	200
Figure 8.12 AI tools schools or trusts have plans to invest in in the next 3 years (Leaders)	203
Figure 8.13 AI-related tools schools have invested in since January 2023.....	205
Figure 8.14 Confidence levels in the expertise schools have to buy the right technology (Leaders and IT leads).....	206
Figure 9.1 How often teachers use GenAI for school activities (Teachers).....	209
Figure 9.2 Proportion of pupils that teachers think are typically using GenAI tools to help with homework over the last month (Teachers)	214
Figure 9.3 Issues that secondary leaders have experienced due to pupils using GenAI in schools, where pupils have been able to access it.	215
Figure 9.4 Current restrictions on GenAI use in schools (Leaders)	217
Figure 10.1 Ease of use of GOV.UK for different tasks (Leaders)	221
Figure 10.2 Extent to which leaders agree or disagree that using the guidance or services on GOV.UK saves time and money (Leaders).....	223

List of tables

Table 1.1 Completed surveys by key subgroup of schools	30
Table 1.2 Confidence intervals across the three surveys	32
Table 1.3 Completed interviews by audience type.....	33
Table 2.1 Whether school / trust has a digital technology strategy in place (Leaders)	37
Table 2.2 Who is responsible for developing / implementing strategies (Leaders)	39
Table 2.3 What is covered in the school digital technology strategy (Leaders).....	42
Table 2.4 Teacher engagement with education technology in schools (teachers).....	45
Table 2.5 Awareness of digital and technology standards	47
Table 2.6 Whether schools are meeting the digital and technology infrastructure standards	49
Table 2.7 How teachers decide which technology to use in their classroom (Teachers) .	52
Table 2.8 Sources most likely to value when choosing technology (Teachers)	54
Table 2.9 Whether schools have an evaluation plan or framework (Leaders)	56
Table 2.10 How teachers evaluate the effectiveness of technology used (Teachers)	58
Table 3.1 Devices available for teachers to use, as a proportion of pupils in school, by phase (IT leads).....	60
Table 3.2 Digital devices available for pupils to use, as a proportion of pupils in school, by phase (IT leads).....	64
Table 3.3. Use of hardware as part of lessons, and availability of hardware by phase (Teachers)	68
Table 3.4 Proportion of lessons that involve pupils using end user devices (Teachers) by year.....	70
Table 3.5 Whether pupils provided with portable digital devices by school are allowed to take them home (IT leads) by year	72
Table 3.6 Schemes available to give pupils access to devices by year	73
Table 3.7 Proportion using technology for school management activities by phase, based on a proxy usage rate (Leaders).....	74

Table 3.8 Extent to which have used technology to support teaching and learning techniques over last 12 months (Teachers) by year	77
Table 3.9 Proportion using education technology for classroom activities by phase, based on a proxy usage rate (Leaders and teachers) by year	79
Table 3.10 Proportion using technology for pastoral support by phase, based on a proxy usage rate (Teachers)	81
Table 4.1 Whether devices are fit for purpose 2025 vs. 2023, by phase (Teachers)	85
Table 4.2 Whether devices are fit for purpose 2025 vs. 2023, by phase (IT leads)	89
Table 4.3 Whether IT infrastructure is fit for purpose 2025 vs. 2023, by phase (IT leads)	93
Table 4.4 Whether technology supports school management activities 2025 vs. 2023, by phase (Leaders)	97
Table 4.5 Whether technology supports classroom activities 2025 vs. 2023, by phase (Leaders)	101
Table 4.6 Whether technology supports classroom activities 2025 vs. 2023, by phase (Teachers)	102
Table 4.7 Impact technology has on the time it takes to complete tasks 2025 vs. 2023, by phase (Leaders)	104
Table 4.8 Impact technology has on the time it takes to complete tasks 2025 vs. 2023, by phase (Teachers)	107
Table 4.9 Impact of technology on pupil attainment since 2021/22 - 2025 vs. 2023, by phase (Leaders)	109
Table 4.10 Impact of technology on pupil attainment since 2021/22 2025 vs. 2023, by phase (Teachers)	110
Table 4.11 Impact of technology on pupil attainment over next 3 academic years 2025 vs. 2023, by phase (Leaders)	112
Table 4.12 Impact of technology on pupil attainment over next 3 academic years vs. 2023, by phase (Teachers)	113
Table 4.13 Impact of technology on staff workload over past 3 academic years 2025 vs. 2023, by phase (Leaders)	116

Table 4.14 Impact of technology on teachers' workload over past 3 academic years 2025 vs. 2023, by phase (Teachers)	116
Table 4.15 Impact of technology on staff workload over next 3 academic years 2025 vs. 2023, by phase (Leaders and Teachers)	119
Table 5.1 Proportion of schools meeting technology standards by phase by wave	124
Table 5.2 IT leads' agreement with statements about school's connectivity by phase (2025 vs. 2023).....	128
Table 5.3 Main operating systems used for user / desktop infrastructure (IT leads).....	129
Table 5.4 Operating system used for server infrastructure	131
Table 5.5 Storage set-ups by phase	135
Table 5.6 Plans to switch to cloud-based storage.....	136
Table 6.1 Technical support options in schools (IT leads) by year	140
Table 6.2 Amount of support contracted by managed service providers (IT leads) by year	141
Table 6.3 Types of support available in schools (IT leads)	142
Table 6.4 Satisfaction with technical support available at their school (IT leads) by year	143
Table 6.5 Whether school has backup copies of all important data across at least two different devices.....	144
Table 6.6 Proportions of IT leads confirming which safety and cyber security arrangements were in place at their school	145
Table 6.7 Proportions of IT leads unsure what safety and cyber security arrangements were in place at their school (IT leads)	147
Table 6.8 Frequency with which the effectiveness of the schools filtering and monitoring system is reviewed by year (IT leads).....	151
Table 6.9 Governance / risk management arrangements in schools (IT leads) by year	153
Table 6.10 Frequency of testing cyber attack plans (IT leads) by year.....	155
Table 6.11 Rules and controls in place to identify or prevent cyber security risks in the school	156

Table 7.1 Proportion of teaching staff in their school who are confident about using education technology in the classroom (Leaders) by year	158
Table 7.2 Whether their school or trust provides staff training in the use of technology for any of the following activities (Leaders) by year	160
Table 7.3 Types of training undertaken on how to use education technology since the start of the last academic year (Teachers) by year	163
Table 7.4 Provision of cyber security training (Leaders) by year	165
Table 7.5 Whether school staff undergo cyber security awareness training every 12 months (IT leads) by year	166
Table 8.1 Proportion reporting aspect as a barrier to increased uptake of technology to at least some extent 2025 vs. 2023, by phase (Leaders)	172
Table 8.2 Proportion reporting aspect as a barrier to increased uptake of technology to at least some extent 2025 vs. 2023, by phase (Teachers)	176
Table 8.3 Reasons teachers do not use end-user devices in a greater proportion of lessons, by phase (Teachers).....	178
Table 8.4 Level at which investment decisions are made 2025 vs. 2023, by phase (Leaders)	182
Table 8.5 Factors considered before investment in technology 2025 vs. 2023, by phase (Leaders)	184
Table 8.6 Sources used when choosing education technology to invest in (Leaders)...	188
Table 8.7 Management and administration-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)	192
Table 8.8 Teaching-related activities schools or trusts have plans to invest in in the next 3 years (Leaders).....	196
Table 8.9 Priority areas for investment / training over next 3 years (Teachers)	199
Table 8.10 Plans for technology and resource investment over next 12 months, by phase (IT leads).....	202
Table 8.11 Confidence levels in the expertise schools have to buy the right technology (IT leads).....	207
Table 9.1 Proportion of teachers using GenAI at least sometimes for school activities, by phase (Teachers).....	210

Table 9.2 Proportion of teachers using GenAI at least sometimes for school activities, by school type within phase (Teachers)	210
Table 10.1 Usage of GOV.UK for different tasks by phase (Leaders)	220
Table 10.2 Table 10.2 Ease of use of GOV.UK for different tasks, by school type within phase (Leaders).....	221
Table 10.3 Ease of use of GOV.UK, by phase 2025 vs. 2023 (Leaders).....	222
Table 10.4 Extent to which leaders agree or disagree that using the guidance or services on GOV.UK saves time 2025 vs. 2023, by phase (Leaders).....	224

Glossary of terms

AI - Artificial Intelligence

CPD – Continuing professional development

EdTech - Education technology

Formative assessment – assessments carried out as part of day-to-day activities

FSM – Free school meals

Gbps – Gigabits per second

GenAI – Generative Artificial Intelligence

GIAS – Get Information About Schools

HR – Human resources

LA – Local Authority

OS – Operating system

SEND – Special educational needs and disabilities

SLT – Senior leadership team

Summative assessment – exams and tests

UPS – Uninterrupted Power Supply

Executive Summary

The use of technology in education has the potential to reduce workload, increase inclusivity and support students to develop digital skills needed for opportunity and growth. The Department for Education (DfE) wants all schools to have access to the reliable and safe technology they need for their students to achieve and thrive and for their organisations to run efficiently. This is why they have set the ambition for every school to meet the six core digital and technology standards¹ by 2030.

In late 2022, IFF Research was commissioned to conduct a five-wave biennial Technology in Schools Survey (TiSS) to help the DfE to understand how best to support schools to embed and use technology in ways that support cost savings, workload efficiencies and improved pupil outcomes.

The TiSS was commissioned to better understand a range of objectives which can be broadly grouped as:

- Schools' decision-making and planning around the use of technology, including who makes these decisions and what information they use.
- What technology is being used for and how effective it is.
- The advantages of and barriers to effective technology implementation and use.
- The quality of the technology (hardware / software) being used, and the extent to which schools are meeting the DfE standards for digital and technology.
- Schools' use and experience of DfE digital services.

It is intended that the findings will also be used to help the education technology sector understand the technology landscape of the school sector.

The first wave of the biennial TiSS research was conducted in 2022-2023², with this research building on the Education Technology (EdTech) survey previously conducted in 2020-21. The second wave of the TiSS research was conducted in 2024-25, and this report details the findings from this study, highlighting changes in the use and application of EdTech across the last 2 years. The waves of the TiSS research are respectively referred to as the 2023 survey and the 2025 survey.

¹ Broadband internet, wireless networks, network switches, digital leadership and governance, filtering and monitoring and cyber security. [Narrowing the digital divide in schools and colleges - Department for Education - Citizen Space](#)

² [Technology in schools survey report: 2022 to 2023 - GOV.UK](#)

Methodology

As with the 2023 research, the 2025 fieldwork focused on primary and secondary schools in England, including LA-maintained schools and academies. Independent schools and special schools were not in scope of this research.³ Due to the broad range of topics covered, there were separate questionnaires for school leaders, teachers, and school information technology (IT) leads.

The questionnaires were developed in collaboration with DfE and questions, and/or response options, that were new or changed in the 2025 survey were cognitively tested with 12 school staff before the start of survey fieldwork. The fieldwork period ran between January and May 2025. Surveys were mainly conducted online, with some targeted telephone interviewing among leaders, to boost response. As per the 2023 approach, the research was designed to obtain completed responses from leaders, teachers and IT leads in the same school. In order to boost teacher responses, and in a change from the 2023 approach, teachers were sampled from the School Workforce Census (SWC) held by DfE. Teacher invites were sent to generic school email addresses with the request they are forwarded directly to the sampled, named teacher.⁴

In total, 1,634 individual schools completed a survey, encompassing 795 school leaders (21% of whom took part by telephone), 1,211 teachers, and 489 IT leads.

The data for school leaders and IT leads were weighted to be representative of the population of mainstream primary and secondary schools in England (using profile data from the DfE's Get Information About Schools database). The data for teachers were weighted to be representative of the equivalent population of teachers in England, using the School Workforce Census.

All sub-group and between-year differences reported in text are statistically significant unless otherwise indicated.

Key findings

Strategic planning and decision making

Having a digital strategy in place

The incidence of schools having a digital strategy was similar to 2023, although primary schools were slightly more likely to have their strategy as a 'standalone' document.

³ This was because independent schools, special schools and colleges have different mechanisms of support and were likely to experience different barriers.

⁴ In the 2023 survey, leaders were asked to self-select teachers within their school, and to forward on the teacher survey link to these teachers themselves,

Secondary schools continue to be more likely to have a strategy in place than primary schools (70% vs. 52%).

The headteacher (28%) was most commonly responsible for developing the digital strategy in primary schools, and the broader senior leadership team (37%) in secondary schools. For both primaries and secondaries, the broader senior leadership team were most commonly responsible for implementing the strategy (54% primaries, 64% secondaries). Most of these strategies were reviewed on an annual basis (54% of schools). Otherwise, it tended to be every two years (22%) or termly (11%).

Findings suggest that schools were engaging teachers more in strategic decisions about education technology compared with 2023. For example, 45% of teachers in primaries and 40% of teachers in secondaries felt their school / trust clearly communicated its digital strategy to teachers, up from 26% and 19% respectively in 2023.

Meeting the digital and technology standards and monitoring technology

Awareness of the digital and technology standards has increased in both phases of schools, and both are more likely to meet 'all' current digital and technology standards⁵ than in 2023 (21% vs 12% for primaries and 18% vs 9% for secondaries). Schools were also more likely to have additional plans to meet the standards (28% vs 20% for primaries and 41% vs 34% for secondaries).

A third (35%) of leaders indicated that they had any plan or mechanism in place to monitor the effectiveness of technology. This was lower than in 2023 (41%), when there was greater mention of 'other systems' to monitor technology effectiveness (e.g. feedback, general monitoring). A fifth (22%) had a formal evaluation plan, similar to the 19% recorded for this in 2023 (the difference is not statistically significant).

Nearly nine-in-ten teachers (87%) said a school policy existed for them to use when deciding which technology to use in their classroom, up from 82% in 2023. Most (56%) were guided by this policy but could make their own decisions as well.

Current usage levels

Availability and use of devices

As in 2023, laptops were the device type most commonly available for teachers, with 81% of primary and 60% of secondary IT leads saying there was at least 1 device per teacher. For teachers, desktops were more prevalent in secondary schools, and tablets in primary schools. Compared with 2023, there was a rise in the proportion of primary

⁵ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

schools with any tablets for teachers (from 77% to 87%), and likewise an increase in the availability for all teachers.

Laptops were also the most commonly available devices for pupils, being available to some extent in more than nine-in-ten primaries (90%) and secondaries (94%). Reflecting the pattern for teachers, secondary schools were more likely to have desktops available for pupils to use (98% had any vs. 48% of primaries), and primary schools more likely to have tablets available for pupils (87% had any vs. 55% of secondaries). More primary schools now report having any tablets compared with 2023 (when the incidence rate was 77%).

Both primary and secondary teachers were more likely to indicate they had access to assistive technology devices⁶ in 2025 (60% and 59%) compared with 2023 (when 34% and 40% respectively indicated that these devices were available in their school).

Use of technology

As in 2023, teachers were using technology for a range of teaching and learning techniques. Most teachers used interactive whiteboards (89%), laptop / notebooks (84%) and desktop computers (73%) to some extent within the lessons they personally taught. Despite increased availability of tablet computers in primary schools, teachers were less likely to be using these in lessons to some extent (down from 86% in 2023 to 81% in 2025). There was, however, a rise in both primary and secondary teachers using assistive technology (near doubling for primary teachers from 34% to 60% and increasing from 40% to 59% for secondary teachers).

Teachers reported varying levels of pupil use of end-user devices⁷ during lessons. A majority – 79% in primary and 69% in secondary – indicated that such devices were used in fewer than a quarter of those lessons or not at all. These figures closely mirror those from 2023 (80% and 68% respectively)

The majority (72%) of IT leads in secondaries where pupils were given portable devices said that at least some pupils were allowed to take them home. This freedom to take devices home was less common in primary schools, where the rate dropped to 15% of schools. Primaries and secondaries were less likely to allow pupils to take portable devices home compared with 2023.

Most schools used technology across a range of school management practices, with almost all schools using it for pupil / student data management, parental / carer engagement / communication, communication with / delivery of governance and financial

⁶ Digital assistive technology (AT) includes any device, software or system used to support someone with special educational needs or disabilities (SEND). It includes specialist equipment like Braille devices, as well as free or low-cost accessibility software such as dictation tools or immersive readers.

⁷ End-user devices were described in survey as desktop computers, laptops, tablets, smartphones or other mobile devices, and it was explained that they might be used independently, or in pairs or small groups.

management (figures ranged from 92%-99%). Schools were less likely to use technology for estate management (74% primaries, 87% of secondaries) and supporting flexible working practices (69% primaries, 80% of secondaries).

As would be expected, use of technology to support teaching and learning techniques varied by phase. As in 2023, teachers in primary schools were more likely to use technology in phonics (81% vs 48% of secondary schools), while teachers in secondary schools were more likely to use technology for feedback (86% vs 59%) and metacognition (72% vs 53%).

There has been an increase in use of technology for pastoral support, with more primary teachers saying they were using it for safeguarding (98% vs. 92% in 2023), liaison with external support agencies (90% vs. 79%), tracking pastoral support (83% vs. 67%) and offering guidance and support to pupils (73% vs. 56%). Likewise increases were seen for secondary teachers for liaison with external support agencies (88% vs. 53%) and tracking pastoral support (85% vs. 77%).

Quality and impact of technology used

Suitability of technology

As in 2023, the majority of teachers considered the interactive whiteboards (84%), desktops (76%), laptops / notebooks (70%), tablet computers (62%) and screen casting devices (52%) used in school to be completely or mostly fit for purpose. The proportion of teachers saying assistive technology devices were completely or mostly fit for purpose was less than half (41%), though the proportion not knowing whether assistive technology devices were fit for purpose remains relatively high (39%).

Over the last 2 years, secondary teachers have become increasingly likely to consider laptops / notebooks (92% vs. 85% in 2023) at least partially fit for purpose, as well as assistive technology devices⁸ (55% in 2025 vs. 40% in 2023). There was no significant difference between years for primary teachers.

IT leads were also asked about whether devices were fit for purpose, and (for any devices not completely fit for purpose) they were asked why they did not meet the needs of the school. IT leads most commonly said this was due to the age of the devices (85% gave this as a reason for desktop computers, 83% for interactive whiteboards, 75% for laptops / notebooks and 66% for tablets). For assistive technology devices, a lack of availability (43%) was the main reason these devices did not fully meet the needs of the school.

⁸ Note a change in questionnaire wording between years from "Specialised assistive devices e.g. Braille devices, digital communication aids" in 2023 to "Assistive technology devices e.g. digital communication aids" in 2025 means that any change in percentages should be treated with caution.

High proportions of IT leads thought that digital storage (92%) and servers (90%) in their schools were completely or mostly fit for purpose. In line with 2023, secondary IT leads were more likely to report devices as fit for purpose than those in primaries.

For teachers, classroom observations and the tracking of pupil progress were the most common ways in which they evaluated the effectiveness of the technology they were using (both 36%), suggesting many do not formally evaluate the effectiveness of technology.

How technology supports different activities

An increasing proportion of teachers reported that technology was supporting various classroom activities well compared with their counterparts in 2023. This was particularly the case for secondary teachers who recorded an improved rating for 7 of the 10 classroom activities measured.

Overall, and as in 2023, leaders and teachers were generally aligned in their view that technology supported the listed classroom activities 'extremely well': collaborating and sharing resources (48% of leaders and 49% of teachers), delivering lessons (43% of leaders and 43% of teachers), planning lessons / curriculum content (43% of leaders and 44% of teachers) and tracking pupil progress (44% of leaders and 39% of teachers).

Many leaders also felt that technology supported pupil / student data management (60%), parental / carer engagement / communication (48%), communication with and delivery of governance (41%) and financial management (48%) 'extremely well'.

Leaders who had a digital strategy in place at their school were more inclined than those without to report that technology supported timetabling, flexible working practices, estate management and communication with and delivery of governance well.

There was also a relationship between training on the use of education technology and perceptions of the support it can provide. Teachers who indicated that they had undertaken some training since the start of the last academic year were more likely to report that technology supported them well. In line with 2023, the vast majority (90%) of secondary leaders were aware that mainstream technologies had built-in accessibility features. The proportion of primary leaders aware of this has fallen from 89% in 2023 to 81% in 2025. Just over half (54%) of leaders indicated that their school or trust offered staff training in the use of assistive technology, and training is discussed in more detail in Chapter 7 of the report.

Benefits of technology: workload

Findings indicate that leaders' and teachers' perceptions about the impact of technology on workload are improving over time. Primary leaders, primary teachers and secondary teachers were each more positive about technology's impact on their workload over the

past 3 years compared with the 3 years preceding the 2023 survey. The majority (61%) of leaders felt technology had reduced staff workload over the last 3 academic years (28% reported it made no difference, and 8% reported it increased workload). A smaller, but still substantial proportion (43%) of teachers reported that technology had led to a reduction in workload (41% reported it made no difference, and 13% reported it increased workload). Substantial proportions of leaders (74%) and teachers (50%) also said they expect technology to reduce workload over the next 3 academic years.

Most leaders said technology saved time in respect of parental / carer engagement / communication (76%), pupil / student data management (73%) and managing staff and delivering CPD (72%). As in 2023, fewer said it saved time for timetabling (30%), supporting flexible working practices (42%) and financial management (58%).

Most teachers also felt that technology saved them time with the tasks of collaborating and sharing resources (72%), planning lessons / curriculum content (66%), tracking pupil progress (61%), and delivering lessons (59%). Conducting formative and summative assessment were the tasks for which the fewest teachers reported time-savings (45% and 46% respectively). For most of the activities, the proportions of teachers saying technology had saved them time increased from the 2023 survey.

Primary leaders (63%) were more likely than those in secondaries (53%) to think technology had reduced staff workloads (teachers by phase were more in accordance with each other about the workload impact). This represents a shift in views around technology and workload since 2023, when secondary school leaders and teachers were more likely than their counterparts in primary schools to believe that technology had reduced workload.

Leaders who said there was an evaluation plan in place in their school to monitor the efficacy of technology were also more likely to say that technology had reduced staff workload (71% vs. 59% of leaders without a framework in place).

Teachers who believed that devices in their schools were at least partially fit for purpose were more likely to report a positive impact of technology on workload.

Benefits of technology: pupil attainment

Overall, leaders and teachers were positive about the impact of technology on pupil attainment over the past 3 academic years. Two-thirds (67%) of leaders felt it had contributed to improved attainment over this period, alongside 53% of teachers. Similarly, leaders and teachers were optimistic about the future impact of technology on attainment over the next 3 academic years; 80% of leaders predicted it will contribute to improved attainment over this period, alongside 66% of teachers. These findings align with views in 2023.

In line with the relationship between high-quality technology in schools and perceptions of its impact on pupil attainment, teachers who believed that devices in their schools were at least partially fit for purpose were more likely to report a positive impact of technology on pupil attainment.

Infrastructure and digital and technology standards

The technical survey of IT leads collects a range of data on school infrastructure including connectivity, on-premises versus cloud-based storage, information on the main operating systems used by schools, and information on critical data back-ups and cyber security. Many of these align with the digital and technology standards for schools, therefore providing a method of tracking progress against these standards.

As found in 2023, awareness of education technology infrastructure was generally lower among primary IT leads compared with their secondary counterparts. This may be explained by the fact that those completing the survey for secondary schools tended to hold more specialised IT roles.

Overall, four-fifths of IT leads (81%) were aware of the published digital and technology standards, up from 72% in 2023. A quarter (25%) of this group reported that their school met all the standards, up from 16% in 2023. Taken together, a fifth (20%) of schools were aware of and met all standards compared with 11% in 2023.

As in 2023 schools adhering to the digital and technology standards were often more likely to have plans to invest in different technologies over the next 12 months.

Connectivity and wiring

In terms of meeting the standards, there were uplifts recorded for primary and secondary schools in the following areas:

- Primary schools: full fibre connection for broadband speed (67%, up from 54% in 2023), broadband provides minimum upload speed (67% vs. 57%), broadband provides minimum download speed (62% vs. 50%), and use of latest wireless network standard, Wi-Fi 6 (49% vs. 24%).
- Secondary schools: back-up broadband connection (60% vs. 40%), broadband provides minimum upload speed (80% vs. 61%), broadband provides minimum download speed (85% vs. 68%), use of latest wireless network standard, Wi-Fi 6 (54% vs. 21%), and school has platform to centrally manage the network switching infrastructure (53% vs. 36%).

Primary schools did, however, record a fall in the proportion with core network switches connected to at least 1 uninterrupted power supply, 36% vs. 47% of schools in 2023.

On-premises and cloud-based storage

There were marked differences between primary and secondary in the number and types of servers held, with a trend towards more cloud-based infrastructure in primary schools. Primary schools more frequently reported having no servers (6%) or 1 to 4 servers (62%) while 30% of secondary schools had 21 or more servers (vs. 0% in primary), which could be expected given secondaries typically have larger sites and more pupils.

Overall, 73% of primary schools and 98% of secondary schools used some form of on-premises infrastructure, while 43% of primary schools (an increase from 32% in 2023) and 27% of secondary schools used some form of cloud-based infrastructure.

Among primary schools, LA-maintained schools tended to have on-premises only setups (51% vs. 36% in academies), whereas primary academies more commonly used cloud-only infrastructure (22% vs. 7%). Primary schools more commonly received technical support from a managed provider compared with secondary schools (63% vs. 41%).

Many IT leads using on-premises only storage were planning to implement or switch to cloud-based storage for these school activities either within the next 12 months or over the longer term: finance systems (60%), curriculum storage (60%), admin storage (57%), management information systems (56%), and human resource systems (50%).

IT leads using cloud-based storage identified benefits to this approach, with this particularly the case for secondary IT leads who more frequently reported improved staff collaboration (80% vs. 66% primary), enhanced remote teaching (78% vs. 56%), and better system interoperability (53% vs. 32%) compared with their primary counterparts. IT leads in academies particularly selected the benefit around improved staff collaboration (75% of primary academies and 82% of secondary academies vs. 59% of primary and 70% of LA-maintained schools).

Fewer IT leads felt there were any barriers to the implementation of cloud-based storage systems compared with 2023 (15% said there were no barriers, compared with only 7% in 2023). The main barriers, however, tended to be similar, with mentions of migration costs (49%), ongoing costs (38%), and the time and resources required for staff training (30%).

Technical support, safety and cyber security

Technical Support

Primaries most commonly received technical support from a managed service provider (63%), while secondaries most commonly received it from in-house provision (87%), typically through school-managed staff (70%) rather than their trust or local authority (39%).

Compared with 2023 there was a notable increase in the use of a managed service provider for both primaries (63% vs 50%) and secondaries (41% vs 31%). For those with a managed service provider, the proportion with no minimum / maximum contracted hours of support has fallen since 2023 (26% vs 39% in primaries and 47% vs 69% in secondaries). Instead, primaries record an increase in proportion with 5 hours or less support, secondaries with an increased proportion with 21+ hours support.

Four-fifths of schools (82%) were satisfied with the support they received, in line with 2023.

Backup copies of all important data

The digital and technology standards guidelines recommend that schools follow the National Cyber Security Centre (NCSC) advice to backup 3 copies of data, with at least 2 of the copies stored on separate devices, and at least 1 copy stored offsite.⁹ Around half (47%) of primary schools and three-quarters (76%) of secondary schools kept backup copies of all important data across at least 2 different devices, with at least 1 backup copy offsite. Primary schools saw no change in the number of backups they kept, but secondary schools showed an uplift compared with 2023 (when 65% kept at least 2 backup copies, with one backup copy offsite).

Safety and Cyber Security

A number of improvements in the area of cyber security were evident for 2025 compared with 2023 (although there remains limited awareness of the safety and cyber security arrangements in primary schools).

The most common incidences of fraudulent activities were attacks or hacking into website, online services or emails (14% of IT leads reported this had happened at least once in the 12-months prior), devices becoming infected with other viruses, spyware or malware (13%) and unauthorised use of devices, networks or servers by students even if accidental (10%). Primary schools were more likely to have a business and disaster recovery plan in the event of a cyber attack (64% vs. 50% in 2023) and to use multi-factor authentication to access personal or sensitive operational data and functions (72% vs 64%). Secondary schools were more likely to report serious cyber attacks to relevant bodies (92% vs. 83% in 2023) and confirmed that personal data was encrypted or sufficiently protected from unauthorised access (90% vs. 84%).

There is also now a greater proportion of primaries with a formal policy or policies in place covering cyber security risks (39% vs 28%) and a governor or senior manager with responsibility for cyber security (36% vs 14%). The vast majority of schools (91% primary

⁹ [Offline backups in an online world - NCSC.GOV.UK](https://www.ncsc.gov.uk/offline-backups-in-an-online-world)

and 95% secondary) also have a device use monitoring strategy in place on all devices on the school network, and all school-owned devices.

Almost all schools (97%) said that there was a member of their Senior Leadership Team, or a governor, responsible for oversight of the IT filtering and monitoring systems at their school.

Many IT leads did not know how often their cyber attack plans were tested or whether they had any at all, as was the case in 2023. However more primaries and secondaries reported that they were testing their cyber attack plans at least annually than in 2023 (28% vs 18% in 2023 for primaries, 41% vs 25% for secondaries).

Staff capability and training

The 2025 survey found indications of a fall in the proportion of teachers confident in using education technology, along with a slight fall in the proportion receiving training on education technology, offset by more teachers receiving cyber security training.

Most leaders felt their teaching staff were confident using education technology, with three-quarters (77%) reporting that over half of their teaching staff were confident, and 40% saying that more than three-quarters of their teaching staff were confident. This was a slight reduction on 2023 where 54% of leaders felt that more than three-quarters of their staff were confident using technology. This fall was recorded for both primary and secondary schools and across LA-maintained and academy schools. It could reflect the rapid introduction in recent years of new and different types of education technology, including AI, but the research did not explore reasons for this drop.

Two-thirds (64%) of teachers had undertaken any training on education technology in the past 12 months, a slight fall since the 2023 survey (70%), with the most common topics for training being how to ensure pupils' safety when using technology (36%), how to use a new software platform or product (31%) and how to use Generative AI¹⁰ (29%).

Nearly eight out of nine (85%) leaders said they had provided cyber security training for staff over the last 12 months, an increase from 73% in 2023.

School leaders were asked about Generative AI training for the first time in the 2025 survey. Around a fifth of primary schools (21%) and a quarter of secondary schools (25%) were already offering GenAI training, with roughly a half more (46% primaries, 53% secondaries) planning to provide this training.

¹⁰ Generative AI was a new answer code in the 2025 survey.

Barriers to increased use of technology and investment planning

Leaders and teachers cited a range of barriers that prevented greater uptake of technology in their schools. As in 2023, financial barriers topped the list, with the vast majority citing budgetary constraints (95% of leaders and 85% of teachers) and the high cost of technology (93% of leaders and 85% of teachers) as barriers at least to some extent.

For leaders, availability of technology in school (74%) and issues relating to accessing continued professional development (CPD), both in terms of time (73%) and cost (68%), were other commonly reported barriers. Availability of technology in school was a more common issue for primary schools (77% vs. 61% secondary schools).

Compared with 2023, there were increased mentions of (a lack of) staff skills and confidence with technology and for safeguarding and data concerns around technology (with this increase in mentions recorded by both leaders and teachers).

Notably, however, the proportions of primary leaders citing Wi-Fi and broadband connectivity as barriers to the greater uptake of technology fell between 2023 and 2025 (55% vs. 46% and 49% vs. 42% respectively), although there was no statistically significant fall for secondary schools (45% vs. 37% and 31% vs. 28% respectively). Over the 18 months preceding fieldwork, the government had invested £45 million to boost school infrastructure, including £25 million in the [Connect the Classroom programme](#) to upgrade wireless networks in schools and £20 million to improve school broadband.

Many teachers also reported issues of access to technology in pupils' homes; 71% cited the availability of technology in pupil's homes and 63% cited internet connectivity (with this latter aspect more often mentioned by secondary teachers, as was the case in 2023). Compared with 2023, however, teachers were less likely to cite either of these issues.

Decisions about future investment

In line with 2023, investment decisions regarding technology were mainly made at school level (56%), followed by 'a mixture of school and trust / local authority level' (31%). The vast majority of leaders in LA-maintained primary (91%) and LA-maintained secondary schools (86%) said the decisions were made at school level, while leaders in academies said decisions were usually made at a mixture of school and trust level (55% of primary academies and 46% in secondary academies) likely reflecting different governance and devolved decision-making arrangements in MATs.

The majority of leaders (86%) and IT leads (85%) were confident in their school's expertise to buy the right technology. In both cases, those working in secondary schools were more confident than those in primaries. Leaders in schools with a digital strategy

remain more likely to report confidence in purchasing decisions, compared with those without a strategy and those unsure if they have one (91% vs. 79%).

In line with 2023, leaders' primary teaching-related priority areas for investment were devices for pupils (57%), technology to support pupils with SEND (54%) and technology to track pupil progress (42%). Primary and secondary leaders were aligned in their top 3 priorities.

Teachers' top priority areas for investment or training broadly mirrored those of leaders, with teachers most commonly calling for investment in technology to support pupils with SEND (42%). Using AI as a teacher (40%) was the second most desired area for investment.

Of various school management and administration-related activities, leaders most commonly planned to invest in AI tools for teachers (49%) over the next 3 academic years. In line with 2023, moving storage systems to the cloud (36%), pupil/ student data management (36%) and parental / care engagement / communication (34%) were also key areas for investment. Leaders were more likely to be planning to invest in AI tools for teachers in comparison to those for pupils (58% vs. 20%).

Use of Artificial Intelligence (AI)

Questions regarding schools' use of AI were new to the survey for 2025. Overall, less than half of teachers reported using generative AI (GenAI) for school activities (44%). Consistent with the School and College Voice (November 2024) Omnibus Survey findings¹¹, GenAI was used most often for lesson planning (35%) and less often for delivering live lessons (7%) and marking (5%). GenAI was used more by younger teachers, with those under the age of 35 more likely to use it for lesson planning (43%) and providing written feedback (21%) than teachers in older age groups (32% and 12% respectively). In line with this, teachers who have been teaching for less than 3 years were more likely to have used GenAI at least sometimes to provide written feedback (27%) compared with those who have been teaching longer (14%).

Teachers and leaders interviewed typically felt that AI tools helped reduce their individual workload, particularly with administrative tasks. Many also reflected that it contributed to productivity such as creating adapted and personalised learning materials and lesson plans for pupils. However, a range of barriers to the use of AI were identified in interviews. Commonly these were limitations on the tools currently available with some distrust of outcomes and uncertainty on how to best prompt, individual attitudes towards using AI (with some viewing it as a 'lazy' option), and the financial cost.

¹¹ [School and college voice: November 2024 - GOV.UK](#)

Secondary school teachers were much more likely to *think* that pupils had used GenAI to help with their homework compared with their primary counterparts (73% vs. 12%). Most secondary leaders with pupils able to access GenAI had experienced issues as a result (77%). The most common issue reported was plagiarism (67%)¹², followed by pupils being exposed to misinformation (53%). In interviews, teachers and leaders described lessons that had taken place in secondary schools to engage pupils to think critically about the outputs from GenAI and outlined that pupils were rarely encouraged to use GenAI for homework.

Many schools had restrictions on AI use in place, more commonly around pupil use than teachers' use. At least some restrictions were in place in 53% of schools on students' use for homework, 73% on student use in lessons, and 64% on student use for formative assessment, compared with 34% on teacher use in lesson planning and 53% on teacher use within a live lesson. Restrictions on student use in lessons were most common in secondary schools (84% vs. 71% of primary schools).

Overall, around one-fifth of schools had a policy in place on the safe and appropriate use of AI, though this was more common in secondary schools (34% vs. 20% primary). In interviews, leaders and IT leads were more likely to report having informal guidance in place than a formal policy. Policies that were in place typically had a focus on data protection as a key element of the appropriate and safe use of AI.

Interaction with DfE guidance on technology

Interaction with the DfE website, guidance and services remain similar in 2025 compared with 2023. Comparable to the position in 2023, most leaders had used the GOV.UK website to submit mandatory data returns (89%), and over two-thirds had used it to make and submit financial information (69%). Over half of leaders found using the GOV.UK website for these 2 tasks easy (58% and 54%).

In 2025, views on the impact of using DfE guidance or services on GOV.UK remain mixed. Around a fifth of leaders disagreed that they saved the school money (21%) and time (22%), smaller proportions than agreed (10% and 17% respectively). Around a half of school leaders neither agreed nor disagreed that using DfE guidance or services had saved their school money (52%) or time (47%). In 2025, half of primary leaders had a neutral view (neither agreed nor disagreed) on whether the website saved time (an increase from 38% in 2023), fewer felt positively or negatively. The views of secondary leaders remained broadly unchanged from 2023.

¹² This does not indicate the extent of plagiarism taking place due to the use of GenAI, rather the proportion of school leaders that had encountered this issue.

Academies and LA-maintained schools: differences and similarities

Findings for academies and LA-maintained schools were similar for many aspects of technology and education technology, but in line with 2023 there was evidence that academies were more digitally mature than their LA-maintained school counterparts.

Primary academies were more likely than primary LA-maintained schools to use cloud only infrastructure (22% vs. 7%), to have a disaster recovery plan in the event of a cyber attack (96% vs. 83%), provide cyber security training for staff (92% vs. 77%) and have a stand-alone digital strategy in place (34% vs. 18%). They were more likely to have digital investment plans over the next 3 years, and more likely to have recently invested in at least one type of AI-related tool (49% vs. 30%).

Generally, secondary schools (of both types) had higher levels of digital maturity than primary schools, and the differences between secondary academy and secondary LA-maintained schools were less pronounced.¹³ That said, secondary academies were the most likely to have a digital technology strategy in place (71%) and were more likely to test school cyber attack plans at least once a year compared with secondary LA-maintained schools (50% vs. 34%). Teachers in secondary academies were more likely to feel technology had contributed to improved pupil attainment (56% vs. 41%).

In addition to this, there were some clear differences on training. Both primary and secondary academies were more likely than their LA-maintained counterparts to have provided training on GenAI (27% vs 20% and 36% vs 29% respectively) and to have provided cyber security training (92% vs 77% for primaries and 95% vs 77% for secondaries).

¹³ Sample sizes for secondary schools were also lower which limits the ability to report on differences at the 95% confidence level.

Chapter 1 Introduction

Education technology (EdTech) refers to the practice of using technology to support teaching, learning and the effective day-to-day management of education institutions and their business operations. It includes infrastructure, hardware, software and services that help aid teaching and the daily running of education institutions.

In late 2022 DfE commissioned IFF Research – an independent research agency – to conduct a five-wave biennial Technology in Schools Survey (TiSS) to help track progress against these ambitions and to provide a nationally representative estimate of technology use and digital maturity in English primary and secondary schools.

The first wave of the biennial TiSS research was conducted in 2022-2023¹⁴, with this research building on the Education Technology (EdTech) survey that had previously been conducted in 2020-21. The second wave of the TiSS research was conducted in 2024-25, and this report details the findings from this study, highlighting changes in the use and application of EdTech across last 2 years. The two waves of the TiSS research are respectively referred to as the 2023 survey and the 2025 survey.

Between the 2 survey waves DfE introduced a range of initiatives and revised policies to support the use of technology in schools which are important context for this report. These include:

- Enhancing digital and technology standards¹⁵, with new standards released in January 2024 on laptops, desktops and tablets, digital leadership and governance, and digital accessibility.
- Expanding the Connect the Classroom programme to improve Wi-Fi and broadband connectivity in schools.¹⁶
- New investment and guidance to schools on the use of AI in the classroom, including publication of the AI in Education Policy Paper.¹⁷
- Launching the ‘Plan Technology for Your School’ service which aims to help schools assess their technology set up against the DfE digital and technology standards and receive actionable next steps on how to meet them.¹⁸

Aims and objectives of the research

The 2025 TiSS research was undertaken to help the DfE to understand how best to support schools to embed and use technology in ways that support cost savings,

¹⁴ [Technology in schools survey report: 2022 to 2023 - GOV.UK](#)

¹⁵ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

¹⁶ [Connect the classroom - GOV.UK](#)

¹⁷ [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

¹⁸ [Plan technology for your school - GOV.UK](#)

workload reductions and improved pupil outcomes. More specific aims and objectives within this included building an understanding of:

- Schools' decision-making and planning around the use of technology, including who makes these decisions and what information they use.
- What technology is being used for and how effective it is.
- The advantages of and barriers to effective technology implementation and use.
- The quality of the technology (hardware / software) being used, and the extent to which schools are meeting digital and technology standards.
- Schools' use and experience of DfE digital services.

It is intended that the findings will also be used to help the education technology sector understand the technology landscape of the school sector.

Methodology

As with the 2023 wave of the TiSS research, the research focused exclusively on mainstream primary and secondary schools.¹⁹ Due to the range of issues addressed, 3 distinct audiences were targeted. These covered headteachers (or other members of the school's senior leadership team such as Deputy or Assistant Headteachers), teachers and IT leads. Bespoke questionnaires were developed for each audience with continuity from the previous wave in many places to enable time-trend comparison. A small number of new questions were added to each questionnaire for 2025, for example to explore the use of AI within schools and the use of filtering and monitoring systems.

The questionnaires were developed in collaboration with DfE and any questions that were new or changed in the 2025 survey were cognitively tested in advance of the main survey fieldwork. This exercise was designed to check that all questions across the 3 surveys were clear, unambiguous and that schools were able to select appropriate responses. The cognitive interviews were conducted online between 8th and 29th November 2024, with 12 school staff (senior leaders, teachers and IT leads).

Sample and fieldwork outcomes

As in 2023, all English primary and secondary schools were in scope for the research, with the exception of Pupil Referral Units (PRUs), alternative provision (AP), independent

¹⁹ This is because independent and special schools have different mechanisms of support and are likely to experience different barriers.

and special schools.²⁰ In total, 795 school leaders, 1,211 teachers, and 489 IT leads completed the 2025 survey.

The full breakdown by audience type, phase and school type is shown in Table 1.1 below. More detailed breakdowns are available in in Appendix 1.

Table 1.1 Completed surveys by key subgroup of schools

	Total	Academies	LA-maintained
Primary Leaders	456	169	287
Primary Teachers	797	336	461
Primary IT Leads	237	91	146
Secondary Leaders	339	277	62
Secondary Teachers	414	334	80
Secondary IT Leads	252	192	60

Source: Technology in Schools Survey 2025

Similar to the approach taken in 2023, the research was designed to obtain completed responses from leaders, teachers and IT leads in the same school, by taking a sample of schools and identifying relevant individuals to share the survey with from each school.

An initial sample of 12,454 leaders was drawn from the register of schools and colleges in England, 'Get information about schools' (GIAS). An individualised survey link was created for the leader of each school, which closed once the leader took part. The survey link was emailed directly to the school leader with an invitation to complete.²¹ School leaders were also asked to share an individualised IT leads survey link with the IT lead in their school.

The School Workforce Census (SWC) was used to identify up to 4 teachers from each of the sampled schools, and individualised links for each named teacher were created. These links were emailed to generic school email addresses with a request that they be forwarded to the named teachers. This use of the SWC for the teachers sample in 2025 marked a difference in approach to the 2023 survey. In 2023 leaders were instead asked to self-select teachers within their school, and to forward on the teacher survey link to these teachers.

²⁰ This was because such schools and colleges have different mechanisms of support and are likely to experience different barriers as a result.

²¹ In some cases, where leader email address was not available, emails were sent to the school office with a request to forward the email on to the headteacher. The headteacher was given the option to allow another senior leader in the school to complete the survey on their behalf.

To maximise response rates, reminder emails were sent to non-responders across the fieldwork period. In March – April 2025 there was also a period of telephone interviewing to increase responses from leaders in secondary schools who had not responded to email invites. This achieved a further 163 responses (21% of the total leader responses).

To further boost responses from IT leads, DfE emailed a survey invitation to those who had taken part in the 2023 survey and agreed be contacted for future research (provided their school had been sampled from GIAS in 2025). An open link was also created and disseminated via Edugeek ²² through their media platforms. The open link generated 73 IT lead survey completes.

In total, responses were received from 1,634 individual schools.

- 313 schools had more than one teacher response.
- 154 schools had responses for both the school leaders and teacher surveys.
- 114 schools had responses for both the school leaders and IT surveys.
- 67 schools had responses for both the teacher and IT lead surveys.
- 59 schools had responses to all 3 surveys (leaders, teachers, IT leads).

Weighting

Weighting was applied to the final datasets to ensure the analysis presented in this report is representative of schools and the teaching population. The same weighting approach was used for the 2025 data, as that used in 2023.

- A single response per school was sought for the leader and IT lead surveys, with these respondent groups answering on behalf of their school. As such, data was weighted to the national profile of schools in England (focusing on state-funded mainstream schools) using GIAS data.²³
- Multiple responses per school were possible for the teachers' survey, with this respondent group answering about their individual behaviours and experiences. As such, data was weighted to the national profile of the teaching population in England (focusing on state-funded mainstream schools) using SWC data.

Weights were applied to each audience's datasets separately. For leaders and IT leads, weights were applied by school phase (primary / secondary), academy status (LA-maintained / SAT / MAT), the proportion of pupils eligible for Free School Meal (FSM) quintiles, and school size (number of pupils).²⁴ For teachers, weights were applied by

²² [Home - EduGeek.net](#)

²³ PRUs, APs, independent and special schools were excluded from the population profile used for the weighting, as these types of schools were not surveyed.

²⁴ Note that in wave 1 leader responses were not weighted by size as the achieved responses were already representative of population on this variable.

school phase, academy status and teacher age. This weighting helps to ensure that results accurately represent the target populations for this research by correcting for over or under representation of specific sub-groups in the response profile.

Statistical confidence

Although the sample has been weighted to be nationally representative, the data is still subject to sampling error. The extent of sampling error depends on:

- The sampling approach: the closer it is to a random sample the less the sampling error.
- The sample size: the larger the sample the lower the likely sampling error.
- The survey result: the closer to 50% the less confident statistically we can be in the finding.

The estimated confidence intervals associated with each survey are outlined in Table 1.2. Taking the leaders survey as an example, the sample of 795 means that, statistically, we can be 95% confident that the 'true' value of any survey finding of 50% will lie within a +/- 3.5% range (i.e., 46.5% - 53.5%).

Table 1.2 Confidence intervals across the three surveys

95% CI	Survey finding at 10% or 90%	Survey finding at 30% or 70%	Survey finding at 50%
795 leaders	2.1	3.2	3.5
1,211 teachers	1.7	2.6	2.8
489 IT leads	2.7	4.1	4.4

Reporting on quantitative data

Subgroup differences are only referenced in this report when they are statistically significant at the 95% confidence level. These are depicted in tables and charts with the use of an asterisk (*), unless otherwise stated. Statistically significant differences between findings from 2025 and 2023 are also highlighted throughout the report, with the use of (+) and (-) in tables to show that percentages have significantly increased or decreased since 2023.

Throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1) representing schools with the lowest proportion of pupils in receipt of FSM, which is referenced in the report as the "least deprived FSM quintile". The highest quintile

(quintile 5) represents schools with the highest proportion of pupils in receipt of FSM and is referenced in the report as “most deprived FSM quintile”. Figures based on fewer than 50 responses are not reported as standard. If any such figures are reported, this will be explicitly stated. Any conclusions drawn from these figures should be treated with caution.

Where reference is made to those ‘surveyed’ or when percentages are given in this report, these exclusively refer to quantitative survey findings. Any references to leaders, teachers or IT leads ‘interviewed’ refers to the qualitative research interviews, as covered in the next section.

Qualitative Fieldwork

In addition to the leaders, teachers and IT leads surveys, the 2025 TiSS included a strand of qualitative interviews, with 25 follow-up interviews among those who completed the main survey. These 45-minute online interviews explored in greater depth the development and use of digital strategies and the use of artificial intelligence (AI) within schools.

Interviews were undertaken with 10 school leaders, 10 teachers and 5 IT leads between 6th May and 5th June 2025. Through survey response and telephone screening, participants were selected to ensure representation from school leaders and IT leads that were both AI-engaged (i.e. their school uses AI) and not AI-engaged, and from schools that did and did not have a digital strategy in place. Only teachers who were AI-engaged (i.e. they had experience of using AI as part of their role) were invited to participate in the qualitative interviews. Respondents were also selected to include a mix within each audience type of phase, academy status and region.

Table 1.3 Completed interviews by audience type

	Leaders	Teachers	IT leads
AI-engaged	6	10	3
Not AI-engaged	4	0	2
Digital Strategy in place in school	7	n/a	3
No Digital Strategy in place in school	3	n/a	2
Total	10	10	5

The topic guide for the interviews was designed in collaboration with DfE and focused largely on the use of AI within schools. School leaders and IT leads were also asked

about how decisions are made regarding technology in schools, specifically the role played by a digital strategy. Responses to the questionnaire were analysed in order to draw out the key themes of the participants' experiences and perspectives.

Chapter 2 Strategic Planning and Decision Making

This chapter starts by looking at the prevalence of digital technology strategies in schools. It then reports on the different areas these cover (where they exist), before exploring awareness and adherence with DfE's digital and technology standards.²⁵ This chapter also incorporates qualitative findings around decision making on education technology and digital strategy, including reasons for not having a digital strategy.

Whether schools have a digital technology strategy in place

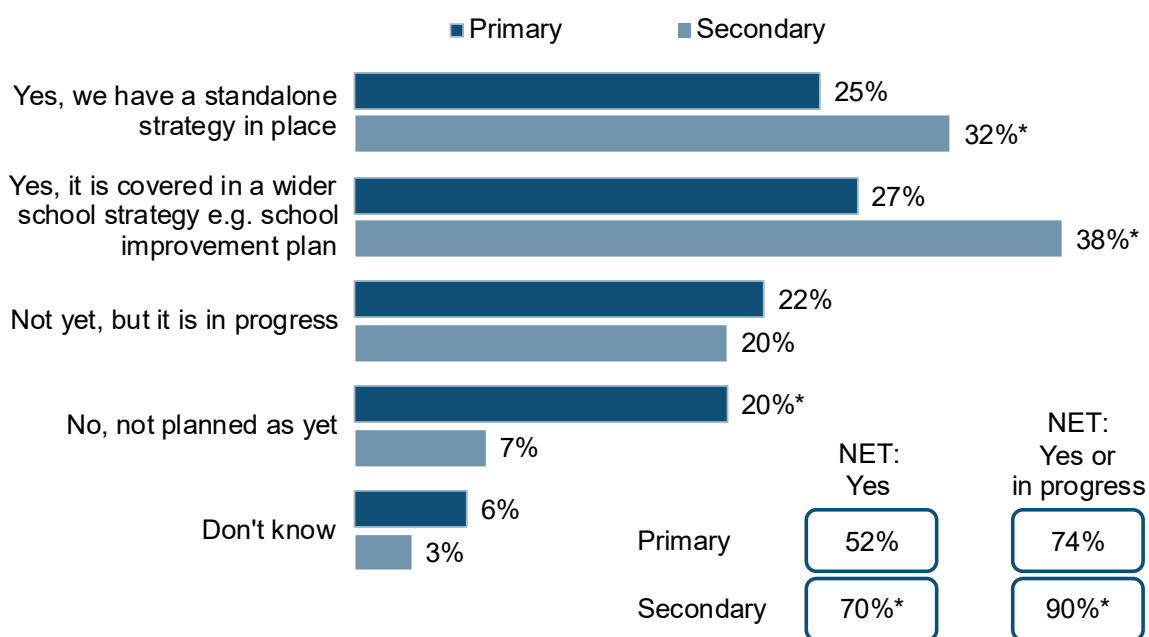
Just over half of all schools (55%) had a strategy in place and three quarters (77%) either had one in place or its development was in progress. Having any form of digital technology strategy was more common in secondary settings (70%) than in primaries (52%). Around a fifth of schools (22% of primaries and 20% of secondaries) did not have a strategy but had one in development.

The digital strategy could be standalone or included within a wider school strategy. Secondaries were more likely to have a standalone digital technology strategy (reported by 32% vs. 25% of primary leaders). By contrast, primary leaders were more likely to report that they did not have a strategy in place, and there were no plans for one (20% vs. 7% of secondary leaders) (Figure 2.1).

Those least likely to have a digital technology strategy were primary LA-maintained schools, around half (48%) had a digital strategy. In contrast secondary academies were most likely to have one (71%). This is unsurprising, as it is generally accepted that requirements around technology are greater at secondary schools and, as such, are more likely to need or warrant an associated strategy

²⁵ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

Figure 2.1 Whether school / trust has digital technology strategy in place (Leaders)



F1. All leaders. Base: Primary (n=456). Secondary (n=339).

*indicates a significant difference between primary and secondary.

'NET: Yes' refers to those with a standalone strategy or a wider school strategy.

'NET: Yes or in progress' refers to above group plus those who are developing their strategy.

Source: Technology in Schools Survey 2025 (Leaders survey).

As shown in Table 2.1, the overall incidence of having a digital strategy has not changed since 2023. However, leaders in primary schools reported an increase in having a standalone strategy, offset by a fall in the proportion who said their digital strategy was covered in a wider school strategy.

Table 2.1 Whether school / trust has a digital technology strategy in place (Leaders)

Strategy in Place	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Net: Have strategy	52%	55%	70%*	68%
Yes, we have a standalone strategy in place	25% (+)	17%	32%*	30%
Yes, it is covered in a wider school strategy e.g., school improvement plan	27% (-)	37%	38%*	38%
Not yet, but it is in progress	22%	21%	20%	19%
No, not planned as yet	20%*	19%	7%	6%
Don't know	6%	5%	3%*	7%

F1. All leaders

2025 Primary Leaders (n=456), Secondary Leaders (n=339)

2023 Primary leaders (n=526), Secondary leaders (n=244)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

As a new question for the 2025 survey, leaders with a digital strategy were asked whether it covered a business continuity plan, a technology maintenance plan, and an asset register. In each case around two-thirds of schools said their strategy included these elements (66% a business continuity plan, 63% a technology maintenance plan and 67% and asset register).

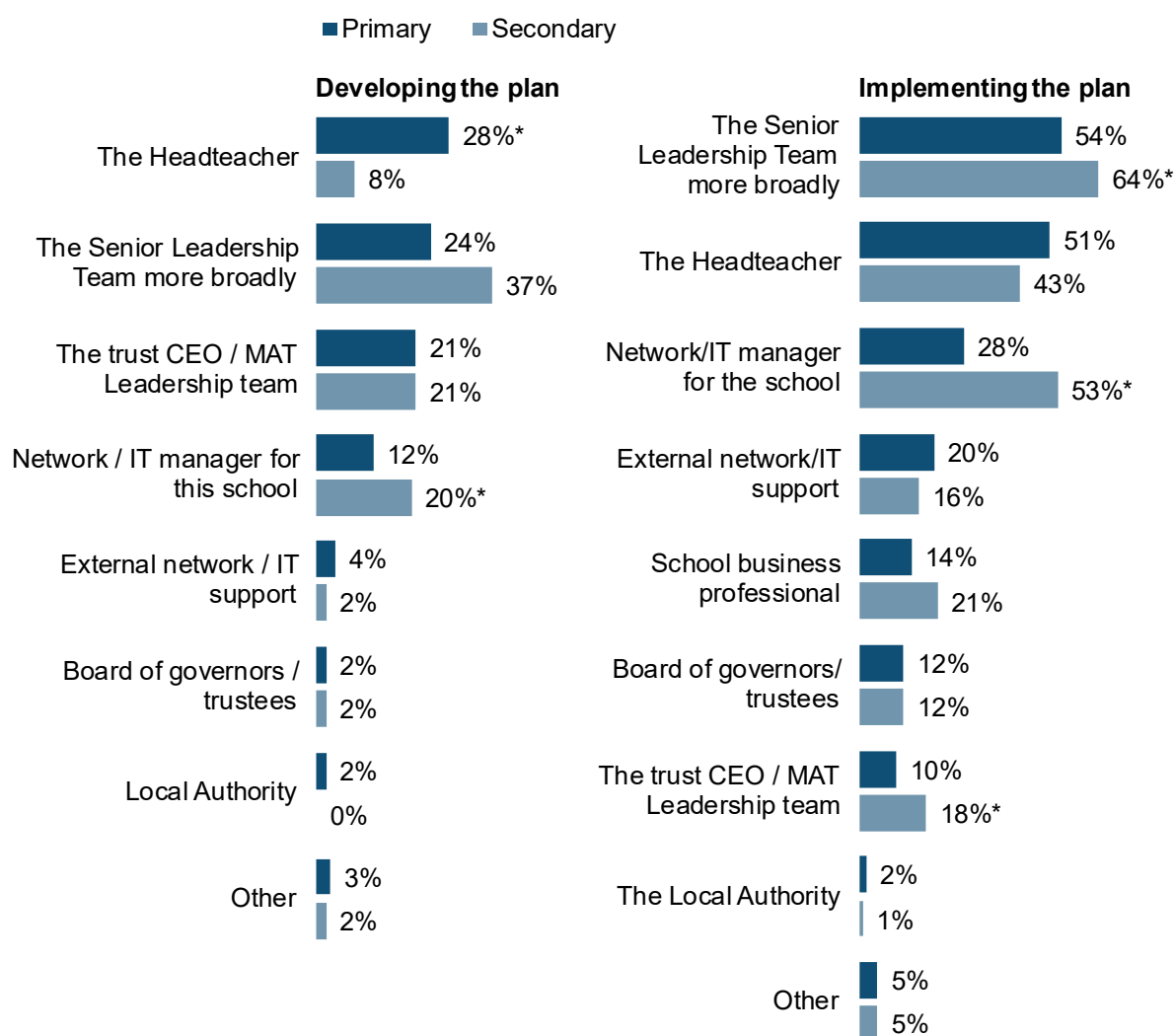
Primary schools were more likely to include an asset register (69% vs 59% of secondaries) while secondaries were more likely to include a business continuity plan (73% vs 64% of primaries).

In primary schools which already had a digital technology strategy in place, responsibility for developing this strategy most commonly sat with the headteacher (28%), closely followed by the senior leadership team (SLT) or the trust leadership team. For secondaries, responsibility most commonly sat with the SLT (37%).

There was a more similar pattern by phase for the implementation of the digital strategy. In primaries and secondaries alike, responsibility for the implementation most commonly sat with the SLT (mentioned by 54% of primaries and 64% of secondaries). However, primaries were more likely to mention Headteachers (51% vs with 43% of secondaries),

and secondaries were more likely to mention a Network or IT Manager (53%, vs 28% of primaries). Figure 2.2 provides the full list of responses to this question.

Figure 2.2 Who is responsible for developing / implementing strategies (Leaders)



F2A., F2B. Base: All leaders with a strategy in place (n=474).

Source: Technology in Schools survey 2025 (Leaders).

*indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (Leaders survey).

As shown in Table 2.2, there have been some shifts over the last 2 years in terms of who has responsibility for developing the school's digital technology strategy.

Compared with 2023, primaries in 2025 were more likely to say the headteacher or the trust CEO / MAT leadership team (if they were in a MAT) were responsible, with fewer seeing it as the responsibility of the broader SLT (mentions of this category fell by about half from 46% in 2023 to 24% in 2025). Secondaries showed a similar pattern (driven by secondary academies who are part of a MAT), with a near doubling in the proportion who

said responsibility sat with the trust CEO / MAT leadership team, and a fall in the proportion mentioning the SLT more broadly.

There was likewise a fall in mentions of the SLT team being responsible for implementing the strategy, with this evident for both primaries and secondaries across all school types.

Table 2.2 Who is responsible for developing / implementing strategies (Leaders)

Developing	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The Senior Leadership Team more broadly	24%(-)	46%	37%(-)*	52%
The Headteacher	28%(+)*	19%	8%	9%
The trust CEO / MAT Leadership team	21%(+)	12%	21%(+)	13%
Network / IT manager for this school	14%	12%	20%	18%
External network / IT support	4%	3%	2%	3%
School business professional	2%	2%	7%*	2%
Implementing	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The Senior Leadership Team more broadly	54%(-)	68%	64%(-)*	71%
The Headteacher	51%*	50%	43%(+)	26%
The trust CEO / MAT Leadership team	10%(+)	8%	18%*	15%
Network / IT manager for this school	28%(-)	38%	53%*	54%
External network / IT support	20%	20%	16%	14%
School business professional	14%	18%	21%*	18%
Board of governors / trustees	12%(-)	19%	12%	8%

F2A. F2B. All leaders with a strategy in place
 2025 Primary Leaders (n=237), Secondary Leaders (n=237)
 2023 Primary leaders (n=283), Secondary leaders (n=165)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

** Figures shown >3%

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Leaders were asked how often their digital technology strategy was reviewed. Most commonly this happened on an annual basis (54% of schools). Otherwise, it was every two years (22%) or termly (11%). In 2023, a higher proportion of schools reviewed it annually (61%), a lower proportion every two years (9%), a greater proportion termly (16%).

The digital strategy was most commonly reviewed on an annual basis for both primary and secondary schools. That said, this level of frequency was more common for secondary schools (60% reviewed it annually vs 52% of primaries), whereas primary schools showed some tendency to opt for a less frequent timeframe, namely every two years (24% vs 12%).

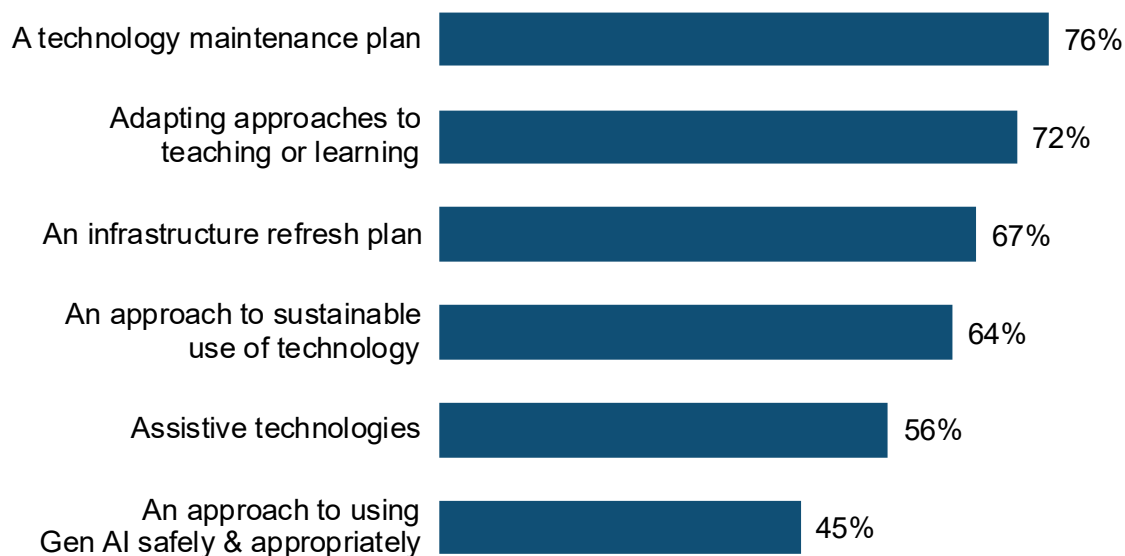
Coverage of existing / planned strategies

Digital strategies can be set-up to cover different topics and technologies. Most leaders reported that their digital technology strategy covered (or will cover) a technology maintenance plan (76%), adapting approaches to teaching (72%), and an infrastructure refresh plan (67%). The full list of areas covered is shown in Figure 2.3. Almost all leaders (95%) indicated that their digital technology strategy does / will cover at least one of these elements.

The coverage of the digital technology strategy was generally similar by phase, except that secondary leaders were more likely to include an infrastructure refresh plan than primary leaders (79% vs. 64%).

Existing or planned strategies were broadly consistent by school type within phase.

Figure 2.3 What is covered in the school digital technology strategy (Leaders)



F3D.All leaders with a strategy in place or one planned (n=644).

Source: Technology in Schools survey 2025 (Leaders).

Source: Technology in Schools Survey 2025 (Leaders survey).

Comparisons for this question are not exactly like-for-like against 2023, as there was an additional code added for Generative AI (GenAI), and the examples given for assistive technologies were updated²⁶. Overall, however, there appears to have been a slight fall in schools having many of the measures covered in their school digital technology strategy compared with 2023. The exception to this was around assistive technologies, where there has been no change in coverage.

²⁶ In 2023 they referenced Braille devices, digital communication aids. This was shorted to just digital communication aids in 2023.

Table 2.3 What is covered in the school digital technology strategy (Leaders)

Aspects of Digital Strategy	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
A technology maintenance plan	75%(-)	84%	82%(-)*	88%
Adapting approaches to teaching or learning	73%	79%	69%(-)	78%
An infrastructure refresh plan	64%(-)*	74%	79%(-)*	89%
An approach to sustainable use of technology	65%	66%	58%(-)	67%
Assistive technologies e.g., digital communication aids	57%(+)	45%	52%	44%
An approach to using Generative AI safely and appropriately	43%	-	49%	-

F3D. All leaders with strategy in place or planned
2025 Primary Leaders (n=337), Secondary Leaders (n=307)
2023 Primary leaders (n=396), Secondary leaders (n=212)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Among the leaders and IT leads interviewed in the qualitative research with a digital technology strategy (10 interviews), several benefits were identified as a result of having this strategy in place. These included ensuring the necessary systems were in place to enhance pupils' digital literacy, providing up-to-date information to guide technology-related decision-making, and supporting staff professional development, particularly in areas such as security training.

“For our children to have a really good understanding of digital literacy and what that means and being able to access their next phase of education, so making sure that they've got the tools that they need to be able to do that.” - *Leader, primary academy*

Some of the leaders and IT leads interviewed (5 interviews) did not have a digital strategy in place. The main reason behind this was often associated with costs, effectively the lack of funds to buy the technology.

“Obviously, every time you try and introduce something new there's a cost involved. That's definitely the number one reason for not doing something because you can't afford to do it and there's nothing that you can do technology wise that's cheap.” - *Leader, primary LA-maintained*

Some leaders felt they did not have the autonomy to have their own digital strategy, as these decisions were made at multi-academy trust level.

“We've only been here [in the Trust] for about three months, so obviously we're still finding out what they're planning to do and how we fit in with that.” - *Leader, primary academy*

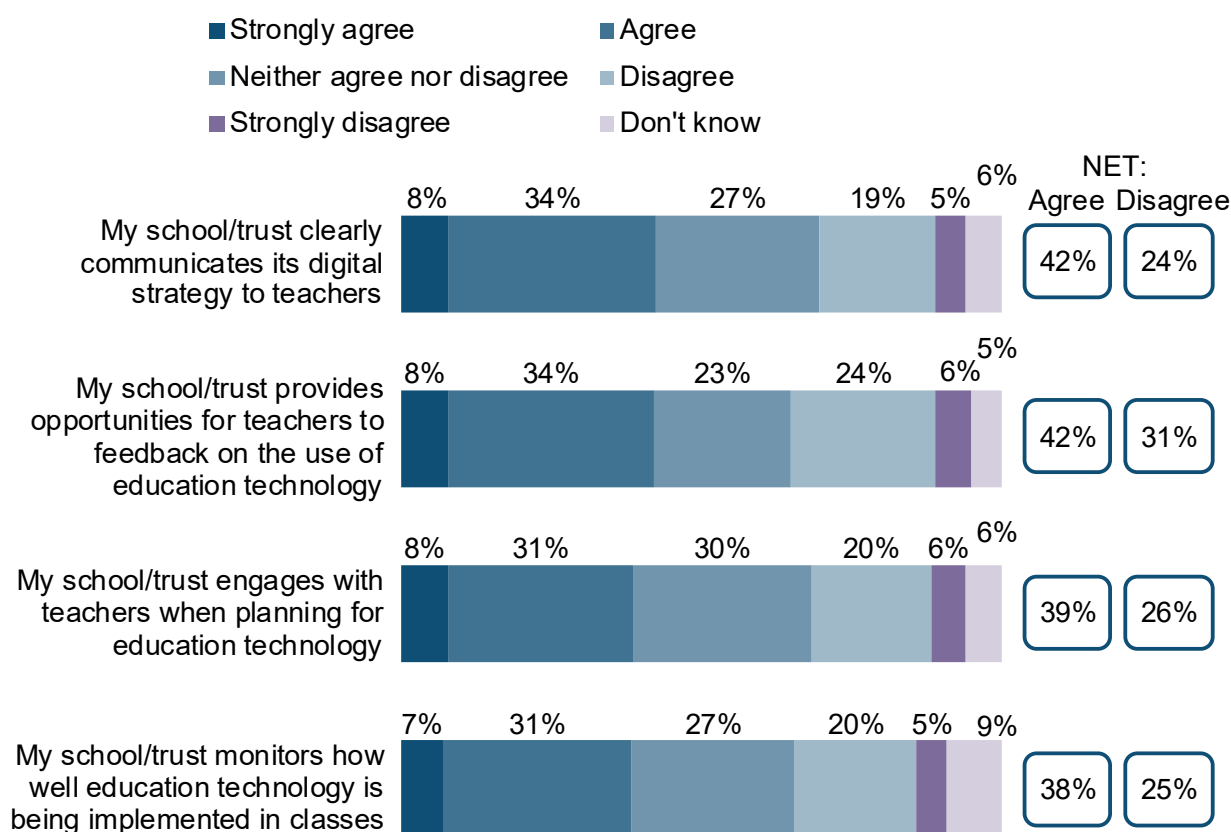
Further to these aspects, rapid technology changes was also cited as a challenge and reason for not having a digital strategy, with the sense that any formalised planning would not be worth the investment of time, as the plan would be quickly out of date.

“The challenge is writing a policy and having all the information because I don't know that I always have all that information because there's so much out there and it's changing so quickly so it's quite hard.” - *Leader, primary LA-maintained*

Teachers' engagement with digital technology strategy in schools

Teachers were asked about the extent to which they felt their school/trust engaged with them when planning education technology (Figure 2.4). Around two-fifths agreed with each of 4 engagement statements included in the research (42% agreed their school / trust clearly communicated its digital strategy to teachers, 42% agreed their school / trust provided opportunities to feedback on the use of education technology in classes, 39% agreed their school / trust engaged with teachers when planning education technology, and 39% agreed their school / trust monitored the effectiveness of education technology in the classroom). For all of these statements, a lower proportion said they disagreed.

Figure 2.4 Engagement with teachers when planning education technology



B6_X All teachers (n=1,211).

Source: Technology in schools survey 2025 (Teachers survey).

As in 2023, and despite primary schools being less likely to have a digital technology strategy, primary teachers were more likely than secondary teachers to agree that their school / trust engaged them with education technology:

- 'Clearly communicates its digital strategy to teachers' (45% primary teachers vs. 40% secondary teachers).
- 'Provides opportunities to feed back on the use of education technology' (46% vs. 38%).
- 'Engages with teachers when planning for education technology' (45% vs. 33%).
- 'Monitors how well education technology is being implemented in classes' (46% vs. 31%).

Of note, the proportion of both primary and secondary teachers that agreed their school / trust engaged with them about education technology increased across all 4 measures between 2023 and 2025 (Table 2.4). There was a particularly marked increase in the proportion who said their school / trust clearly communicated its digital strategy to teachers, with a near doubling in agreement for primary teachers (up from 26%

agreement to 45%), and a doubling in agreement for secondary teachers (up from 19% to 40%).

Table 2.4 Teacher engagement with education technology in schools (teachers)

Statement	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
My school / trust clearly communicates its digital strategy to teachers	45%(+)	26%	40%(+)	19%
My school / trust provides opportunities for teachers to feed back on the use of education	46%(+)*	36%	38%(+)	30%
My school / trust engages with teachers when planning for education technology	45%(+)*	38%	33%(+)	24%
My school / trust monitors how well education technology is being implemented in classes	46%(+)*	37%	31%(+)	21%

B6_X. All Teachers

2025: Primary teachers (n=797), Secondary Teachers (n=414)

2023: Primary teachers (n=350), Secondary Teachers (n=836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

In the qualitative interviews, most leaders interviewed felt they communicated their digital strategy to teachers well.

“So staff get emailed policies, but we also go through them in our staff meetings, especially when there's big changes or significant things that I want to draw attention to, or we've had any new staff member and we feel like it needs revisiting, we'll revisit it, but it's also covered in our Keeping Children Safe in Education training.” – *Leader, primary LA-maintained*

Most primary teachers interviewed agreed with this. Those interviewed felt involved in decision making and were encouraged by senior leaders to share their views on education technology in staff meetings.

“...There'll be a staff meeting where we all kind of input into what we think and discuss it [digital strategy] and then it will be written up officially by the IT lead.” – *Teacher, secondary LA-maintained*

In terms of the implementation of the digital strategy, most teachers interviewed were not involved.

“I think it's just been created by the trust and then rolled out to all the schools.” – *Teacher, secondary academy*

Some teachers felt that a significant portion of their time nowadays was spent monitoring children's use of education technology.

“A huge part of teachers workload is how we actually feedback and monitor what's happening on Chromebooks at school because we have a lot of different devices.” – *Teacher, primary academy*

Others found it challenging to track policy changes in education technology due to its constant evolution.

“I think that they [SLT] are working on more sophisticated policies, but it changes so quickly that it's very hard to keep up with.” – *Teacher, primary LA-maintained*

Digital and technology standards

A digital strategy helps sets the vision and direction a school or trust; with digital standards providing benchmarks and can support that strategic decision making. DfE is continuing to develop and refresh digital and technology standards in schools and colleges.²⁷ In 2024, standards on cyber security and filtering and monitoring were updated. In addition to this, new standards were published on:

- Laptops, desktops and tables
- Digital leadership and governance
- Digital accessibility

These standards are designed to help education providers make more informed decisions about technology, leading to safer, more cost-efficient practices and new learning opportunities for students.²⁸

Awareness of digital and technology standards

Overall awareness of digital and technology standards continues to rise. Overall, four-fifths of IT leads - 81% - reported that they were aware of the digital and technology standards, up from 72% in 2023 (this is a net of those who said they were 'fully aware', or 'aware but not in detail', Table 2.5).

²⁷ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

²⁸ [Using technology in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-technology-in-education)

Awareness was higher for secondary IT leads (91%) compared with primary IT leads (79%) (reflecting the trend in 2023), but since 2023 awareness levels have risen for both groups. The improved awareness levels were driven by an increase in IT Leads who reported ‘full’ awareness.

Table 2.5 Awareness of digital and technology standards

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Aware to some extent (Net)	79%(+)	70%	91%(+)*	80%
Yes, fully aware	37%(+)	27%	51%(+)*	35%
Yes, aware but not in detail	42%	43%	40%	45%
No	16%(-)*	26%	7%(-)	18%
Don't know	5%	4%	1%	2%

F5. All IT Leads

IT Leads (2025 Primary IT leads n=237, secondary IT leads n=252).

2023 Primary IT leads n=155, secondary IT leads n=168).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (IT Leaders survey).

In 2023 and within primaries, awareness was higher among IT leads in academies compared with those in LA-maintained schools. This is no longer the case, and awareness levels were comparable (77% primary academies, 80% primary LA-maintained). There continued to be no difference in awareness by school type for secondary IT leads, with awareness levels high for both secondary academies (91%) and secondary LA-maintained (95%). This was consistent with the 2023 findings, and the finding that digital technology strategies were more common at the secondary phase.

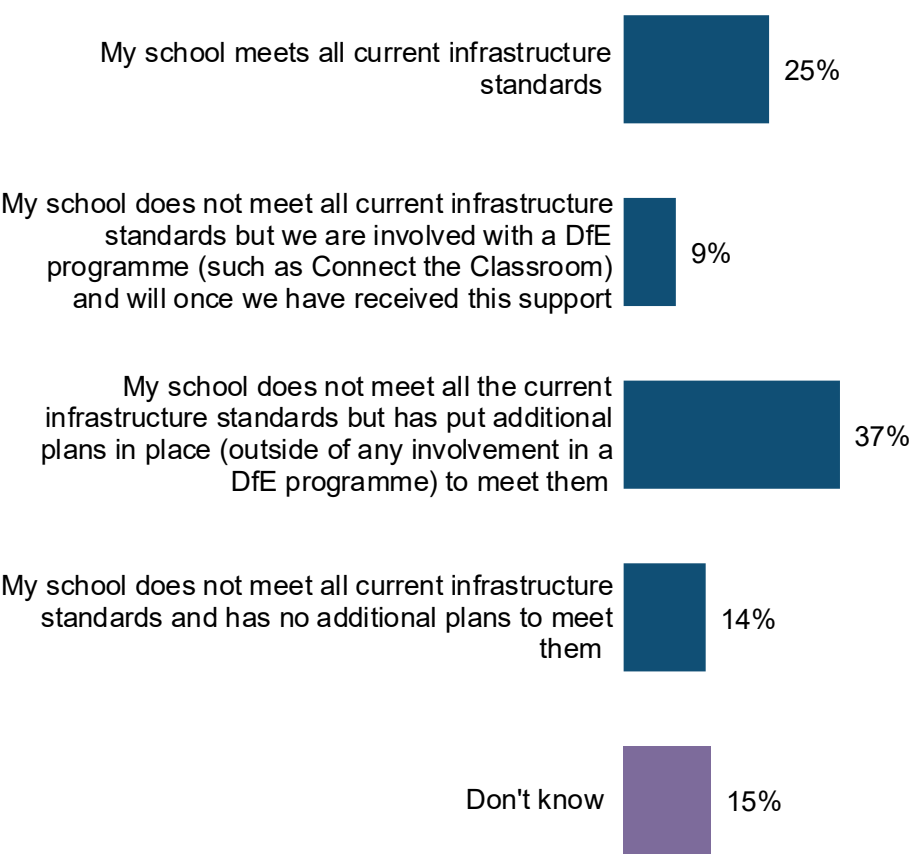
Meeting the standards

Of IT leads aware of the published standards, a quarter (25%) reported that their school met them all (Figure 2.5), up from 16% in 2023. Nearly half (46%) reported that their school met some, but not all. Those falling into this group had either:

- Put additional plans in place to meet the standards, outside of any involvement in a DfE programme (37%), indicatively higher for secondaries (45%) vs primaries (35%), or:
- Were involved with a DfE programme and would meet requirements once they had received this support (9%), higher for primaries (10%) than secondaries (3%).

By contrast, around one-in-seven IT leads (14%) reported that their school did not meet current requirements and had no additional plans to meet them. Fewer cited this in 2025 compared with 2023 (23%). It is also worth noting that 15% were unsure whether their school or trust was meeting the standards.

Figure 2.5 Whether schools are meeting the digital and technology infrastructure standards



F6. Base: All IT leads aware of the digital standards (n=418).

Overall, and taking awareness of the standards into account, a fifth (20%) of schools were aware of and met all standards compared with 11% in 2023.

As shown in Table 2.6, there was no difference between primary and secondary schools in the proportion reporting that they currently met all infrastructure standards. However, secondary schools were more likely to indicate an intention to meet these standards in the future and reported having plans in place to do so. Overall, a fifth (21%) of IT leads in primary schools stated they were not aware of the standards, compared with 8% of IT leads in secondary schools.

Primaries and secondaries were more likely to meet all current infrastructure standards than in 2023 (21% vs 12% for primaries and 18% vs 9% for secondaries). Primary schools were also more likely to have additional plans to meet the standards (28% vs 20% for primaries and 41% vs 34% for secondaries).

Table 2.6 Whether schools are meeting the digital and technology infrastructure standards

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
My school meets all current infrastructure standards	21%(+)	12%	18%(+)	9%
My school does not meet all current infrastructure standards but we are involved with a DfE programme	8%	8%	3%	10%
My school does not meet all the current infrastructure standards but has put additional plans in place	28%(+)	20%	41%(+)*	34%
My school does not meet all current infrastructure standards and has no additional plans to meet them	10%	16%	19%*	20%
Aware of standards but don't know if meet standards	13%	14%	10%	8%
Not aware of standards or don't know if aware of standards	21%(-)*	30%	8%	20%

F6. All IT Leads

IT Leads (2025 Primary IT leads n=237, secondary IT leads n=252).

(2023 Primary IT leads n=155, secondary IT leads n=168).

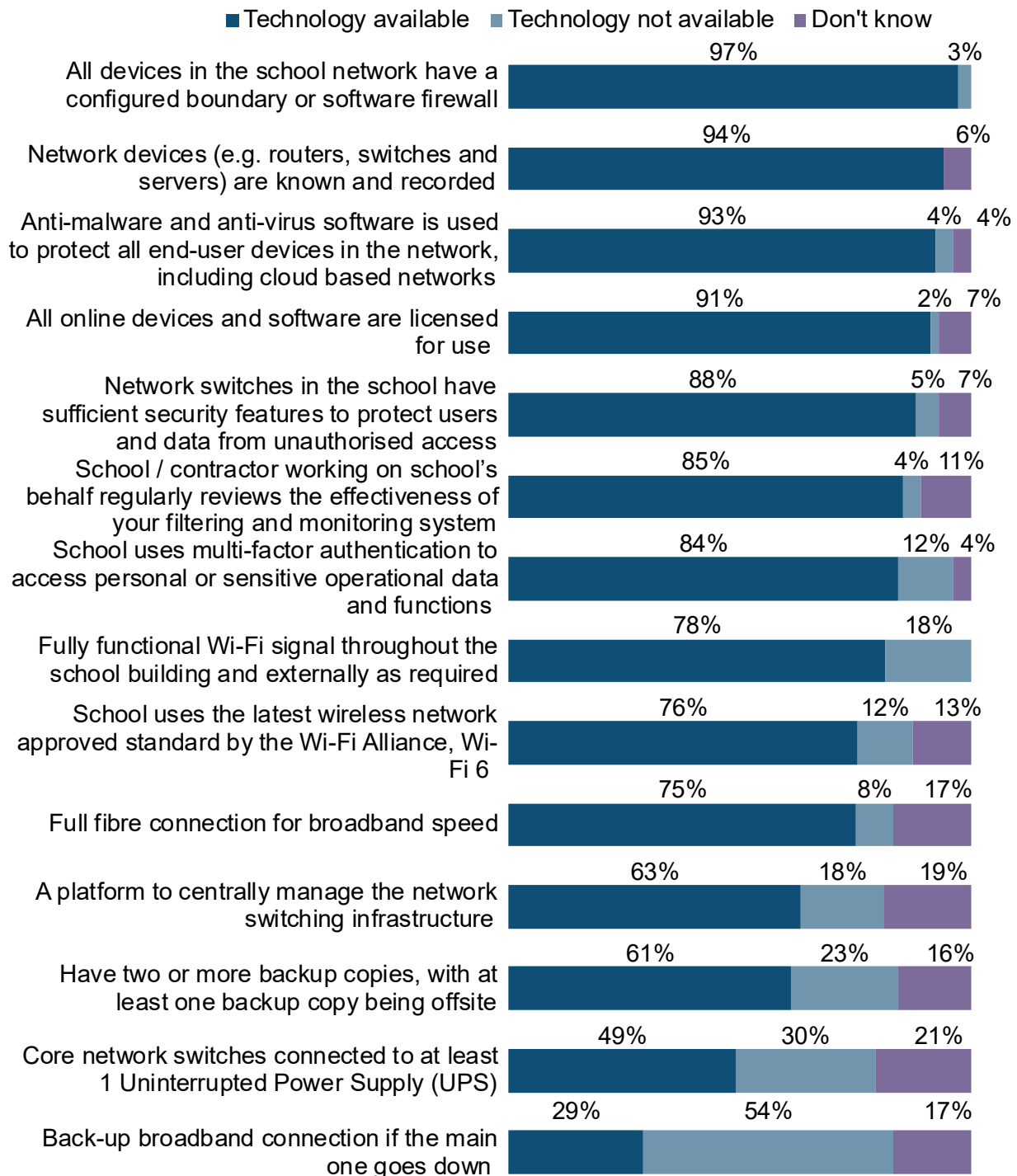
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (IT Leaders survey).

As well as asking IT leads whether their school met the digital and technology standards, the IT leads survey also went into detail about whether specific technologies included in the standards were in place. The data showing the incidence of these standards being in place in schools is reported in Chapter 2. However, exploring the prevalence of these standards by IT Leads who said their school adhered to all the standards reveals a level of disconnect, with significant minorities reporting that they did not have some of the specific technologies covered in practice (most commonly for core network switches connected to at least 1 uninterrupted power supply and a back-up broadband connection

if the main one goes down) (Figure 2.6). These discrepancies suggest that implementation of the specific standards has not been fully realised.

Figure 2.6 Cross-analysis of meeting the digital and technology infrastructure standards by IT leads who said their school meet all digital and technology standards



Base: IT leads reporting that their school currently meets all digital / technology standards (n=101).

**the proportions here represent the % agreed, % disagree and % that did not know or neither agreed nor disagree

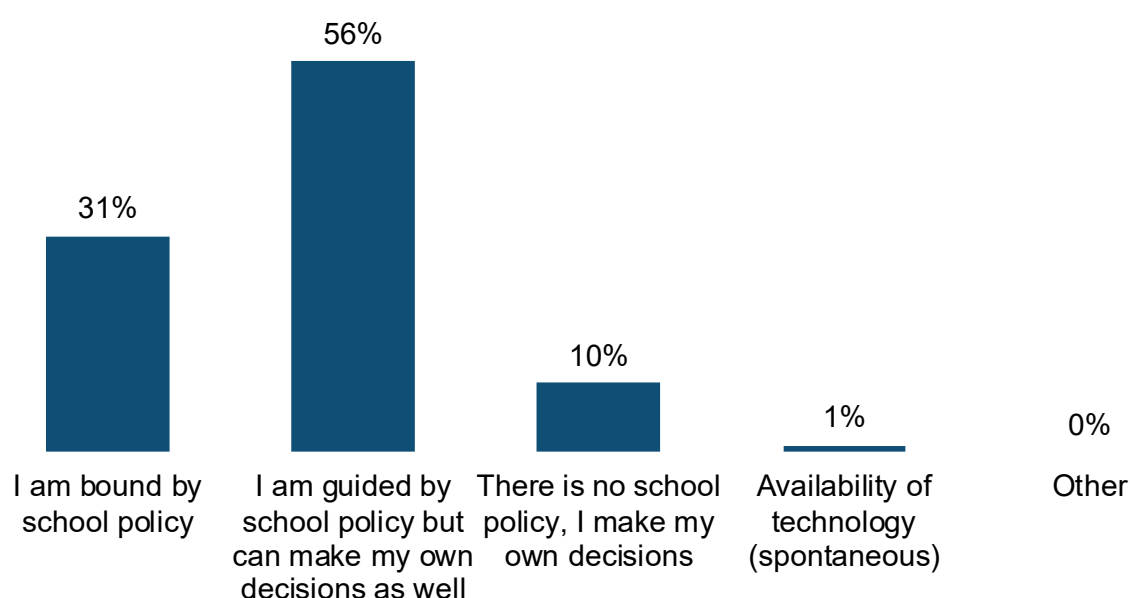
Source: Technology in schools survey 2025 (IT leads).

Deciding what technology to use in classrooms

Overall, nearly nine-in-ten teachers (87%) said that a school policy existed for them to use when deciding which technology to use in their classroom. This represents a 5% point increase from 82% in 2023. When asked how these decisions were made, most (56%) said they were ‘guided’ by school policy but could also make their own decisions, while slightly fewer teachers (31%) said they were ‘bound’ by school policy (Figure 2.6)

Overall, one-in-ten (10%) of teachers said there was no school policy, and they had full autonomy to make their own decisions about the use of technology in their classrooms, down from 15% in 2023.

Figure 2.7 How teachers decide which technology to use in their classroom (Teachers)



X1. Teachers (n=1,211).

Source: Technology in Schools Survey 2025 (Teachers survey).

Teachers in primary schools were slightly more likely to report that a school policy existed for the use of technology in classrooms compared with those in secondary schools (89% vs. 85%). Secondary schools were more likely to say there was no policy, and they made their own decisions (13% vs. 8% primary schools), with this particularly the case for LA-maintained secondary schools (18%).

Table 2.7 How teachers decide which technology to use in their classroom (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
School policy exists (net)	89%	82%	85%	81%
I am bound by school policy	30%	29%	32%	32%
I am guided by school policy, but can make my own decisions as well	59%	53%	53%	49%
There is no school policy, I make my own decisions	8%(-)*	15%	13%(-)*	16%
Availability of technology (spontaneous)	1%(-)*	3%	1%*	2%
Other	0%*	1%	0%	0%

X1. All Teachers

2025: Primary teachers (n=797), Secondary Teachers (n=414)

2023: Primary teachers (n=350), Secondary Teachers (n=836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Sources valued for guidance on choosing technology

Teachers were asked what sources they would most value when choosing what technology to use. Findings show that teachers particularly valued advice and guidance from their peers. The top mentions were other teaching staff (38%) and other schools that use technology well (32%) (Figure 2.7). Other key mentions included research bodies (such as the Education Endowment Foundation) or academic journals, leading practitioners in the field of education technology, and leadership staff – all of which were mentioned by more than one-in-five teachers.

The sources valued were very similar by phase, with just the difference that primary teachers were more likely to value leadership staff (35% vs. 27% of secondary teachers) and local authority (7% vs. 1%). Secondary teachers gave marginally higher mentions of Unions (5% vs 3% for primary teachers).

Figure 2.8 Sources most likely to value when choosing technology (Teachers)



X3. All teachers (n=1,211).

Mentions of 7%+ shown.

Source: Technology in Schools Survey 2025 (Teachers survey).

Overall, and in comparison to 2023, there was an increase in mentions of leadership staff being valued (up from 22% to 31%), with this particularly driven by an increase in mentions among secondary teachers.

Table 2.8 Sources most likely to value when choosing technology (Teachers)

Source	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Other teaching staff – either internal / external to my school	37%	37%	38%(-)	43%
Other schools that use technology well / user reviews	33%(-)	39%	31%(-)	39%
Leadership staff	35%*	30%	27%(+)	14%
Leading practitioners / researchers in the field of EdTech	26%	21%	29%(+)	24%
Research bodies	23%	22%	22%*	28%
In-house evaluations	13%	16%	17%	18%
Academy trust	15%	11%	14%(+)	6%
Education sector publications / websites	13%	12%	15%(+)	12%
Interest groups or individuals active on social media	11%	14%	12%	16%
Network, IT or Business Managers	7%(-)	11%	7%	11%
Government	5%	4%	4%(+)	2%
Local authority	7%	5%	1%	1%
Exhibitions / conferences	4%	2%	4%	5%
Unions	3%	2%	5%	4%
Don't know	11%	10%	9%	10%

X3. All Teachers

2025: Primary teachers (n=797), Secondary Teachers (n=414)

2023: Primary teachers (n=350), Secondary Teachers (n=836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

** Figures shown >3%

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

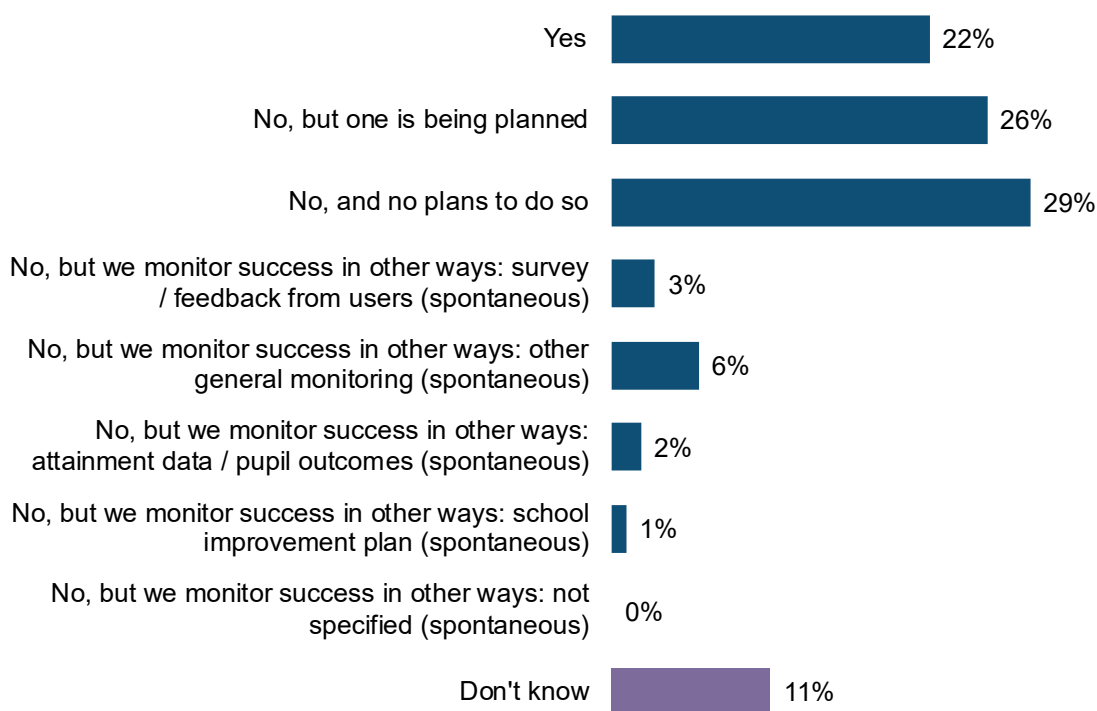
Evaluating the effectiveness of technology

Evaluating the effectiveness of technology used in their school can help leaders assess whether it is adding value and can support in making informed decisions about resource allocation. This can be achieved through the implementation of an evaluation plan.

Around one-in-five leaders (22%) indicated that they had an evaluation plan or framework in place to monitor the effectiveness of the technology they used (19% in 2023). A further 13% monitored success in other ways, such as through general monitoring, survey feedback or pupil outcomes data. This method has fallen compared with 2023 when 22% claimed to monitor effectiveness in other ways. Overall, a third (35%) of leaders claimed to have any plan or mechanism in place to monitor the effectiveness of technology, compared with 41% in 2023.

A quarter of leaders (26%) did not have an evaluation plan or framework in place at the time of the survey but said one was planned. A similar proportion (29%) did not have an evaluation plan or framework and had no plans for one. Schools with a digital strategy were more likely than average to have an evaluation plan/framework in place (27% vs. 14% without a digital plan or unsure if they had one), a sizeable proportion still mentioned that they did not have an evaluation plan/framework in place or any intention to introduce one (21%).

Figure 2.9 Whether schools have an evaluation plan or framework (Leaders)



F6D. All leaders (n=795).

Source: Technology in Schools survey 2025 (leaders).

By phase, primary leaders were more likely to report that they did not have any plans or framework in place, nor were they planning to put one in place (31% vs. 17% of secondary leaders) (Table 2.9). The incidence of this for primary leaders has risen compared with 2023 (31% vs 25%). This again shows a disconnect between schools that have a strategy and the proportion who evaluate their effectiveness which could risk technology resources not being as effectively used as they could be.

Table 2.9 Whether schools have an evaluation plan or framework (Leaders)

Plan	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Yes	21%	18%	26%	22%
No, but one is being planned	26%	25%	25%	24%
No, and no plans to do so	31%(+)*	25%	17%	17%
No, but we monitor success in other ways: survey / feedback from users (spontaneous)	3%	5%	4%(-)	8%
No, but we monitor success in other ways: other general monitoring (spontaneous)	6%	4%	8%(+)	4%
No, but we monitor success in other ways: attainment data / pupil outcomes (spontaneous)	2%	4%	3%	2%
No, but we monitor success in other ways: school improvement plan (spontaneous)	1%	3%	2%	2%
No, but we monitor success in other ways: not specified (spontaneous)	0%(-)	6%	0%	6%
Don't know	11%	9%	13%	15%

F6D. All Leaders

2025: Primary leaders (n=456), Secondary leaders (n=339)

2023: Primary leaders (n=526), Secondary leaders (n=224).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

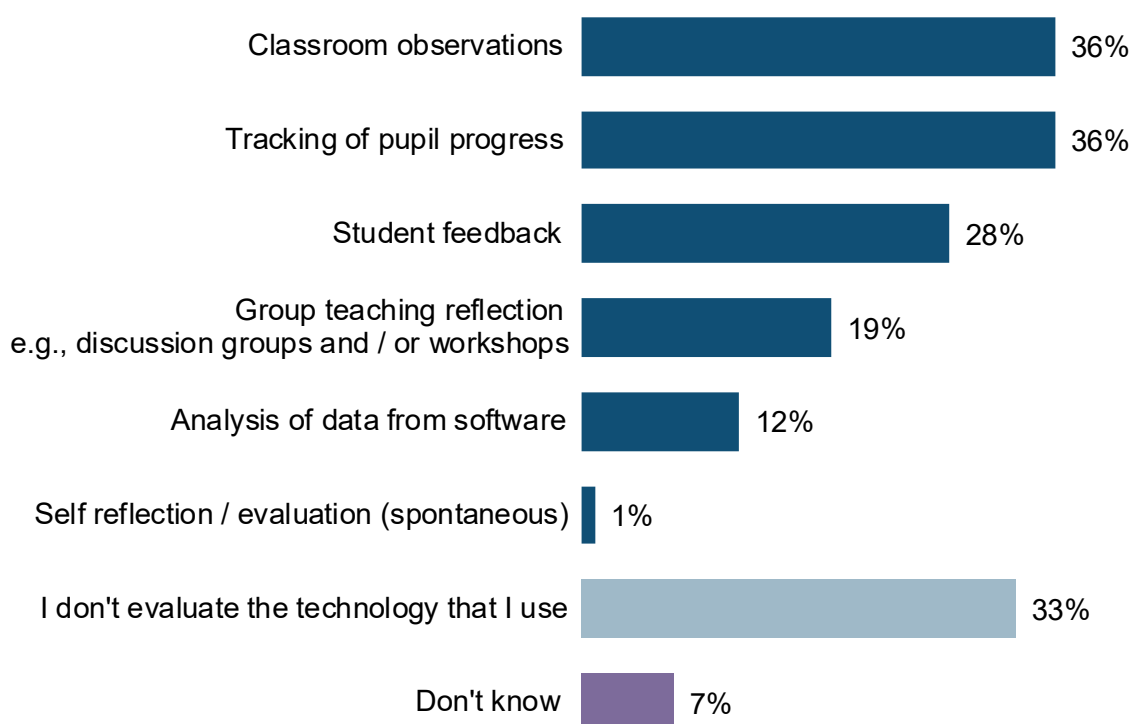
Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Teachers were also asked how they evaluated the effectiveness of the technology they used at work. Although many schools did not have formal plans to evaluate technology

effectiveness, Figure 2.10 shows that most teachers were still evaluating their own technology use in some way. Just over a third said they evaluated technology through classroom observations and / or by tracking pupil progress (both 36%) and just over a quarter (28%) said they did so via student feedback. That said, three-in-ten (33%) teachers said they did not evaluate the technology they used.

Although broadly the same proportion of primary and secondary teachers evaluated the effectiveness of the technology they used, secondary teachers used a range of tools, being more likely to track pupils progress (41% vs 30%), give student feedback (31% vs 24%), or use analysis of data from software (14% vs 10%). Within phase, there were no difference by school status (i.e. academy vs. LA-maintained).

Figure 2.10 How teachers evaluate the effectiveness of technology used (Teachers)



X2. All Teachers (n=1,199).

Source: Technology in Schools Survey 2025 (Teachers survey).

Compared with 2023, there has been no change in the proportion of primary and secondary teachers who said they did not evaluate the technology they used (remaining at around a third for both primary and secondary teachers). There has, however, been a fall in a number of the methods used, with teachers selecting less options

Table 2.10 How teachers evaluate the effectiveness of technology used (Teachers)

Method	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Classroom observations	36%	41%	35%(-)	41%
Tracking of pupil progress	30%	33%	41%	37%
Student feedback	24%	29%	31%(-)*	40%
Group teaching reflection	20%	22%	18%(-)	24%
Analysis of data from software	10%(-)*	16%	14%(-)	17%
Self-reflection / evaluation (spontaneous)	0%	1%	1%	1%
Other	1%	1%	0%	1%
I don't evaluate the technology that I use	34%	30%	32%	32%
Don't know	9%	9%	6%(+)	4%

X2. All Teachers

2025: Primary teachers (n=789), Secondary Teachers (n=410)

2023: Primary teachers (n=350), Secondary Teachers (n=836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from
2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Chapter 3 Current Usage Levels

This chapter looks at access to and use of digital devices, hardware, and assistive technologies within schools, and the barriers to greater uptake of them. In particular it explores how technology is used across the different school functions, including school management, classroom activities and pastoral support.

Use of hardware in lessons

Digital devices available to use

IT leads were asked to comment on the relative proportion of digital devices available for teachers and pupils to use in their school (including those provided on loan). The phrasing of this question was updated for the 2025 survey, with IT leads asked to provide the estimated ratio of devices available to teachers and pupils. In 2023 IT leads were asked to provide the actual number of devices, and subsequent calculations were applied at the analysis stage to create a proportion ratio to teachers and pupils. The change in the way information has been collected means that comparison to 2023 survey findings for these questions need to be treated with some caution.

Devices available to teachers

As shown in Table 3.1, and as in 2023, laptops were the device type most commonly available for teachers, with 81% of primary and 60% of secondary IT leads saying they were available for 100% (or more²⁹) teachers. Desktops were more prevalent in secondary schools, and tablets in primary schools. Of note, compared with 2023, there has been a rise in the proportion of primary schools that have any tablets compared to 2023 (87% vs 77%).

²⁹ The 'or more' applies to situations where a school has more devices than teachers. For example, where a school has 20 teachers, but 25 tablets.

Table 3.1 Devices available for teachers to use, as a proportion of pupils in school, by phase (IT leads)

Device	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Any laptops available for teachers	98%	95%	94%	93%
No laptops available for teachers	1%	1%	4%	2%
Laptops for 100% (or more) of teachers	81%*	75%	60%	63%
Any tablets available for teachers	87%*(+)	77%	65%	62%
No tablets available for teachers	9%	14%	34%*	31%
Tablets for 100% (or more) of teachers	48%*	42%	11%	9%
Any desktops available for teachers	80%	81%	93%*	88%
No desktops available for teachers	19%*	16%	7%	8%
Desktops for 100% (or more) of teachers	54%*	37%	66%*	64%

D1_1-3. All IT Leads

2025: Primary IT leads (n=237), Secondary IT leads (n=252)

2023: Primary IT leads (n=155), Secondary IT leads (n=168).

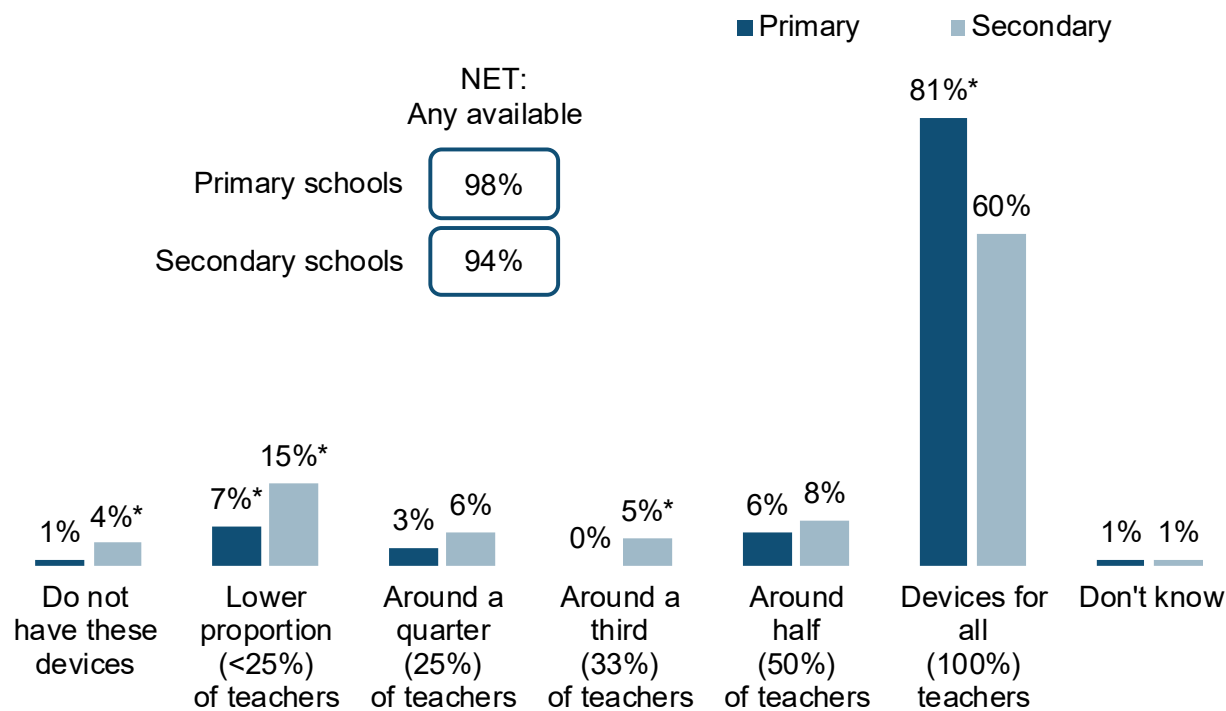
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23 (IT leads survey).

Figure 3.1 to Figure 3.3 show the distribution proportion of laptops, tablets and desks as estimated by IT leads. Findings show (similar to 2023) that when schools have laptops or desktops they tend to have them for a high proportion of their teachers. There was a similar situation for tablets for teachers in primary schools, but less so for tablets in secondary schools.

There were no marked differences in the availability of digital devices for teachers to use by school status, with the exception that a higher proportion of IT leads in primary LA-maintained schools reported that tablets were available for all teachers, compared with IT leads in primary academy schools (56% vs. 38%).

Figure 3.1 Laptops available to teachers (proportional ratio) (IT leads)

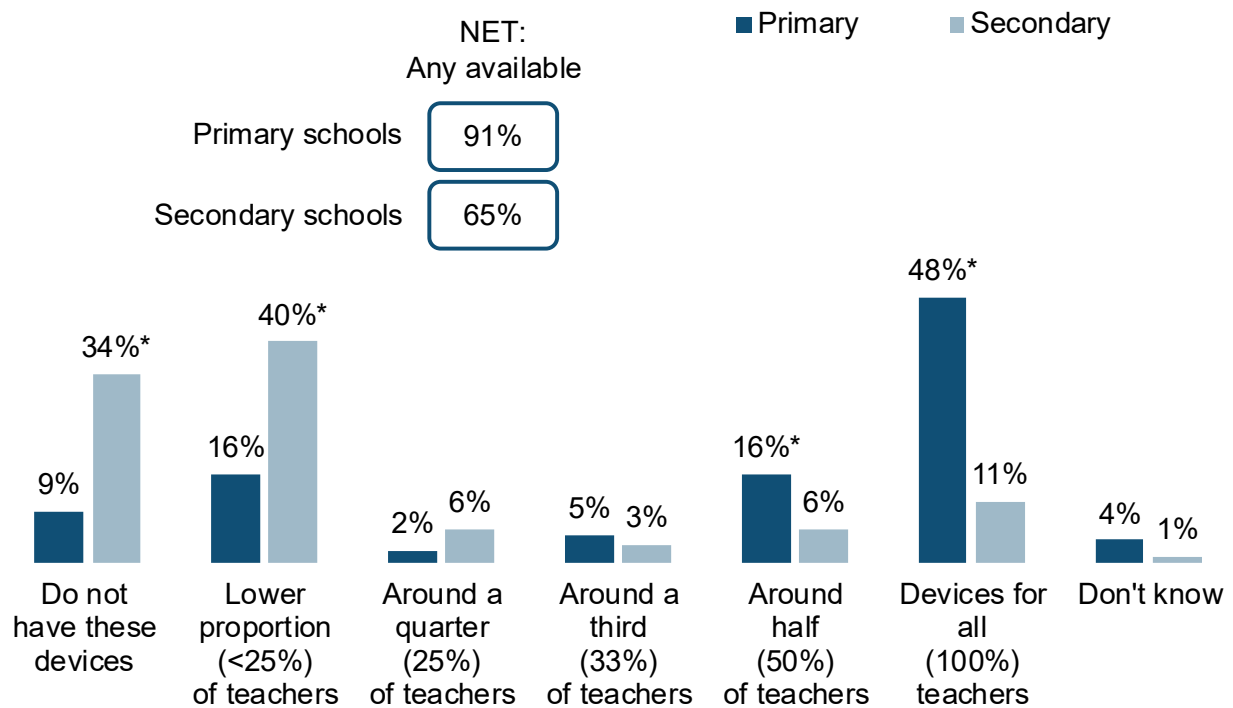


D1_3. All IT Leads. Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

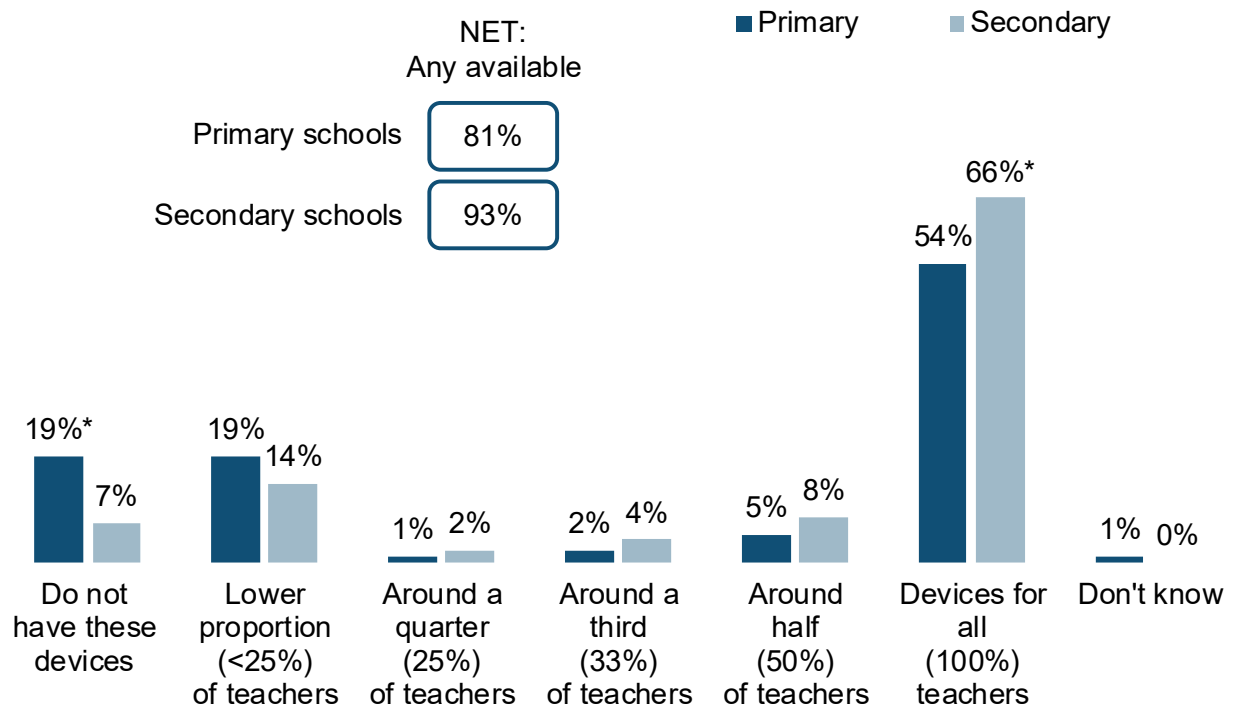
Source: Technology in Schools Survey 2025 (IT leads survey).

Figure 3.2 Tablets available to teachers (proportional ratio) (IT leads)



D1_3. Primary IT leads (n=237). Secondary IT leads (n=252).
 *Indicates significant difference between primary and secondary.
 Source: Technology in Schools Survey 2025 (IT leads survey).

Figure 3.3 Desktop computers available to teachers (proportional ratio) (IT leads)



D1_1. All IT Leads

Primary IT leads (n=237). Secondary IT leads (n=252).
*Indicates significant difference between primary and secondary.
Source: Technology in Schools Survey 2025 (IT leads survey).

Devices available to pupils

Table 3.2 and Figures 3.4 to Figure 3.6 show the availability and relative proportion of digital devices available for pupils to use.

With similar figures to 2023, laptops were the most commonly available devices for pupils, being available in more than nine-in-ten primaries (90%) and secondaries (94%). Primary schools were more likely to have tablets available for pupils (87% vs. 55% of secondaries) while secondaries more frequently reported having desktops available for pupils to use (98% vs. 47% of primaries).

Secondaries tended to have laptops and desktops for less than 50% of pupils (77% vs 66% of primaries and 76% vs 42% of primaries respectively). Primaries were more likely to have tablets for less than 50% of pupils compared with secondaries (71% vs 49%).

Table 3.2 Digital devices available for pupils to use, as a proportion of pupils in school, by phase (IT leads)

Device	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Any laptops available for pupils	90%	91%	95%	93%
No laptops available for pupils	7%	6%	5%	2%
Laptops, for less than 50% of pupils	66%	-	77%*	-
Any tablets available for pupils	87%(+)*	77%	55%	54%
No tablets available for pupils	10%-	19%	45%*	41%
Tablets, for less than 50% of pupils	71%*	-	49%	-
Any desktops available for pupils	47%	43%	98%*	95%
No desktops available for pupils	50%*	55%	1%	1%
Desktops, for less than 50% of pupils	42%	-	76%*	-

D1b_1-3. All IT Leads

2025: Primary IT leads (n=237), Secondary IT leads (n=252)

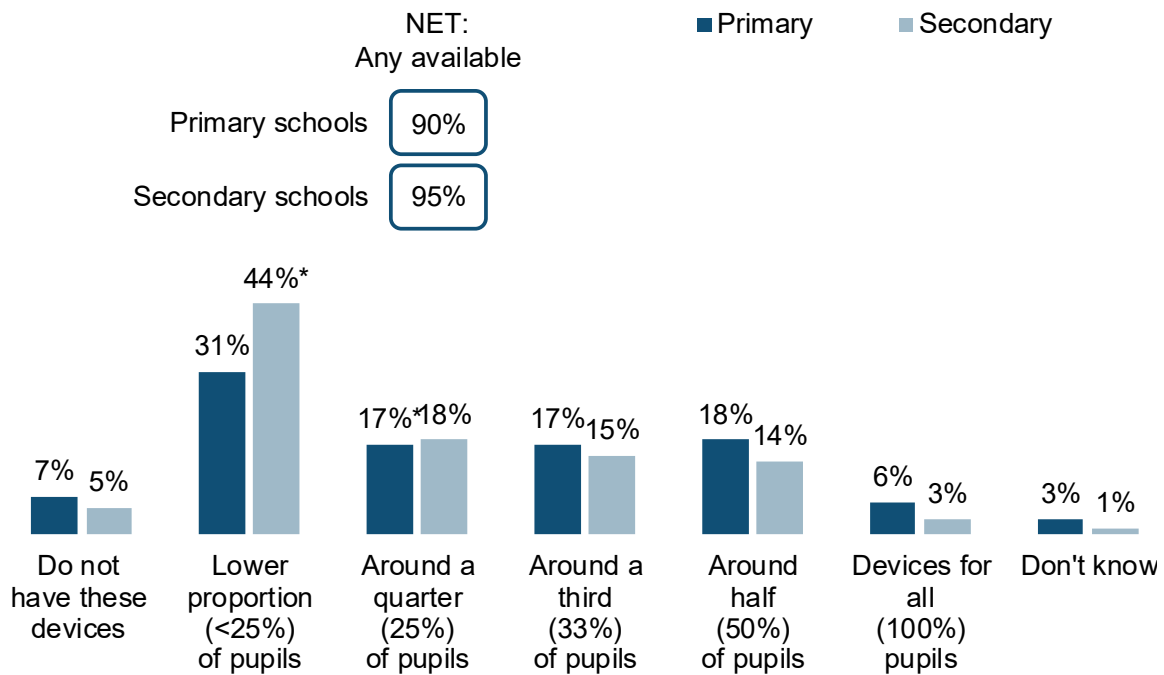
2023: Primary IT leads (n=155), Secondary IT leads (n=168).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Technology in Schools Survey 2022-23 (IT leads survey).

For all 3 devices, there were relatively few IT leads who said there were devices available for more than a quarter of pupils. That said laptops were more prevalent, with a quarter (24%) of IT leads in primary schools and around a fifth (18%) in secondary schools reporting that they were available for 50% or more pupils.

Figure 3.4 Laptops available to pupils (proportional ratio) (IT leads)

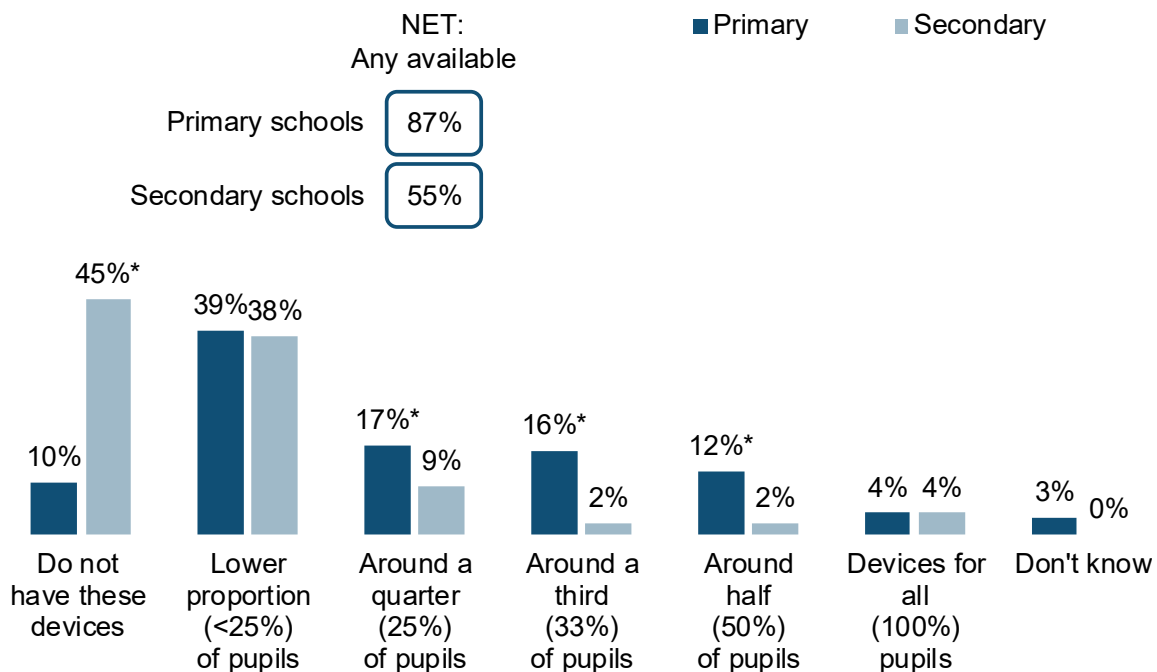


D1_6. All IT Leads. Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

Figure 3.5 Tablets available to pupils (proportional ratio) (IT leads)

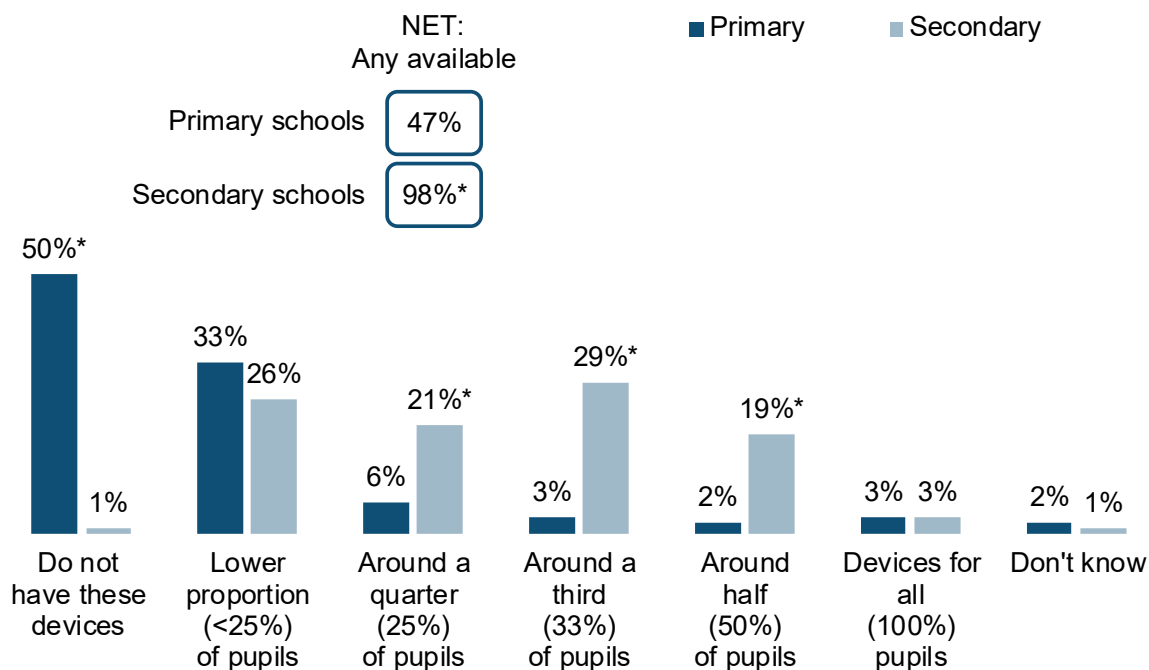


D1_5. All IT Leads. Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

Figure 3.6 Desktop computers available to pupils (proportional ratio) (IT leads)



D1_4. All IT Leads. Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

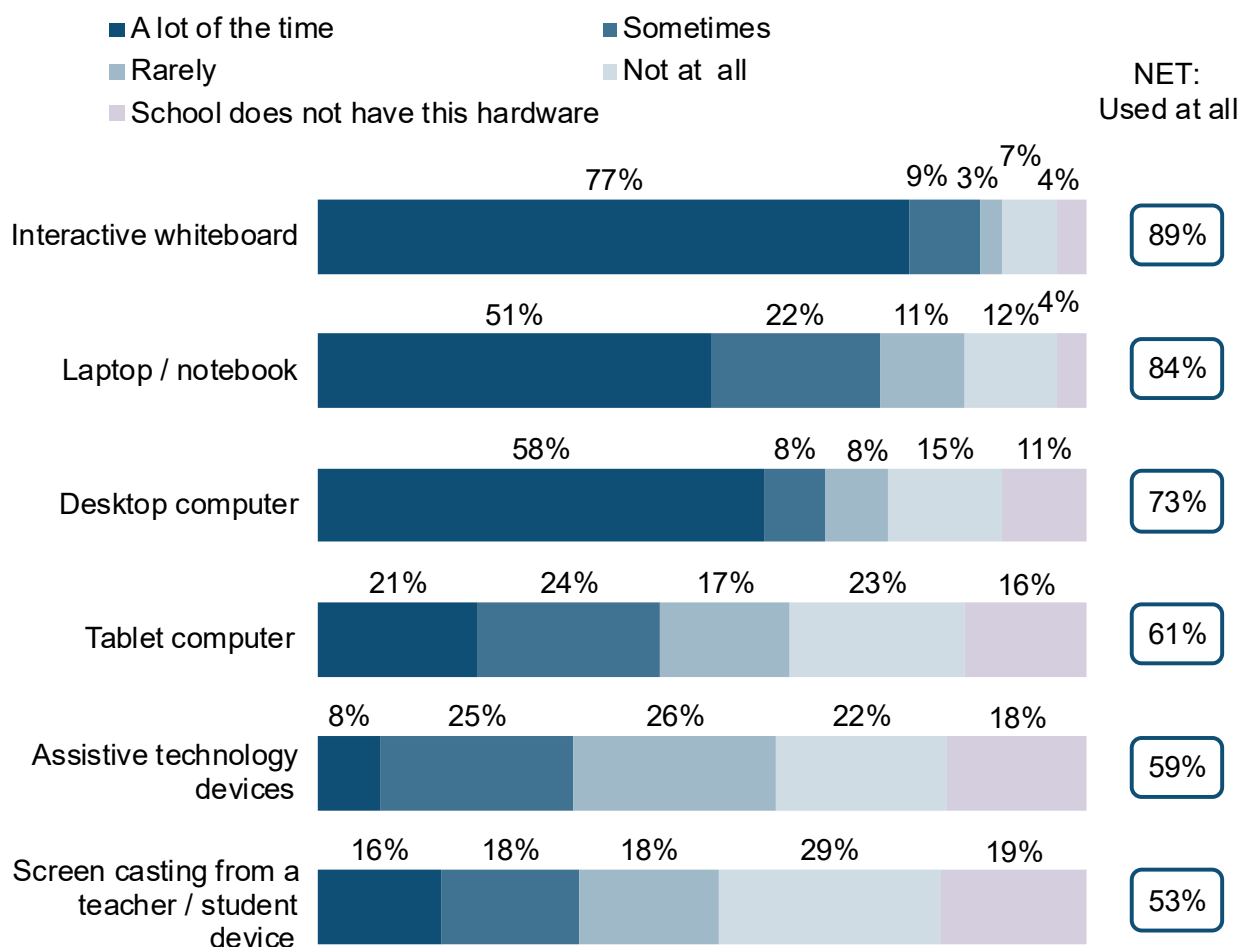
Source: Technology in Schools Survey 2025 (IT leads survey).

Use of digital devices as part of lessons

As in 2023, most teachers (89%) used interactive whiteboards and laptop / notebooks to some extent within the lessons they personally taught, with a notably high proportion using interactive whiteboards 'a lot of the time' (77%) (Figure 3.7). Teachers also commonly used desktop computers, with three-quarters (73%) using desktops to some extent, and 58% using them 'a lot of the time'.

In contrast, teachers were less likely to use tablet computers (61%), assistive technology devices (59%) or screen casting (53%). For all 3 devices a relatively high proportion of teachers said the device was either not available or not used at all.

Figure 3.7 Frequency of using hardware as part of lessons (Teachers)



A3. Teachers (n=1,211).

'Used at all' defined as 'a lot of the time', 'sometimes' or 'rarely'.

Source: Technology in Schools Survey 2025 (Teachers survey).

Comparing the devices that teachers reported using at all in 2025 to 2023 (Table 3.3), the usage rates were broadly similar with the exception of a fall in the proportion of primary teachers using tablets (from 86% to 81%), and a rise in the proportion of primary and secondary teachers using assistive technology devices.

Both primary and secondary teachers were more likely to indicate they had access to assistive technology devices in 2025 (60% and 59%) compared with 2023 (when 34% and 40% respectively indicated that these devices were available in their school).

Table 3.3. Use of hardware as part of lessons, and availability of hardware by phase (Teachers)

Technology used at all	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Laptop / notebook	91%*	93%	77%	78%
Interactive whiteboard	98%*	96%	80%	76%
Desktop computer	68%	68%	79%*	82%
Tablet computer	81%(-) *	86%	42%	43%
Screen casting from a teacher / student device	52%	52%	53%	52%
Assistive technology devices [†] e.g. digital communication aids	60%(+)	34%	59%(+)	40%
School does not have this hardware	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Laptop / notebook	2%	1%	6%	6%
Interactive whiteboard	1%	2%	7%	9%
Desktop computer	15%	15%	8%	6%
Tablet computer	8%	6%	24%*	24%
Screen casting from a teacher/ student device	21%	19%	17%	18%
Assistive technology devices [†] e.g. digital communication aids	22%(-)*	38%	15%(-)	25%

A3. All Teachers

2025 Primary teachers (n=797), Secondary teachers (n=414)

2023 (n=350), Secondary teachers (n=836).

'Used at all' defined as 'a lot of the time', 'sometimes' or 'rarely'.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

[†]Code label updated from 'Specialised assistive devices' in 2023.

Source: Technology in Schools Survey 2022-23, 2025 (Teachers survey).

Frequency of using end user devices in lessons

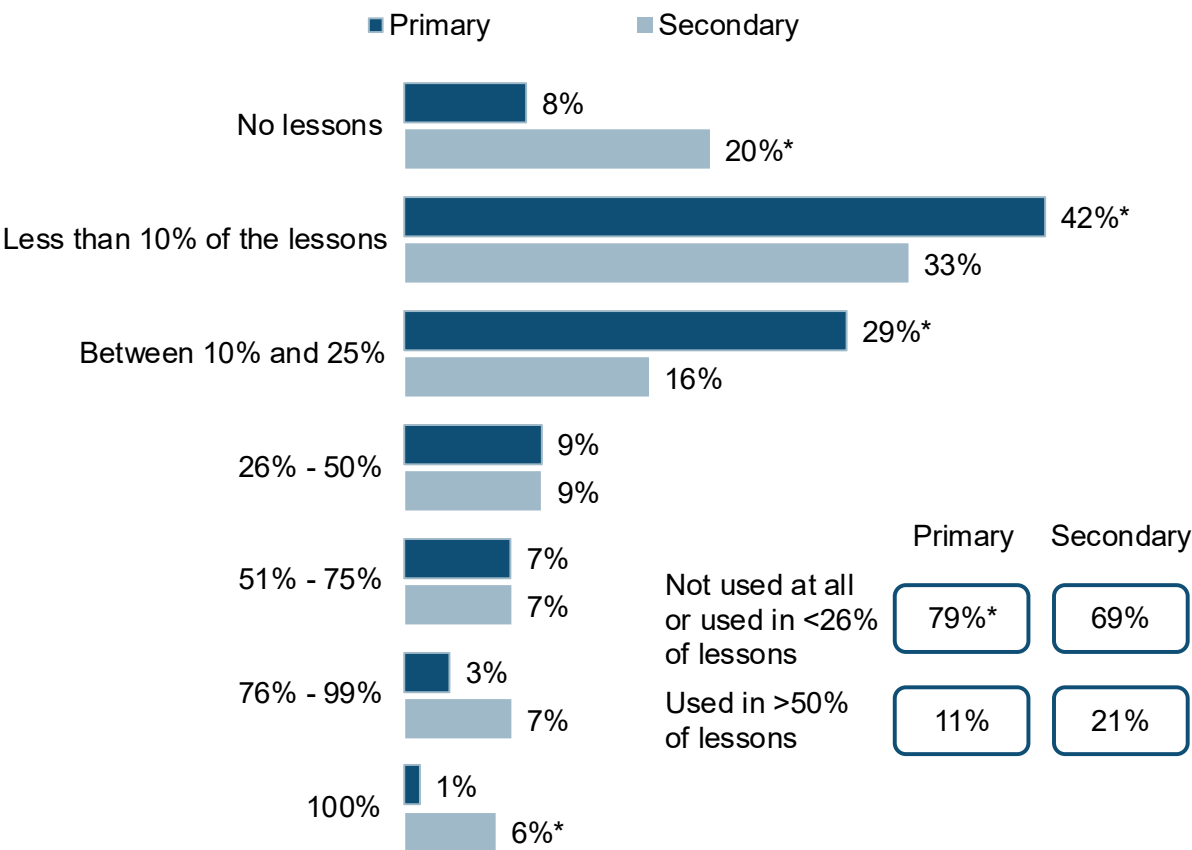
Teachers who ever used desktops, tablets or laptops in their lessons were asked to state the proportion of their lessons, in an average week, that involved pupils using end user devices. As confirmation to teachers a description of end user devices was provided in

the survey (“by end user devices, we mean desktop computers, laptops, tablets, smartphones or other mobile devices”), and it was explained that these might be used independently, or in pairs or small groups.

Teachers reported varying degrees to which lessons involved pupils using end user devices, although three-quarters (79%) of teachers used them in less than a quarter of lessons or not at all.

There were a range of differences by phase, as shown in Figure 3.8. While secondary teachers were more likely to report no lessons using end user devices (20% vs. 8% of primary teachers) they still recorded a higher proportional usage than primary teachers, with a fifth (21%) using them in more than a half of lessons, compared with 11% of primary teachers. Findings for secondary teachers were likely polarised due to the variability in their teaching subjects.

Figure 3.8 Proportion of lessons that involve pupils using end user devices (Teachers)



A4. Teachers who use desktops, tablets or laptops in lessons.
Total (n=1,205), Primary (n=792), Secondary (n=413).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2022-23/2025 (Teachers survey).

The proportion of primary and secondary schools having lessons that involve pupils using end user devices was broadly the same as in 2023. One small difference was a slight rise in the proportion of primary teachers reporting they did not use them in any lessons (though the incidence of this was still relatively low).

Table 3.4 Proportion of lessons that involve pupils using end user devices (Teachers) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
No lessons	8%(+)	4%	20%*	18%
Less than 10% of lessons	42%	47%	33%	33%
Between 10% - 25% of lessons	29%*	29%	16%	17%
26% - 50%	9%	10%	9%	9%
51% - 75%	7%	5%	7%	7%
76% - 99%	3%	3%	7%	9%
100%	1%	1%	6%	6%

A4. All Teachers who use desktops, tablets or laptops in lessons.
 2025 Primary (n=797), Secondary (n=413).
 2023 Primary (n=348), Secondary (n=833).
 Don't know not shown on table (1% overall).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (Teachers survey).

Policies around the use of digital devices

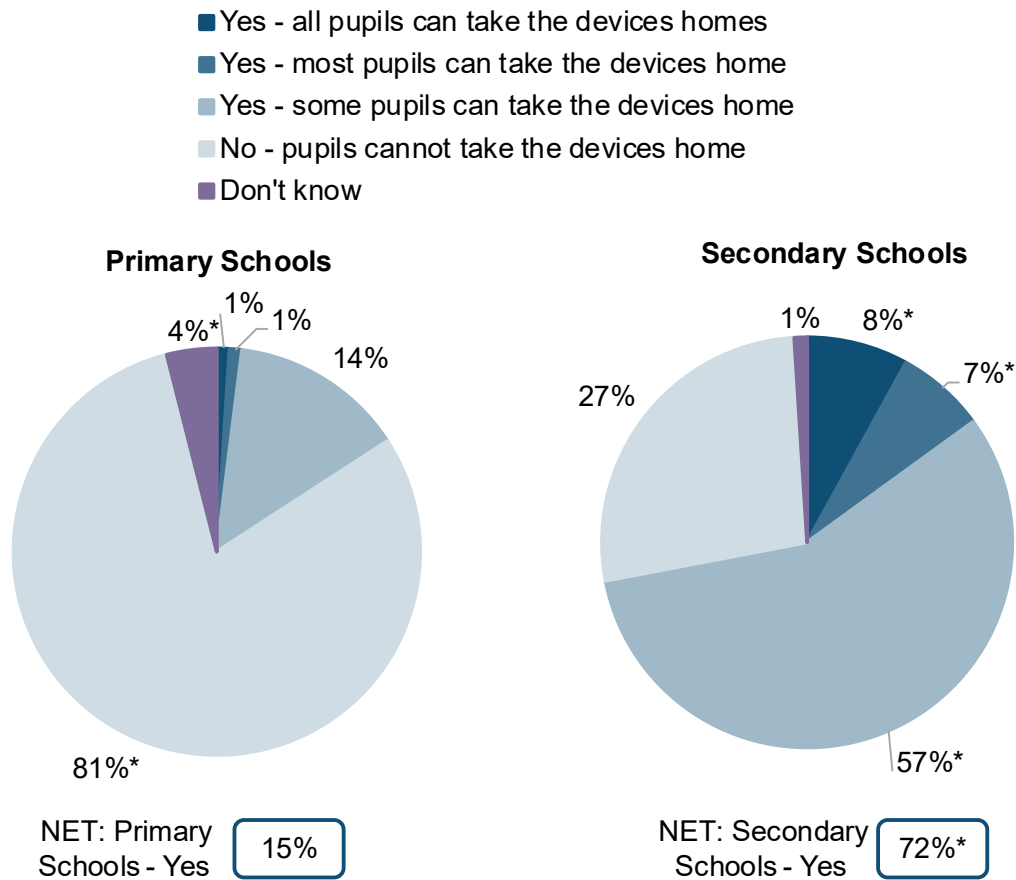
Ability to take portable digital devices home

A majority of IT leads in secondary schools where pupils were given portable devices reported that at least some pupils were allowed to take them home (72%). This allowance was less common in primary schools, where 15% of IT leads said that pupils could take devices home.

As shown in Figure 3.9, where schools allowed pupils to take devices home this was typically for 'some' pupils (14% primary, 57% secondary) rather than 'most / all' pupils.

There were no differences in this measure between school types within phase.

Figure 3.9 Whether pupils provided with portable digital devices by school are allowed to take them home (IT leads)



D3. IT Leads who say pupils are given portable devices (Primary IT leads n=237, secondary IT leads n=245).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

Both primaries and secondaries recorded a fall in the percentage that allowed pupils to take devices home compared with 2023 (15% vs 31% for primaries and 72% vs 82% for secondaries).

Table 3.5 Whether pupils provided with portable digital devices by school are allowed to take them home (IT leads) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
NET: Yes (at least some)	15%(-)	31%	72%(-)*	82%
Yes all pupils can take devices home	1%	2%	8%	7%
Yes most pupils can take devices home	1%	0%	7%	9%
Yes some pupils can take devices home	14%(-)	29%	57%*	66%
No pupils cannot take devices home	81%(+)*	62%	27%(+)	18%
Don't know	4%	8%	1%	0%

D3. IT Leads who have tablets and laptops for pupils to use
(2025 Primary IT leads n=237, secondary IT leads n=245).
2023 Primary IT leads n=154, secondary IT leads n=167).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23 2025 (IT leads survey).

Bring Your Own Device (BYOD) policy

IT leads in secondary schools were much more likely than their counterparts in primary schools to report the presence of a Bring Your Own Device (BYOD) policy (46% vs. 3% respectively). This is not unexpected due to the older ages of the pupils in secondaries, and a greater need for independent learning, compared to primary education where activities tend to be more group focused.

Additionally secondary schools were more likely to have a policy to enable pupils who could not bring their own device to school to be able to access one at school (52% vs. 27%), though this gap was less pronounced. These findings align closely with the situation in 2023, as shown in Table 3.6.

There was greater similarity between primary and secondary schools regarding the implementation of schemes where parents contribute to the cost of a device for their child to use in school. Such schemes were uncommon across both phases, with 87% of schools in each category not offering this option.

Table 3.6 Schemes available to give pupils access to devices by year

Bring Your Own Device	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Yes	3%	3%	46%*	43%
No	91%*	91%	51%	55%
Don't know	6%	6%	3%	2%
Access a Device at School	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Yes	27%	29%	52%*	53%
No	63%*	61%	38%	41%
Don't know	11%	10%	10%	6%
Parents Pay to Access a Device at School	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Yes	3%	-	9%	-
No	87%	-	87%	-
Don't know	11%	-	4%	-

D4_1/2/4 All IT Leads

(2025 Primary IT leads n=237, secondary IT leads n=252).

(2023 Primary IT leads n=154, secondary IT leads n=167).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23 2025 (IT leads survey).

Use of technology for specific school activities

Leaders and teachers were asked the extent to which technology supported school management, classroom management and pastoral activities at their school. These questions provide an indication of the proportion of leaders and teachers who had used technology for each of the cited purposes, effectively a derived 'used' rating. These 'used' ratings are detailed in this chapter alongside the proportion of leaders and teachers who explicitly reported that they did not use software for the activity or were unsure about their response.

School management activities

As shown in Table 3.7, most schools used technology across a wide range of school management phase, with almost all schools using it for pupil / student data management, parental / carer engagement / communication financial management and communication with / delivery of governance.

Schools were least likely to use technology for estate management (74% of primaries and 87% of secondaries) and supporting flexible working practices (69% of primaries and 80% of secondaries).

Most secondaries used it for timetabling (98%) but less than three-fifths (59%) of primaries used technology for this purpose.

Table 3.7 Proportion using technology for school management activities by phase, based on a proxy usage rate (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Pupil / student data management	99%	99%	99%	100%
Parental / carer engagement / communication	99%	99%	99%	100%
Communication with / delivery of governance	97%	95%	96%	95%
Financial management	92%	92%	94%	93%
HR processes	88%	88%	95%	92%
Payroll	83%	86%	90%	86%
Estate management	74%	73%	87%*	82%
Supporting flexible working practices	69%	73%	80%*	82%
Timetabling	59%(-)	98%	100%*	100%

B1. All Leaders

2025 Primary leaders (n=456), Secondary leaders (n=339)

2023 Primary leaders (n=526), Secondary leaders (n=244)

Used (proxy) is comprised of those who gave a rating of how well education technology supported the activity and excludes those who said the technology was not used, NA or DK.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (Leaders survey).

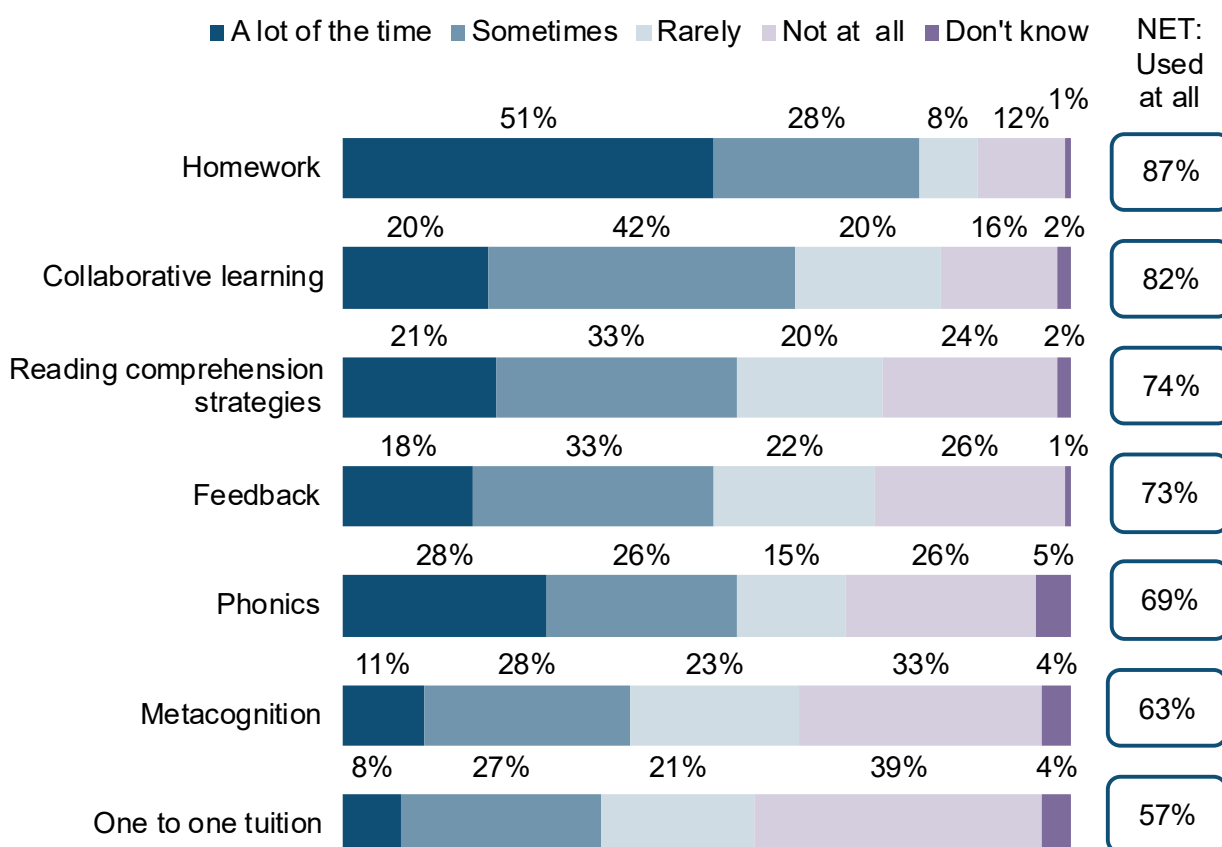
Use of technology to support teaching and learning techniques

As in 2023, teachers were using technology for a range of teaching and learning techniques, but not necessarily that frequently (Figure 3.10).

Most commonly technology was being used for homework and collaborative learning, with 87% and 82% respectively of teachers involved in these activities saying they used technology to some extent. Technology was least likely to be used for metacognition and one to one tuition, although it was still being used by around six-in-ten teachers involved in each of these learning techniques (63% and 57% respectively).

In terms of intensity of use, teachers were using technology more frequently for homeworking and phonics; a half (51%) of teachers who set homework said they used technology to support this activity a 'lot of the time', with the same true for a quarter (28%) of teachers who used phonics within their role.

Figure 3.10 Extent to which have used technology to support teaching and learning techniques over last 12 months (Teachers)



A4b. Teachers who undertake the techniques (i.e. did not say the activity was not relevant to their role).
 Homework (n=1,118), Collaborative learning (n=1,175), Reading comprehension strategies (n=1,093),
 Feedback (n=1,162), Phonics (n=846), One to one tuition (n=849), Metacognition (n=1,120).

*Indicates significant difference by year within phase

Source: Technology in Schools Survey 2022-23, 2025 (Teachers survey).

As would be expected, the use of technology to support teaching and learning techniques varied somewhat by phase. As in 2023, teachers in primary schools were more likely to use technology in phonics (81% vs 48%), while teachers in secondary schools were more likely to use technology for feedback (86% vs 59%) and metacognition (72% vs 53%).

In terms of how technology was being used to support teaching and learning techniques over the past 12 months, the incidence of using technology at all was similar for teachers in primary schools in 2025 as that recorded in 2023 (Table 3.8).

For secondary teachers, however, there was some change with an increase in the proportion using technology to support phonics (48% vs 40%) and a decrease in the proportion using it for one to one tuition (57% vs 63%). Teachers in secondary schools have also increased the frequency of technology use in some teaching and learning areas (with increases in frequency of usage for homework, collaborative learning, reading comprehension strategies and phonics).

Table 3.8 Extent to which have used technology to support teaching and learning techniques over last 12 months (Teachers) by year

Used at all	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Collaborative learning	83%	80%	81%	80%
Phonics	81%	84%	48%(+)*	40%
Homework	78%	83%	96%*	98%
Reading comprehension strategies	76%	75%	72%	69%
Feedback	59%	58%	86%*	85%
One to one tuition	56%	61%	57%(-)	63%
Metacognition	53%	52%	72%*	68%
Used a lot of the time	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Phonics	39%*	37%	10%(+)	6%
Homework	34%	37%	67%*	60%
Reading comprehension strategies	23%	20%	18%(+)	11%
Collaborative learning	19%	21%	20%(+)	13%
Feedback	8%	6%	27%*	26%
Metacognition	8%	8%	15%	14%
One to one tuition	7%(-)	11%	11%	8%

A4b. Teachers who undertake the techniques (i.e. did not say the activity was not relevant to their role).

2025: Homework (n=1,118), Collaborative learning (n=1,175), Reading comprehension strategies (n=1,093), Feedback (n=1,162), Phonics (n=846), One to one tuition (n=849), Metacognition (n=1,120).

2023: Homework (n=1,157), Collaborative learning (n=1,171), Reading comprehension strategies (n=1,000), Feedback (n=1,167), Phonics (n=708), One to one tuition (n=854), Metacognition (n=1,120).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2023/2025 (Teachers survey).

Classroom activities

Both leaders and teachers used technology across a range of classroom activities, as shown in Table 3.9.

Incidence of ever using technology for classroom activities was high and broadly similar by phase, although there were some instances where usage was higher for secondary schools compared with primary schools. The most marked difference was for offering independent / online learning which 94% of leaders in secondaries used technology for compared with 85% of leaders in primaries, and conducting formative assessments where 91% of leaders in secondaries used technology compared with 71% of leaders in primaries.

The use of technology by school leaders for these activities has remained consistent with the levels reported in 2023 for both primary and secondary schools. The exception is for offering independent / online learning which has decreased from 93% to 85% among primary leaders.

Patterns of using technology for teachers were the same as for leaders: 94% of teachers in secondaries used technology for offering independent / online learning compared with 83% of teachers in primaries; and conducting formative assessments where 89% of teachers in secondaries used technology compared with 73% of teachers in primaries.

Table 3.9 Proportion using education technology for classroom activities by phase, based on a proxy usage rate (Leaders and teachers) by year

	Primary Leaders 2025	Primary Leaders 2023	Secondary Leaders 2025	Secondary Leaders 2023
Delivering lessons	96%	99%	94%	97%
Tracking pupil progress	97%	98%	98%	98%
Delivering teacher training / CPD	95%	98%	94%	97%
Collaborating /sharing resources with other teachers	98%	97%	98%	98%
Planning lessons / curriculum content	97%*	97%	92%	95%
Supporting pupils with SEND	95%	96%	96%	98%
Offering independent / online learning (incl. in class)	85%(-)	93%	94%	97%
Conducting summative assessment	83%	86%	87%	91%
Conducting formative assessment	71%	76%	91%	92%
	Primary Teachers 2025	Primary Teachers 2023	Secondary Teachers 2025	Secondary Teachers 2023
Delivering lessons	97%	97%	96%	98%
Planning lessons / curriculum content	97%	98%	96%	97%
Tracking pupil progress	97%	96%	97%	97%
Collaborating / sharing resources with other teachers	97%	95%	98%	98%
Receiving teacher training / CPD	96%	94%	93%	96%
Offering independent / online learning (incl. in class)	83%	88%	94%*	96%
Delivering teacher training / CPD	87%	90%	86%	89%
Supporting pupils with SEND	88%	89%	87%	89%
Conducting summative assessment	87%	86%	85%	88%
Conducting formative assessment	73%	73%	89%*	91%

B2 2025: Primary Leaders (n=456), Secondary Leaders (n=339), A1 Primary Teachers (n=797), Secondary Teachers (n=414).

2023: Primary Leaders (n=526), Secondary Leaders (n=244), A1 Primary Teachers (n=350), Secondary Teachers (n=836).

Used (proxy) is comprised of those who gave a rating of how well education technology supported the activity.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (Leaders survey).

Pastoral support

In the area of pastoral support, a high proportion of teachers used education technology for communication and engagement with parents / carers (93% of teachers in primaries and 95% in secondaries) and for safeguarding (96% vs. 94%). However, the use of technology was less prevalent for tracking and pastoral support and offering guidance and support to pupils.

As shown in Table 3.10, there similar proportion of primary and secondary teachers using technology for a number of the pastoral support activities as in 2023. A greater proportion of primary teachers have used technology to support safeguarding (96% vs 92%), while a lower proportion of secondary teachers used it for offering guidance and support to pupils (76% vs 82% in 2023).

Table 3.10 Proportion using technology for pastoral support by phase, based on a proxy usage rate (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Safeguarding	96%(+)	92%	94%	93%
Communicating and engaging with parents / carers	93%	94%	95%	94%
Liaison with external support agencies	80%*	79%	51%	53%
Tracking pastoral support	70%	67%	73%	77%
Offering guidance and support to pupils	61%	56%	76%(-)*	82%

A2 2025: Primary teachers (n=797), Secondary Teachers (n=414)

2023: Primary teachers (n=350), Secondary Teachers (n=836).

Used (proxy) is comprised of those who gave a rating of how well education technology supported the activity.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (Teachers survey).

Awareness and use of accessibility features

The majority of leaders (83%) were aware that mainstream technologies had built-in accessibility features. This left 12% unaware and 5% who were not sure. As a note, only mainstream schools were surveyed for this study.

There was no difference in the level of awareness of built-in accessibility features by phase in 2023. However, a gap in awareness levels has developed, with leaders in secondary schools more likely to be aware of the features (90%) compared with their counterparts in primary schools (81%). There has been no change in awareness levels for secondary leaders (i.e. they have remained high), and the gap is driven by a fall in awareness for leaders in primaries (down from 89% in 2023).

Among leaders aware of built-in accessibility features, three-quarters (75%) reported that staff at their school provided support to pupils to use these features. Rebased on all leaders (including those not aware of the features), this equated to just under two-thirds (62%) of leaders saying they were aware of and provided support for pupils to use accessibility features built-into mainstream devices and software.

Leaders at secondary schools were more aware of built-in accessibility features and also more likely to provide support to pupils to use these. Overall, therefore three-quarters of

leaders in secondaries (75%) were aware and provided supported, a similar figure to 2023 (77%). Just over half (59%) of primary leaders were aware and provided support.

Chapter 4 Quality and Impact of technology used

This chapter explores the quality and effectiveness of various technologies used in schools. It starts by assessing the extent to which devices in schools are fit for purpose according to teachers and IT leads, and how well technology supports the activities of leaders and teachers. It then considers the impact of technology on pupil attainment and staff workloads.

Devices that are fit for purpose

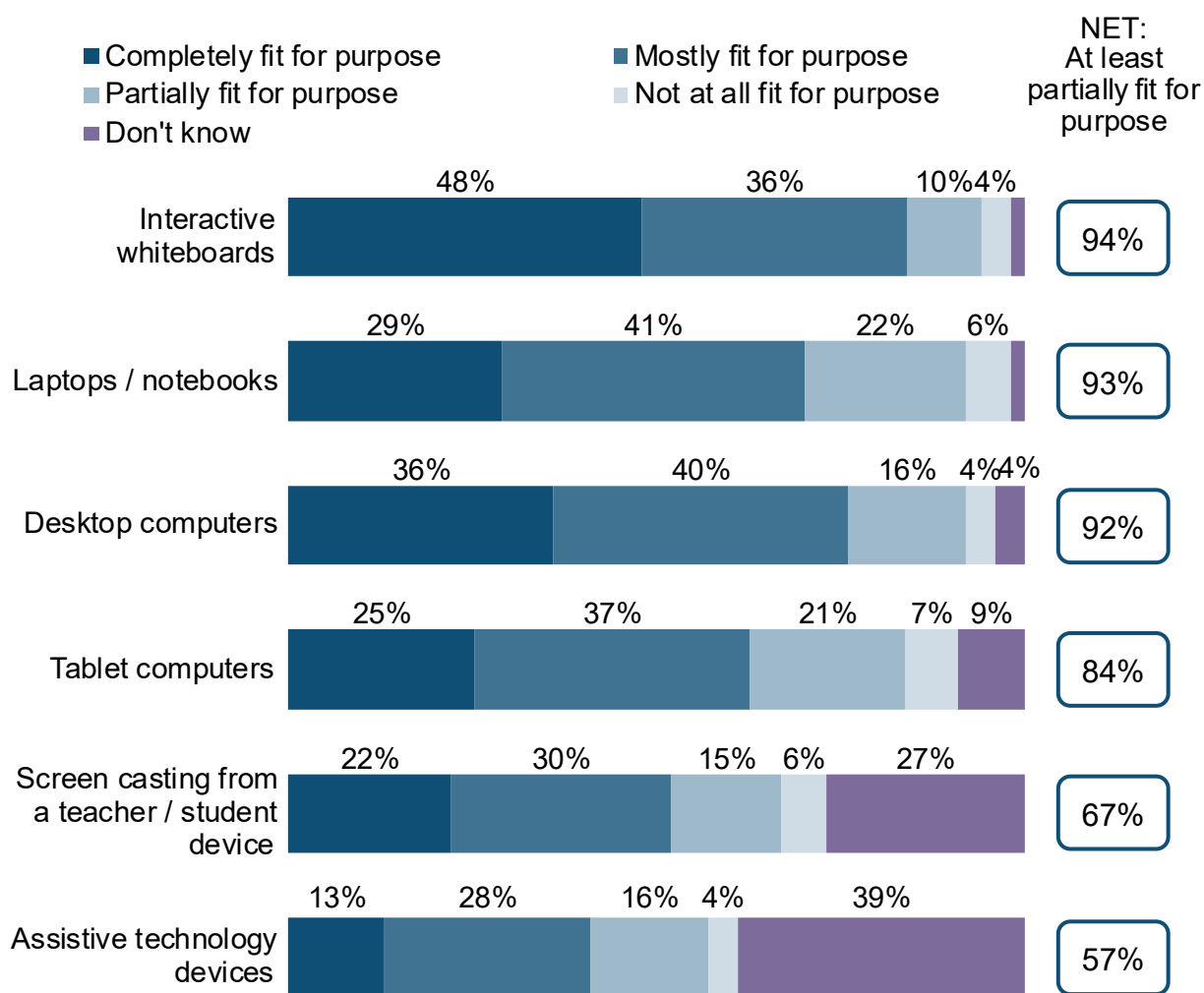
Teachers and IT leads were asked to consider how fit for purpose various devices were at their schools. As in 2023, the word ‘purpose’ was not defined in the questionnaire and was left to the respondents’ own interpretation. Throughout this section, ‘fit for purpose’ includes all those who said that devices were ‘completely’, ‘mostly’ or ‘partially’ fit for purpose. Findings in this section of the report are based on teachers and IT leads excluding those who said they did not use / their school did not have this type of device.

Teachers’ views on whether devices are fit for purpose

As shown by Figure 4.1, of the 6 devices asked about, teachers were most likely to rate interactive whiteboards fit for purpose (94%), closely followed by laptops / notebooks (93%) and desktop computers (92%). Tablet computers were reported as fit for purpose by 84% of teachers, and screen-casting devices by 67%. Assistive technology devices were considered at least partially fit for purpose by over half of teachers (57%); however this may reflect a lack of knowledge about them (39% of those with such devices said they did not know how fit for purpose these devices were).

Teachers in primary schools were more likely than their counterparts in secondary schools to consider interactive whiteboards and tablet computers as at least partially fit for purpose (98% vs. 90% and 90% vs. 73% respectively).

Figure 4.1 Teachers' view on whether devices are fit for purpose



A5. Teachers 2025 who answered about each item (excluding those who do not have these in school) – interactive whiteboards (n=1,149); laptops (n=1,131); desktops (n= 936); tablets (n=894); screen casting (n=804); assistive technology devices (n=792). Values <3% not shown in chart.
Source: Technology in Schools Survey 2025 (Teachers survey).

As shown by Table 4.1, over the last 2 years, secondary teachers have become increasingly likely to consider laptops / notebooks (92% vs. 85% in 2023) at least partially fit for purpose, as well as assistive technology devices (55% in 2025 vs. 40% in 2023). However, the overall proportion of teachers who did not know whether assistive technology devices in their school were fit for purpose remained high at 39%, highlighting a potential need for further training and support in this area.³⁰

³⁰ Recent work has been carried out by DfE to address this training gap, and from September 2025 all new teachers will receive training on the effective use of assistive technology as part of their mandatory [Initial Teacher Training](#) and Early Career Teacher entitlement.

Table 4.1 Whether devices are fit for purpose 2025 vs. 2023, by phase (Teachers)

At least partially fit for purpose	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Interactive whiteboards	98%*	98%	90%	86%
Laptops / notebooks	93%	92%	92%(+)	85%
Desktop computers	92%	86%	93%	91%
Tablet computers	90%*	91%	73%	74%
Screen casting from a teacher / student device	64%	71%	70%	66%
Assistive technology devices [†]	60%	56%	55%(+)	40%

A5. Teachers 2025/2023 who answered about each item (excluding those who do not have these in school) – interactive whiteboards primary (n=783/340) secondary (n=366/742); laptops primary (n=771/339) secondary (n=360/746); desktops primary (n=578/255) secondary (n=358/739); tablets primary (n=677/314) secondary (n= 217/448); screen casting primary (n=522/230) secondary (n=282/582); assistive technology devices primary (n=496/127) secondary (n=296/470)

[†]Code label updated from 'Specialised assistive devices' in 2023.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

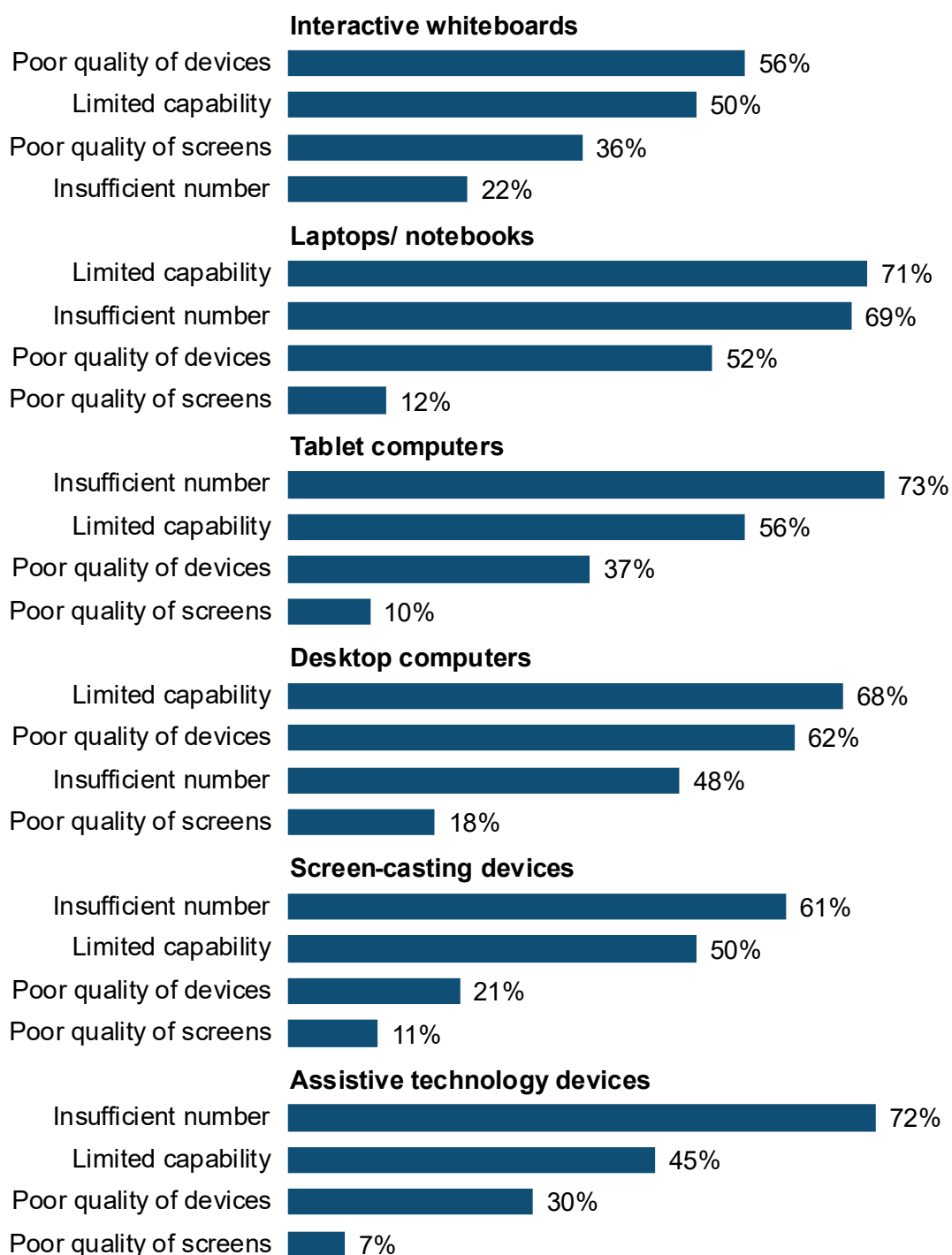
Source: Technology in Schools Survey 2025/ 2023 (Teachers surveys).

Reasons teachers consider devices unfit for purpose

Teachers who reported their devices to be either partially or not at all fit for purpose were asked for the main reasons why. This was a new question for the 2025 survey.

As shown by Figure 4.2, the reasons why devices were not fit for purpose varied by the type of device. For tablet computers, assistive technology devices and screen casting devices, it was most commonly because there was an insufficient number of devices available to use (73%, 72% and 61% respectively). For desktop computers and laptop / notebooks it was most commonly because of limited capability (68% and 71% respectively). For interactive whiteboards, the most frequently mentioned reason was poor quality, such as wear-and-tear or broken parts (56%).

Figure 4.2 Main reasons teachers believe devices are not fit for purpose (Teachers)



A5b. All Teachers where devices are partially or not at all fit for purpose (excluding DK)- interactive whiteboards (n=155); laptops (n=306); desktops (n=1982); tablets (n=233); assistive technology devices (n=138); screen-casting devices (n=147). Values below 5% not shown in chart.

Source: Technology in Schools Survey 2025 (Teachers survey).

The reasons for devices not meeting the needs of schools were broadly similar by phase, although there were some evident differences:

- **Interactive whiteboards:** Teachers in secondary schools were more likely to say there was an insufficient number of interactive whiteboards (33% vs. 4%), whereas teachers in primary schools were more likely to mention the limited capability of the interactive whiteboards (60% vs. 40%).
- **Tablet computers:** Teachers in primary schools gave a wider range of reasons why tablet computers were not meeting their school needs, with more citing an insufficient number of them (79% vs. 60% of secondary teachers who felt they did not meet the school needs), limited capability (61% vs. 46%) and poor device quality (42% vs. 28%).
- **Screen-casting devices:** Teachers in secondary schools were more likely to report poor quality screens for their screen-casting devices than teachers in primary schools (19% vs. 4%). Primary school teachers, however, were less able to give a response to this question (12% said 'don't know' versus 2% of secondary school teachers)³¹.

Further to these differences by phase, teachers in primary LA-maintained schools were more likely than those in primary academies to rate desktop computers as unfit for purpose due to having limited capability (77% vs. 54%).

IT leads' views on whether devices are fit for purpose

IT leads were also asked how fit for purpose different devices were at their schools. IT leads and teachers may have interpreted 'fit for purpose' in different ways, for example whether the technology worked, versus how well it worked in a classroom setting.

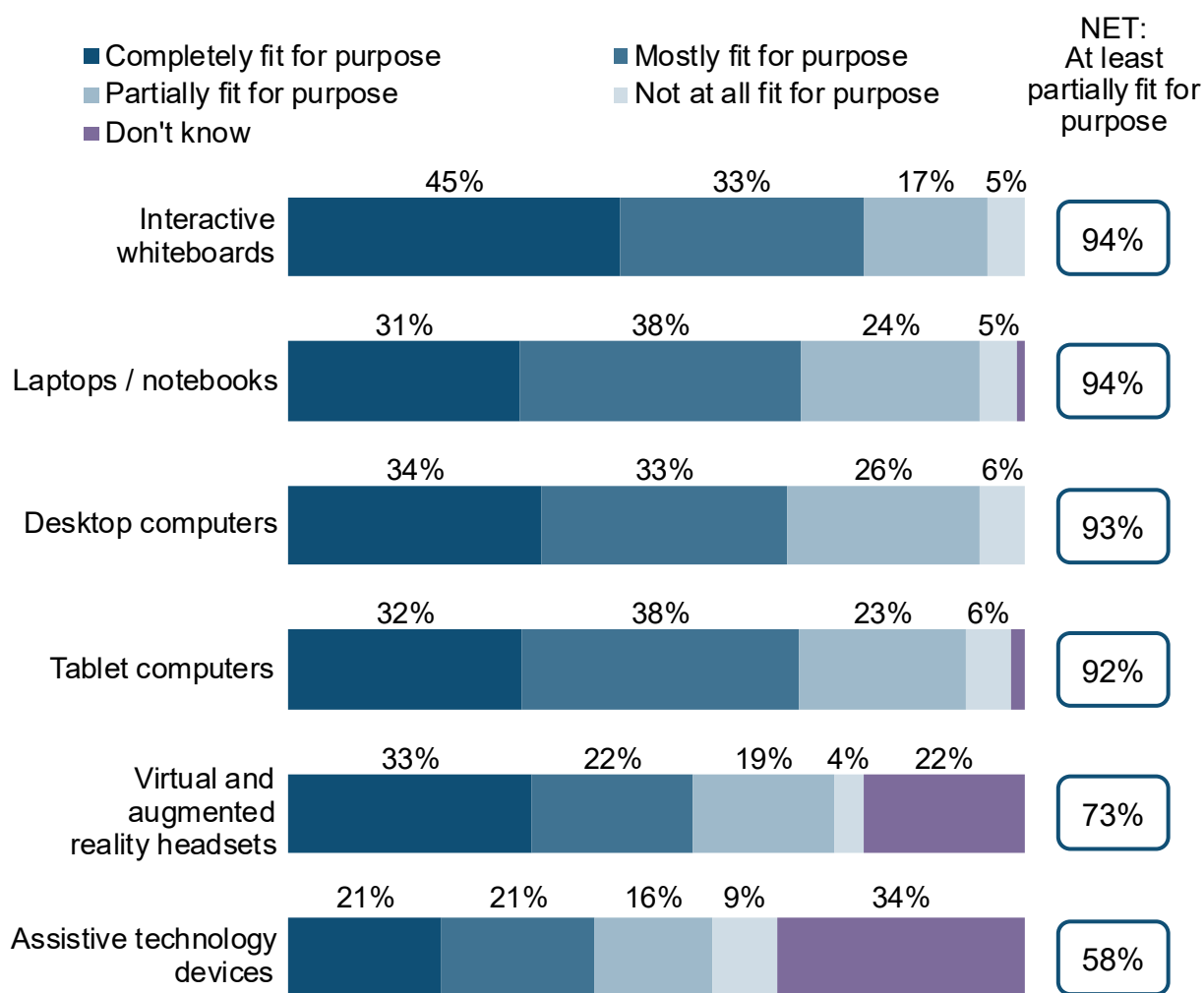
As shown by Figure 4.3, over nine-in-ten IT leads considered the following to be fit for purpose: interactive whiteboards (94%), laptops / notebooks (94%), desktop computers (93%) and tablets (92%). Fewer thought that virtual and augmented reality headsets³² (73%) and assistive technology devices (58%) were fit for purpose. Over a fifth (22%) of IT leads were unsure whether the virtual and augmented reality headset devices were fit for purpose, while a third (34%) of IT leads could not answer for the assistive technology devices.

As was the case with teachers, IT leads in primary schools were more likely than those in secondary schools to consider interactive whiteboards in their schools to be fit for purpose (95% vs. 90%). There were no other differences by phase.

³¹ Please note that the base sample size for secondary teachers answering this question is 48, so this finding needs to be treated with some caution.

³² Please note that the base size for the number of IT leads with virtual reality headsets at their school was low (n=46) so those results should be treated with caution.

Figure 4.3 Whether devices are fit for purpose (IT leads)



D5. IT leads 2025 who answered for each item (excluding those who do not have these in school), base varies by row: laptops (n=485); interactive whiteboards (n=459); tablets (n=378); desktops (n=460); assistive devices (n=215); VR headsets (n=46).
Source: Technology in Schools Survey 2025 (IT leads survey).

Almost all (99%) IT leads in primary academies said interactive whiteboards were fit for purpose, compared with smaller proportions of IT leads in primary LA-maintained schools (92%).

As shown in Table 4.2, primary IT leads gave similar ratings for devices being at least partially fit for purpose in 2025, compared with 2023. The exception was the notable fall for assistive technology devices; primary IT leads were considerably less likely to consider them as being partially fit for purpose in 2025 compared with 2023 (56% vs. 80%). The proportion answering 'don't know' also increased from 20% to 33% over this period. Please note, however, that the phrasing of this was changed in 2025, from 'specialised assistive devices' to 'Assistive technology devices'.

Secondary IT leads were more likely to rate several of the devices as being at least partially fit for purpose in 2025, compared with 2023. Notable improvements were recorded for: interactive whiteboards (90% vs. 77%), desktop computers (95% vs. 90%) and virtual and augmented reality headsets (76% vs. 36%).

Table 4.2 Whether devices are fit for purpose 2025 vs. 2023, by phase (IT leads)

At least partially fit for purpose	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Interactive whiteboards	95%*	90%	90%(+)	77%
Laptops / notebooks	94%	97%	94%	89%
Desktop computers	93%	92%	95%(+)	90%
Tablet computers	92%	94%	89%	86%
Virtual and augmented reality headsets ³³	-	-	76%(+)	36%
Assistive technology devices [†]	56%(-)	80%	64%	53%

D5. IT leads 2025/2023 who answered about each item (excluding those who do not have these in school)
 –interactive whiteboards primary (n=232/153) secondary (n=227/162); laptops primary (n=236/154)
 secondary (n=249/167); desktops primary (n=208/143) secondary (n=252/168); tablets primary
 (n=218/143) secondary (n= 160/119); virtual reality headsets secondary (n=29/8); assistive technology
 devices primary (n=88/31) secondary (n=127/68)

[†]Code label updated from ‘Specialised assistive devices’ in 2023.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/ 2023 (IT leads surveys).

Reasons IT leads consider devices unfit for purpose

For devices that did not completely meet the needs of the school, IT leads were asked to state why. As Figure 4.4 shows, the age of devices was the most cited reason for why desktop computers (85%), interactive whiteboards (83%), laptops / notebooks (75%) and tablet computers (66%) did not meet the needs of schools. For assistive technology devices, a lack of availability (43%) was the most common reason given.

The reasons given for why devices did not meet the needs of schools varied by phase:

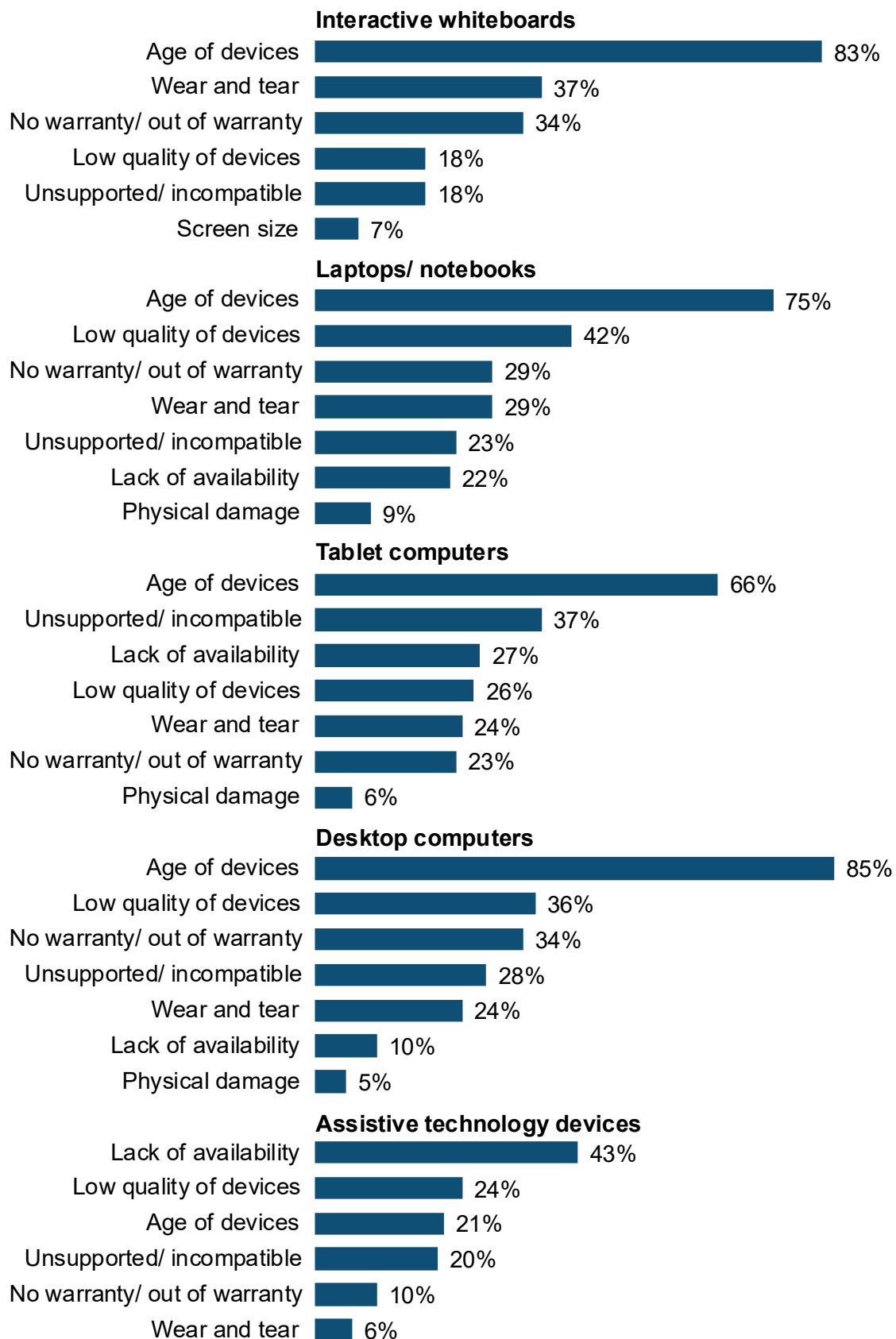
- **Interactive whiteboards:** IT leads at primaries were more likely than those at secondaries to cite wear and tear as a reason (39% vs. 26%). Meanwhile, those at

³³ The base for primary IT leads reporting on virtual and augmented reality headsets was too low to report on.

secondaries were more likely than their primary counterparts to cite a lack of availability (12% vs. 3%).

- **Laptops / notebooks:** The proportion who said that unsupported software was a reason laptops did not meet their school's needs was greater for primary IT leads (26%) than secondary (11%). By contrast, secondary IT leads were more likely than those in primaries to cite physical damage as a reason (21% vs. 6%).
- **Desktop computers:** As with laptops / notebooks, secondary IT leads were more likely to select physical damage as a reason (16% vs. 2% of primary IT leads). IT leads in primary schools were more likely than those in secondaries to select a lack of availability as a reason (11% vs. 3%).
- **Assistive technology devices:** The proportion who said assistive technology devices did not meet their school's needs due to the age of devices was greater for secondary IT leads (45%) than primary (14%). As with laptops / notebooks, IT leads in primaries were more likely than those in secondaries to cite unsupported software as a reason (24% vs. 8%).

Figure 4.4 Reasons IT leads believe devices do not meet school needs (IT leads)



D6. All IT leads where devices do not completely meet needs of school- interactive whiteboards (n=252); laptops (n=337); desktops (n=288); tablets (n=247); assistive technology devices (n=91). Only mentions above 5% shown. Source: Technology in Schools Survey 2025 (IT leads survey).

There were no real differences in the reasons for the devices not meeting school needs within school status type. The exception was that IT leads at primary academies (34%) were more likely to say that laptops / notebooks did not meet their schools needs due to unsupported software compared with their counterparts at primary LA-maintained schools (18%).

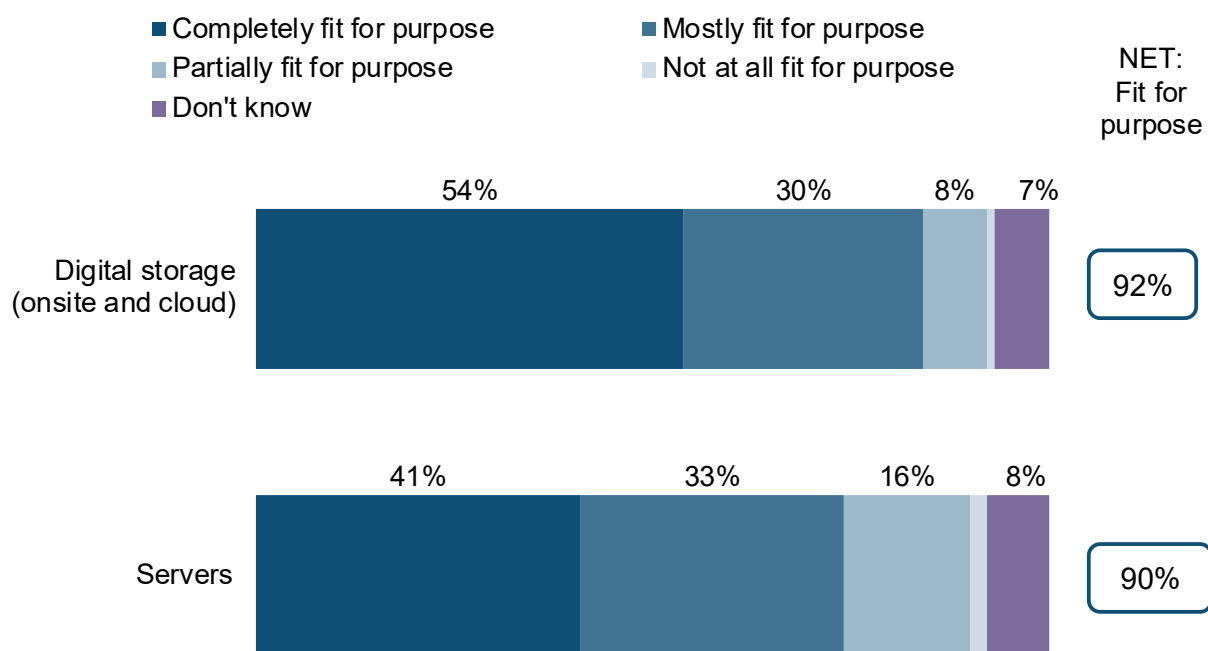
It should be noted that 'age of device' and 'low quality devices' were added as prompted answer codes in 2025. In the 2023 survey, only spontaneous mentions of age and quality of device within the 'other, please specify' box were captured, meaning direct comparison between the 2 surveys on these metrics is not possible. Otherwise, findings in 2025 were generally consistent with 2023, with the exception of age of device, which received a higher mention across all devices in 2025, no doubt due to the fact that it was a new prompted answer code. In both 2023 and 2025, warranty and wear-and-tear were key reasons that desktop computers and laptops / notebooks failed to fully meet schools' needs. Similarly, unsupported, incompatible software and outdated operating systems consistently emerged as key challenges affecting the suitability of tablet computers.

IT leads' views on whether IT infrastructure is fit for purpose

IT leads were also asked about how fit for purpose they considered other elements of their IT infrastructure. Figure 4.5 highlights that more than nine-in-ten IT leads (92%) considered their digital storage as fit for purpose, closely followed by 90% who reported their servers as fit for purpose. More than half (54%) said they consider their digital storage to be completely fit for purpose.

IT leads in secondary schools were more likely than their counterparts in primaries to say their digital storage and servers were fit for purpose (97% vs. 91% and 97% vs. 88% respectively).

Figure 4.5 Whether IT infrastructure is fit for purpose (IT leads)



C1. IT leads 2025 who answered for each item (excluding those who do not have these in school) – digital storage (n=475); servers (n=472). Percentages <3% not labelled on the chart.
Source: Technology in Schools Survey 2025 (IT leads survey).

The views of IT leads in respect to their infrastructure being fit for purpose in 2025 were consistent with 2023 (Table 4.3). Secondary IT leads continue to be more likely to say their infrastructure is fit for purpose, as was the case in 2023.

Table 4.3 Whether IT infrastructure is fit for purpose 2025 vs. 2023, by phase (IT leads)

At least partially fit for purpose	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Digital storage (onsite and cloud)	91%	93%	97%*	98%
Servers	88%	89%	97%*	96%

C1. All IT leads 2025/2023 who answered for each item (excluding those who do not have these in school) – digital storage primary (n=230/154) secondary (n=245/167); servers primary (n=220/151) secondary (n=252/165).

*Indicates significant differences by phase.

Source: Technology in Schools Survey 2025/2023 (IT leads survey).

How technology supports different activities

Leaders and teachers were asked to rate the extent to which technology supported school management, classroom and pastoral support activities at their school.

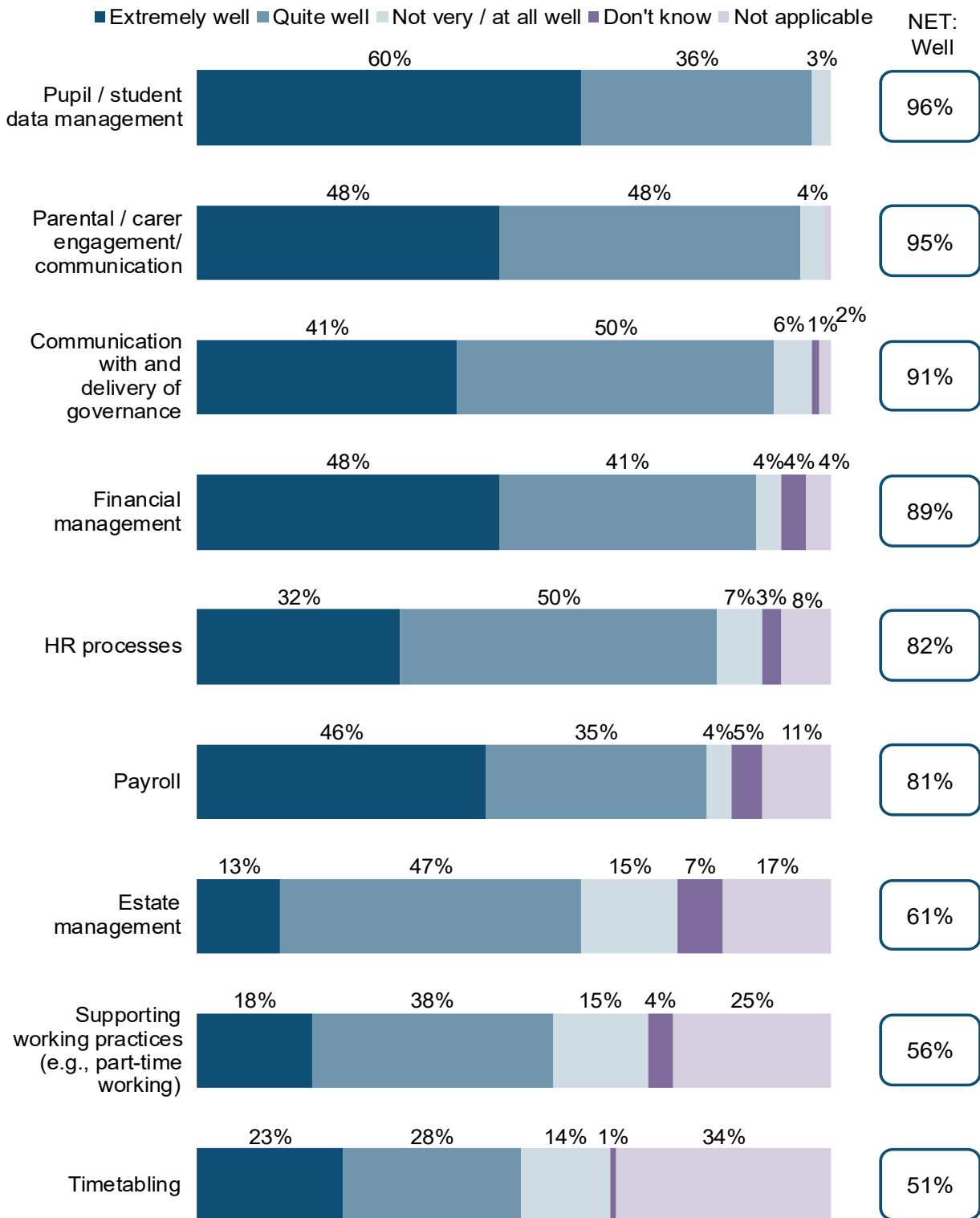
School management activities

As shown by Figure 4.6, leaders generally felt that technology supported school management activities well at their school. The top rated areas were pupil/ student data management and parental / carer engagement, with nearly all leaders (96% and 95%) saying technology supported these activities well. These aspects were closely followed by others, communication with and delivery of governance (91%), and financial management (89%).

The activities which technology was most likely to support 'extremely' well were pupil / student data management (60% of leaders said so), parental / carer engagement and communication (48%), financial management (48%). This was closely followed by payroll (46%).

There were a handful of differences by phase. Secondary leaders were more likely than primary leaders to report that technology supported timetabling, estate management and payroll well (94% vs. 42%, 68% vs. 59% and 87% vs. 80% respectively). By contrast, primary leaders were more likely to say that technology supports parental / carer engagement and communication well (96% vs. 91% of secondary leaders).

Figure 4.6 Extent to which technology supports school management activities (Leaders)



B1. All leaders 2025 (n=795)

NA = reported that they do not use software for this purpose.

Source: Technology in Schools Survey 2025 (Leaders survey).

For most school management and administration-related activities, findings were broadly consistent across school types, within phase, with only a couple of differences. Leaders in primary academies were more likely than their counterparts in primary LA-maintained schools to say that technology supported HR processes (86% vs. 78%) and estate management (66% vs. 54%) well. For the latter activity, secondary leaders were also more likely to say this (71% vs. 54% leaders in LA-maintained secondaries).

Leaders who reported they had a digital strategy in place at their school were more likely to feel that technology supported a range of the school management activities well, with this difference evident for timetabling, supporting flexible working practices, estate management and communication with and delivery of governance. For example, 68% of leaders with a digital strategy said technology supported estate management well compared with 51% of leaders without a strategy or unsure if they had a strategy.

As shown by Table 4.4, leaders' views on the extent to which technology supported management activities was generally similar to those recorded in 2023. Pupil / student data management, parental/ carer engagement / communication, communication with and delivery of governance and financial management remained the most highly rated areas in which technology supported well.

Over the past 2 years, however, leaders were less likely to report that technology supported flexible working practices effectively. This decline was evident among both primary school leaders (55% in 2025 vs. 64% in 2023) and secondary school leaders (60% vs. 68%). In addition, fewer primary school leaders in 2025 stated that technology supported timetabling well, with ratings dropping from 54% in 2023 to 42% in 2025. This change occurred despite no significant difference in the proportion using the technology for these activities between 2023 and 2025.

Table 4.4 Whether technology supports school management activities 2025 vs. 2023, by phase (Leaders)

Supports activities well	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Pupil / student data management	96%	96%	97%	97%
Parental/ carer engagement / communication	96%*	94%	91%	89%
Communication with and delivery of governance	91%	91%	90%	89%
Financial management	88%	88%	90%	90%
HR processes	81%	81%	85%	83%
Payroll	80%	81%	87%*	82%
Estate management	59%	59%	68%*	69%
Supporting flexible working practices	55%(-)	64%	60%(-)	68%
Timetabling	42%(-)	54%	94%*	96%

B1. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Classroom activities

Leaders and teachers were mainly positive about the support that technology provided for classroom activities, though views were lower in some areas compared with those given for school management activities. Leaders saw technology as being particularly supportive for collaborating and sharing resources (48% of leaders saying it supported extremely well), tracking pupil progress (44%), planning lessons / curriculum content (43%) and delivering lessons (43%) (Figure 4.7).

Among teachers technology was most valued for the same 4 topics: collaborating and sharing resources (49% of teachers saying supported extremely well), planning lessons / curriculum content (44%), delivering lessons (43%) and tracking pupil progress (39%).

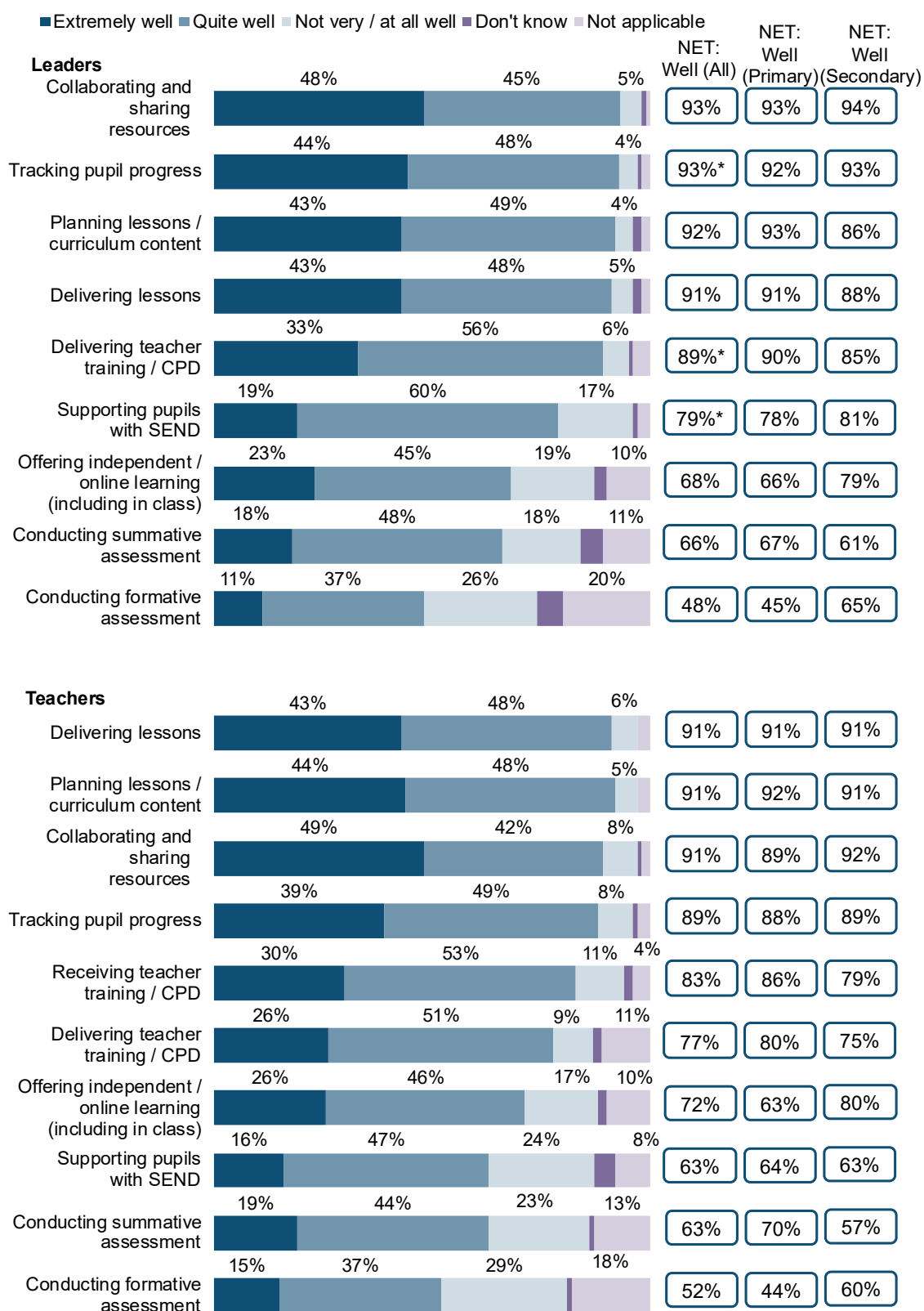
For both leaders and teachers, technology was considered least useful for conducting formative assessment and for summative assessments. Many still, however, gave a positive rating.

- A fifth (20%) of leaders and a similar proportion of teachers (18%) said they did not use technology to support with formative assessments. Of those who used technology for this activity, 65% of leaders and 64% of teachers felt that it delivered well.
- Just over a tenth of leaders and teachers (11% and 13% respectively) said they did not use technology to support with summative assessments (it is worth noting that summative assessments are often paper-based, such as with exam papers). Among those who did use technology to support summative assessment, 78% of leaders and 73% of teachers felt positively about it.

Also shown by Figure 4.7, teachers were slightly less positive in their responses compared with leaders for a number of classroom activities. The same was true in 2023, although the number of activities where there was such a difference fell between 2023 and 2025. A lower proportion of teachers compared with leaders said technology supported each of the following activities 'well' (either extremely or quite well): tracking pupil progress (89% vs. 93%), delivering teacher training / CPD (77% vs. 89%) and supporting pupils with SEND (63% vs. 79%).

By phase, leaders and teachers in secondary schools were each more likely than their primary counterparts to say that technology supports them well in offering independent / online learning and conducting formative assessment. Leaders in primary schools more frequently reported that technology supported lesson and curriculum planning well than those in secondaries, and the same was true when it came to delivering teacher training and CPD. A greater proportion of primary teachers considered technology useful for supporting with receiving training and CPD and conducting summative assessment.

Figure 4.7 Extent technology supports classroom activities (Leaders & Teachers)



B2. All Leaders (n=795), A1. All Teachers (n=1,211). *Indicates significant difference in the % 'net well' between leaders and teachers. Source: Technology in Schools Survey 2025 (Leaders and Teachers surveys).

Overall, there was very little variation in views on how well technology supports classroom activities by school type, within phase. As an exception, however, leaders in LA-maintained secondaries were more likely than those in secondary academies to feel technology supported them well in planning lessons and curriculum content (97% vs. 84%).

Leaders with a digital strategy in place at their school often gave higher ratings for the extent to which technology supported classroom activities. This applied to conducting formative assessment (52% with a strategy vs. 42% without one or unsure if they have one), offering independent / online learning (73% vs. 62%), delivering teacher training / CPD (93% vs. 84%), conducting formative assessment (53% vs. 42%) and supporting pupils with SEND (83% vs. 73%).

Generally, teachers working in primary academies were more positive than those in LA-maintained primary schools about the extent to which technology supported classroom activities well. They gave higher ratings of technology supporting them for tracking pupil progress (91% vs. 85% in LA-maintained primaries), delivering teacher training / CPD (83% vs. 77%) and conducting formative assessment (49% vs. 39%).

For every classroom activity teachers were asked about, those who indicated that they had undertaken some training on the use of education technology since the start of the last academic year were more likely to report that technology supported them well. For example, 69% of teachers who had undertaken training felt that supporting pupils with SEND was well-supported by technology, compared with 63% of all teachers. The same was the case when it came to the way technology supports receiving training / CPD (87% vs. 83%) and delivering training / CPD (82% vs. 77%), among other activities.

Table 4.5 presents the findings for how well leaders felt technology supported classroom activities between 2025 and 2023. While overall views have remained largely consistent over time, there were slight declines in ratings for a few activities. Over the last 2 years primary leaders became less likely to consider technology as supporting the delivery of lessons and the capability to offer independent / online learning. Secondary leaders in 2025 were also less likely than in 2023 to say that technology supported them well in offering independent online learning.

Table 4.5 Whether technology supports classroom activities 2025 vs. 2023, by phase (Leaders)

Supports activities well	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Delivering lessons	91%(-)	96%	88%	90%
Planning lessons/ curriculum content	93%*	93%	86%	88%
Collaborating and sharing resources with other teachers	93%	93%	94%	96%
Tracking pupil progress	92%	93%	93%	94%
Delivering training	90%*	91%	85%	89%
Offering independent/ online learning	66%(-)	79%	79%*(-)	89%
Supporting pupils with SEND	78%	79%	81%	86%
Conducting summative assessment	67%	70%	61%	66%
Conducting formative assessment	45%	51%	65%*	70%

B2. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

As shown by Table 4.6, the profile of activities teachers considered to be well-supported by technology remained broadly the same in 2025, compared with 2023. In contrast to findings for leaders, there were some positive increases in the proportions saying technology supported classroom activities well. In 2025, a greater proportion of primary teachers stated that technology supported collaboration and resource-sharing and conducting summative and formative assessments, compared with 2023.

For most of the classroom activities asked about, secondary teachers in 2025 were more likely than those in 2023 to say technology supported each activity well. The only exceptions were the use of technology for supporting pupils with SEND, tracking pupil progress and conducting formative assessment, where there were no changes in opinions (Table 4.6).

Table 4.6 Whether technology supports classroom activities 2025 vs. 2023, by phase (Teachers)

Supports activities well	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Delivering lessons	91%	90%	91%(+)	86%
Planning lessons / curriculum content	92%	90%	91%(+)	84%
Collaborating and sharing resources with other teachers	89%(+)	83%	92%(+)	85%
Tracking pupil progress	88%	88%	89%	85%
Receiving teacher training / CPD	86%*	82%	79%(+)	72%
Delivering training	80%	77%	75%(+)	68%
Offering independent / online learning	63%	62%	80%*(+)	75%
Supporting pupils with SEND	64%	64%	63%	58%
Conducting summative assessment	70%*(+)	62%	57%(+)	50%
Conducting formative assessment	44%(+)	37%	60%*	55%

A1. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

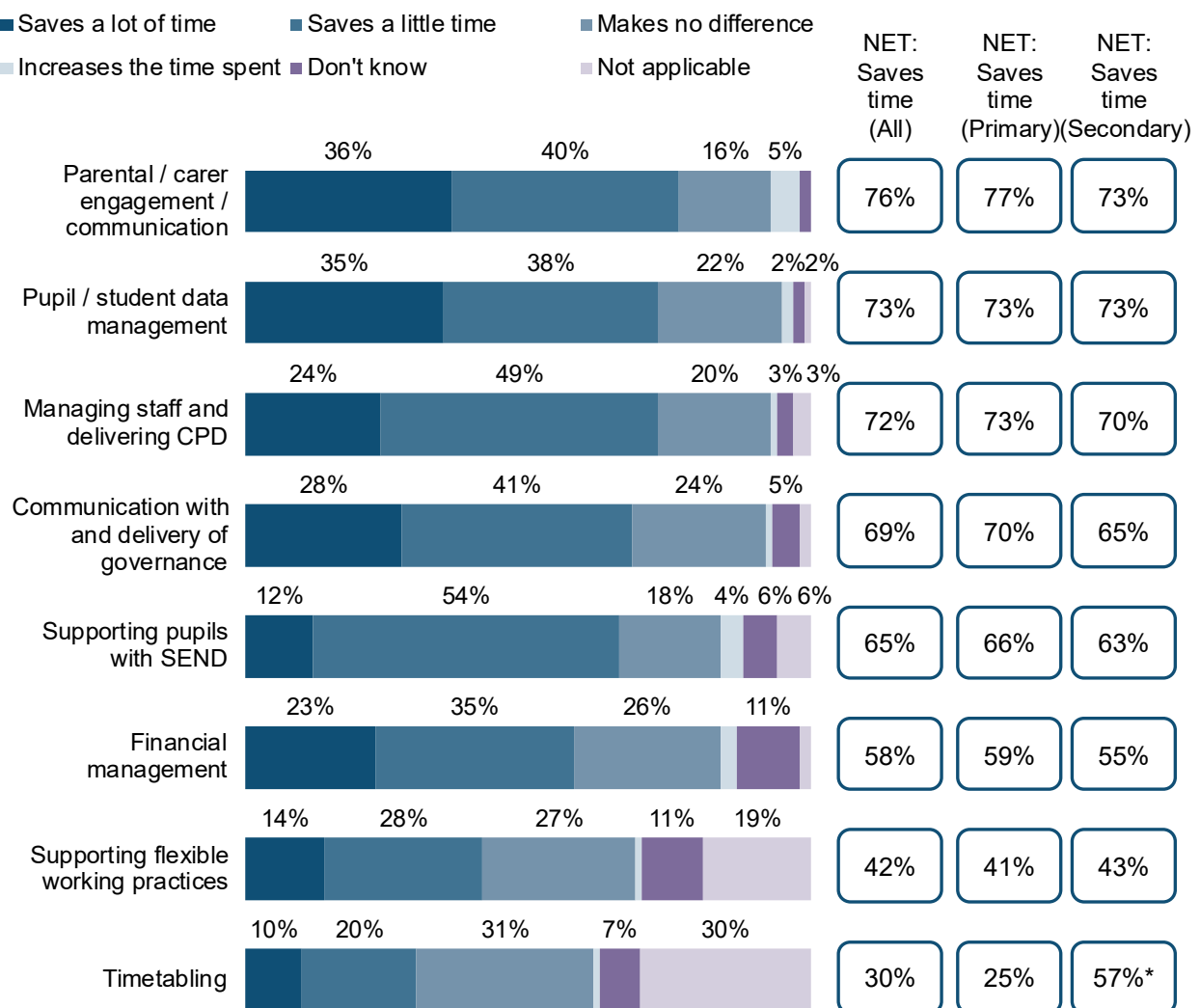
How technology impacts the time needed for tasks

In 2025, 31% of school leaders reported that technology had contributed to costs savings at their current school and/or trust over the past couple of years. As in 2023, leaders and teachers were more specifically asked about the impact technology had on the time taken to complete tasks compared with a time period set for 3 years prior to the survey. For the 2025 survey the reference point was the 2021/22 academic year.

School leaders said that parental / carer engagement / communication was the task which had seen most time saved (76%, including 36% describing it as saving a 'lot of time'). This was closely followed by pupil / student data management (73%) and managing staff and delivery CPD (72%) (Figure 4.8).

The task where the smallest proportion of leaders felt technology had saved them time was timetabling (30%), although three-in-ten (30%) said they did not use technology to support with this task. Secondary leaders were more than twice as likely as their counterparts in primaries to say that technology saved time with timetabling (57% vs. 25%). It is important to note that primary leaders were far more likely to say their school does not use technology for this task (36% vs. 1% of secondary leaders). However, once ‘don’t know’ and ‘technology not currently used’ are removed from the analysis, secondary leaders were still significantly more likely than those in primaries to say technology saves them time for this activity (60% vs. 44%).

Figure 4.8 Impact technology has on the time it takes to complete tasks (Leaders)



G6. All Leaders (n=795) Primary Leaders (n=456) Secondary Leaders (n=339). NA = Technology not currently used for this. Source: Technology in Schools Survey 2025 (Leaders survey).

Views on time savings were largely consistent across school type, within phase, with only one exception. Leaders in primary academies were more likely than those in primary LA-

maintained schools to report that technology saved them time on pupil / student data management (78% vs. 68%).

As shown by Table 4.7, the proportions of primary leaders stating that technology has saved them time on pupil / student data management and supporting pupils with SEND were greater in 2025 than in 2023 (73% vs. 62% and 66% vs. 58% respectively). On the other hand, the proportion of primary leaders saying that technology saved them time with supporting flexible working practices fell between 2023 and 2025 (50% vs. 41%).

For secondary leaders, findings were broadly consistent with 2023, with no change in the proportions saying technology has saved them time for all except one task. Secondary leaders in 2025 were more likely to say technology had saved them time on timetabling (57% vs. 47% in 2023).

Table 4.7 Impact technology has on the time it takes to complete tasks 2025 vs. 2023, by phase (Leaders)

Saves any time	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Parental / carer engagement / communication	77%	78%	73%	76%
Pupil / student data management	73%(+)	62%	73%	66%
Managing staff and delivering CPD	73%	72%	70%	69%
Communication with and delivery of governance	70%	71%	65%	63%
Supporting pupils with SEND	66%(+)	58%	63%	70%
Financial management	59%	54%	55%	51%
Supporting flexible working practices	41%(-)	50%	43%	49%
Timetabling	25%	29%	57%*(+)	47%

G6. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

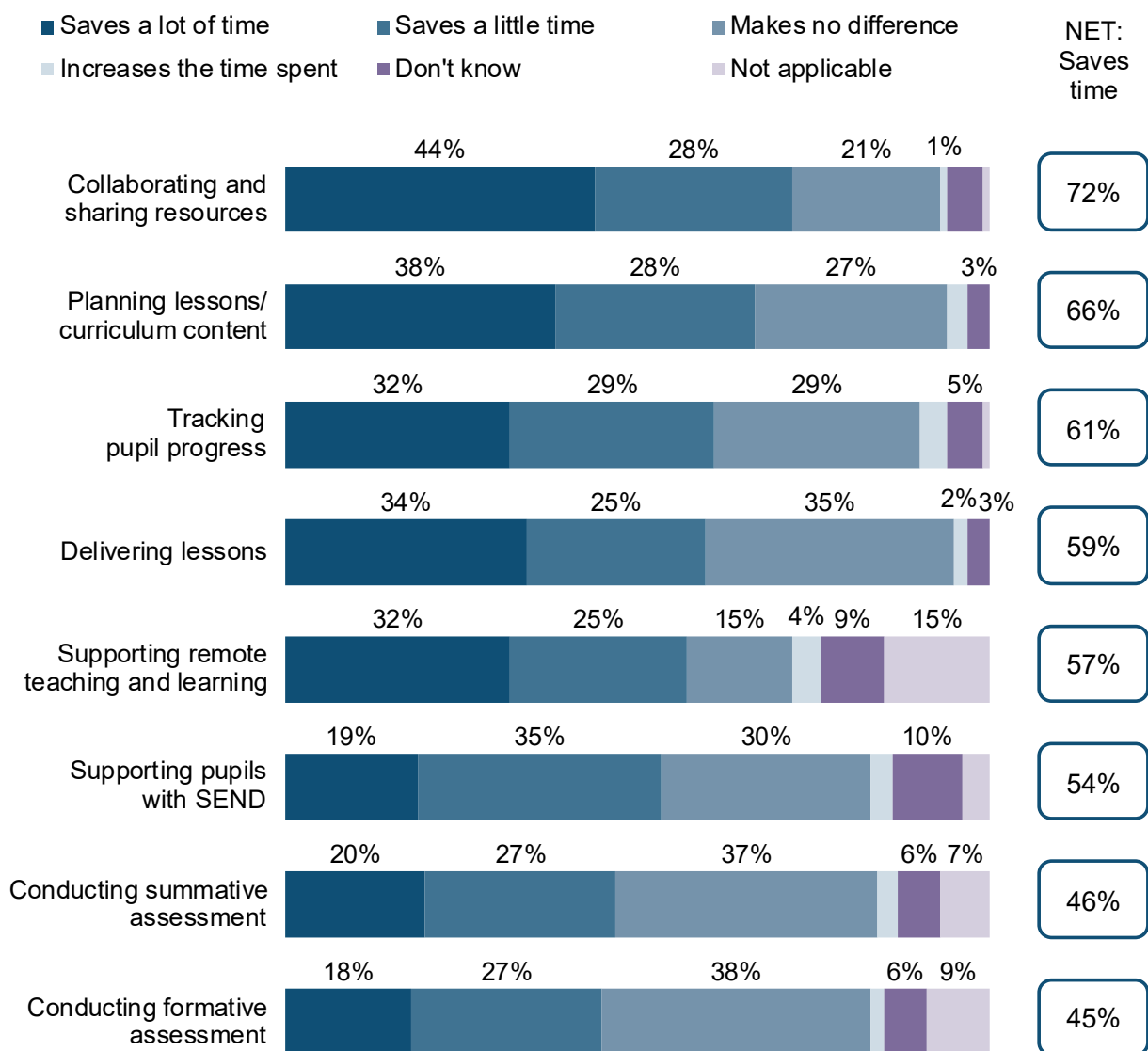
Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Figure 4.9 shows the extent to which teachers felt technology had delivered time savings (or otherwise) for various teaching-related activities. Collaborating / sharing resources (72%) and planning lessons / curriculum content (66%) were the tasks where the

greatest proportion of teachers believed time had been saved compared with 2020/21. In contrast, conducting assessments, both summative and formative (46% and 45% respectively), were the tasks where the smallest proportions of teachers felt time had been saved.

Primary teachers were more likely than those in secondaries to say that technology had saved them time when conducting summative assessments (50% vs. 42%). Conversely, secondary teachers were more likely to have saved time on supporting remote teaching and learning using technology (67% vs. 48% of primary teachers).

Figure 4.9 Impact technology has on the time it takes to complete tasks (Teachers)



A6. All Teachers (n=1,211) Primary Teachers (n=797) Secondary Teachers (n=414). NA = Technology not currently used for this. Source: Technology in Schools Survey 2025 (Teachers survey).

When looking at differences by school type, within phase, those teaching in primary academies were more likely to say technology had saved them time on a number of tasks:

- **Delivering lessons:** 64% of primary academy teachers said technology saved them time here, compared with 56% of those teaching in primary LA-maintained schools.
- **Collaborating / sharing resources with others:** 77% of primary academy teachers said technology saved them time here, compared with 67% of those teaching in primary LA-maintained schools.
- **Supporting pupils with SEND:** 61% of primary academy teachers said technology saved them time here, compared with 50% of those teaching in primary LA-maintained schools.

Compared with leaders, findings for teachers show uplifts in technology saving time for most of the school activities, with this recorded for both primary and secondary teachers.

For all but one task, as indicated by Table 4.8, the proportions of primary teachers who said technology saved them time increased between 2023 and 2025. The one exception to this was supporting remote teaching and learning (48% 2025 vs. 55% 2023), with primary teachers in 2025 less likely to say that technology had saved them time for this activity. This anomaly could be due to teachers in 2023 reflecting on the academic years which coincided with the coronavirus pandemic and the associated uptake of remote teaching and learning during this time. In 2025 teachers were more likely to say they were unsure whether technology saved them time for this activity (4% 2023 vs. 11% 2025).

Secondary teachers recorded an increase in time savings resulting from technology for 6 out of the 8 activities, with the exceptions being supporting remote teaching and learning (as with primary teachers), and for conducting a formative assessment (where there was an indicative upward trend).

Table 4.8 Impact technology has on the time it takes to complete tasks 2025 vs. 2023, by phase (Teachers)

Saves any time	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Collaborating and sharing re-sources with other teachers	71%(+)	62%	73%(+)	64%
Planning lessons / curriculum content	68%(+)	52%	64%(+)	54%
Tracking pupil progress	61%(+)	46%	62%(+)	49%
Delivering lessons	60%(+)	46%	58%(+)	50%
Supporting remote teaching and learning	48%(-)	55%	67%*	62%
Supporting pupils with SEND	55%(+)	44%	53%(+)	42%
Conducting summative assessment	50%*(+)	33%	42%(+)	34%
Conducting formative assessment	45%(+)	28%	46%	41%

A6. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

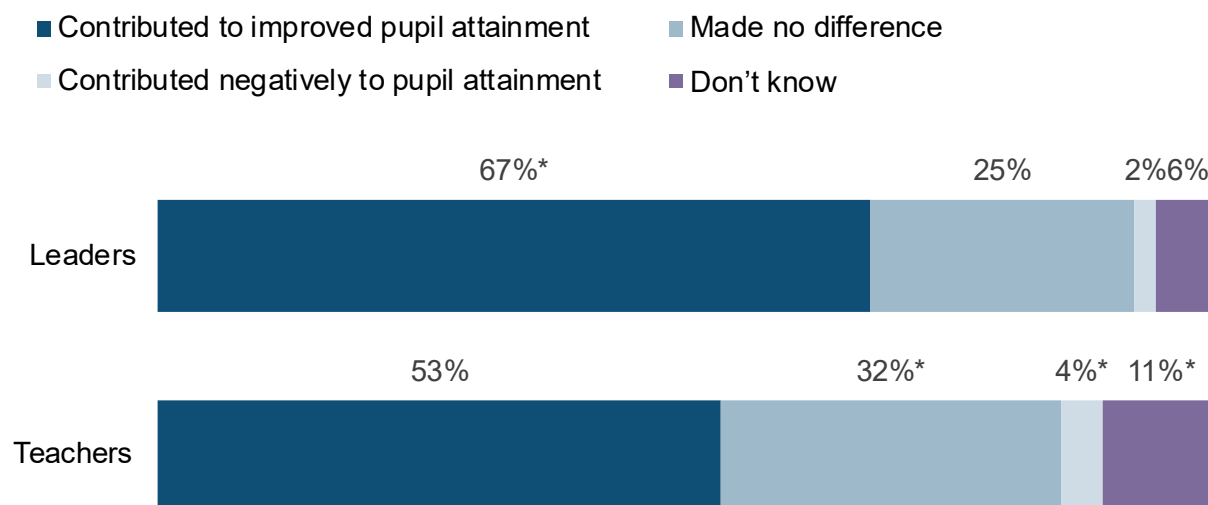
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Technology and pupil attainment

Education leaders and teachers were asked to reflect on whether technology had contributed positively or negatively, if at all, to pupil attainment since the 2021/22 academic year. As shown by Figure 4.10, most (but not all) leaders and teachers felt that technology had contributed positively to pupil attainment over the last 3 years, with leaders more positive than teachers about the impact (67% vs. 53%). A number of leaders and teachers felt that technology had not made a difference, with only small minorities saying it had contributed negatively.

Figure 4.10 Views of school leaders and teachers on the relationship between technology and pupil attainment since 2021/22 (Leaders and Teachers)



G1. All Leaders (n=795) A7. Teachers (n=1,211).

*Indicates significant difference between leaders and teachers.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

There were no significant differences in the views of leaders from primary and secondary schools, or between academy schools and LA-maintained schools. However, some variations emerged based on the type of school and the presence of specific strategic tools. Leaders who had digital strategy and evaluation plan in place to help them use technology effectively were more positive. Seven-in-ten (70%) of those with a digital strategy and 74% of those with an evaluation plan in place to monitor the effectiveness of their technology said that technology has contributed to improved attainment. This compared with 63% of leaders without a digital strategy or unsure if they have one, and 65% of those without an evaluation plan.

Leaders who felt positively about the impact of technology on attainment were also more likely to have a high proportion of pupils eligible for FSM. Over seven-in-ten (73%) leaders in schools with the highest proportion of pupils eligible for FSM felt this way, compared with 58% of leaders in schools with the lowest proportion eligible for FSM.

For teachers, although there were no significant differences by phase at an overall level, secondary academy teachers were more likely than their counterparts in LA-maintained schools to say that technology had contributed to improved pupil attainment (56% vs. 41%).

A positive relationship was also observed between teachers who believed that devices were at least partially fit for purpose and those who felt that technology had contributed to improved pupil attainment. This trend was consistent across all device types covered in

the survey. For instance, approximately six-in-ten teachers (59%) who said desktop computers in their schools were at least partially fit for purpose reported that technology had positively contributed attainment, compared with 44% of those considered these devices not fit for purpose.

Primary leaders' views on the impact of technology on pupil attainment were broadly the same as in 2023 (Table 4.9). Among secondary leaders, however, there was a fall over the last 2 years in the proportion who felt technology had positively impacted pupil attainment over the three years preceding the survey.

Table 4.9 Impact of technology on pupil attainment since 2021/22 - 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Contributed positively	67%	66%	64%(-)	72%
Made no difference	25%	24%	27%(+)	19%
Contributed negatively	2%	2%	2%	2%
Don't know	6%	8%	7%	7%

G1. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Although there has been no change in opinion for leaders (who were already more positive), teachers in both primaries and secondaries have become more likely over the last 2 years to say that technology has contributed to improved pupil attainment (Table 4.10). Notably, the proportion of primary leaders saying they 'don't know' how technology has impacted pupil attainment doubled between 2023 and 2025.

Table 4.10 Impact of technology on pupil attainment since 2021/22 2025 vs. 2023, by phase (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Contributed positively	53%(+)	44%	53%(+)	47%
Made no difference	32%(-)	46%	31%(-)	40%
Contributed negatively	3%	4%	5%	5%
Don't know	12%(+)	6%	11%	8%

A7. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

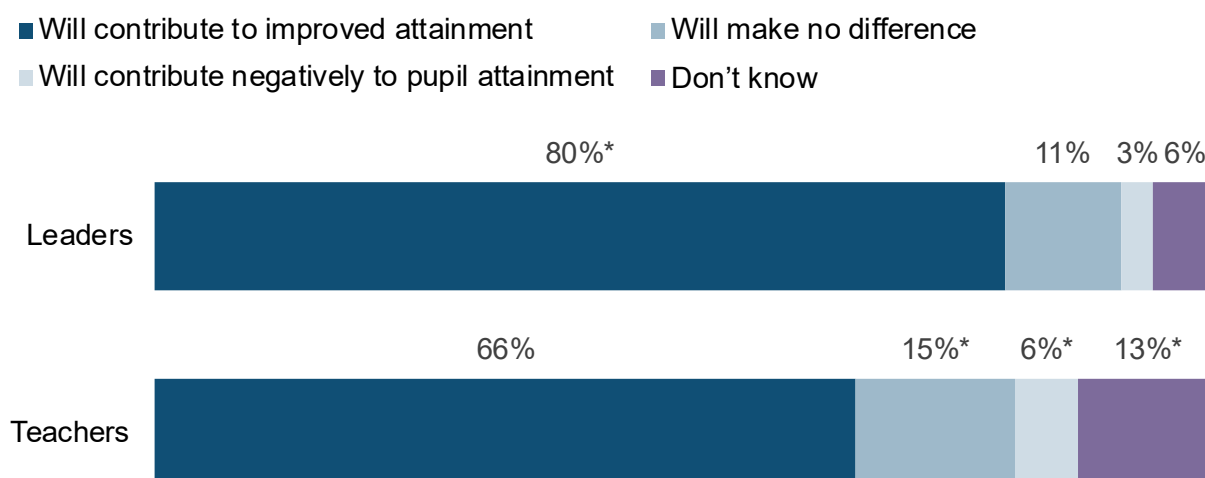
Future impact of technology on attainment

As well as asking about technology impact over the last 3 academic years, leaders and teachers were asked what they thought would be the impact of technology over the next 3 academic years.

As shown by Figure 4.11, school leaders were also more positive than teachers in their outlook on the relationship between technology and pupil attainment over the next 3 years. Four-in-five (80%) leaders believed technology would contribute to improved pupil attainment, compared with two-thirds (66%) of teachers.

Leaders and teachers were each more positive about the prospective future impact of technology on attainment than they were about the impact it has had to date.

Figure 4.11 Views of school leaders and teachers on the future relationship between technology and pupil attainment over the next 3 academic years (Leaders and Teachers)



G2. All leaders (n=795) A8. Teachers (n=1,211).

*Indicates significant difference between leaders and teachers.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

There was no difference between the views of leaders at primary and secondary schools, at an overall level. However, leaders in primary academies were more likely than those in primary LA-maintained schools to say they expect technology to make a positive impact on attainment over the next 3 years (85% vs. 77%).

Again, leaders of schools with a digital evaluation plan or framework were more likely to say that technology will contribute positively to attainment over the next 3 years than those without one (86% vs. 79%). This time, there was no significant difference in view depending on whether or not leaders had a digital strategy in place in their schools.

As was the case for the impact of technology to date, leaders of schools with the highest proportion of pupils eligible for FSM were more positive about the future impact of technology than their counterparts in schools with the lowest proportion (90% vs. 72%).

Two-thirds (66%) of teachers predicted technology will positively impact attainment in future, and there was no significant difference in this view by school phase or type. However, similar to the pattern among leaders, teachers in schools with the highest proportion of pupils eligible for FSM were more inclined to say technology will make a positive contribution to attainment over the next 3 years (75% vs. 61% of teachers in schools with the lowest proportion).

Those newer to teaching were also more positive about the likely future impact of technology on attainment. 75% of those teaching less than 3 years said they expected

technology to contribute positively, compared with 65% of those teaching for 4 or more years). This effect is likely interrelated with age - 70% of under 35s expected to see a positive contribution, compared with 64% of those aged 35 or over.

As with the perceived impact of technology to date, teachers who rated various devices as at least partially fit for purpose were more likely to believe that technology would make a positive contribution to pupil attainment over the next 3 years. Approximately seven-in-ten teachers (71%) who considered desktop computers fit for purpose anticipated technology would positively impact pupil attainment, compared with 59% of those who deemed these devices not fit for purpose. The trend was consistent across other devices: tablet computers (73% vs. 60%), laptops / notebooks (72% vs. 55%) and interactive whiteboards (68% vs. 56%).

Generally, primary and secondary leaders views' on how technology would impact pupil attainment in future have remained unchanged since 2023, as shown by Table 4.11. In 2025 there was a very slight increase in primary leaders saying technology will impact attainment negatively, but this proportion remains very small.

Table 4.11 Impact of technology on pupil attainment over next 3 academic years 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Will contribute positively	80%	83%	81%	79%
Will make no difference	11%	11%	11%	13%
Will contribute negatively	3%(+)	1%	2%	2%
Don't know	6%	5%	5%	6%

G2. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

As with their views on the impact of technology to date, primary teachers in 2025 were less certain about how technology might influence attainment in the future compared with 2023. The proportion of primary teachers who believed that technology would make no difference to pupil attainment over the next 3 years fell in 2025. Meanwhile, among secondary teachers there was a small, but statistically significant, increase in the proportion expecting to see a negative impact.

Table 4.12 Impact of technology on pupil attainment over next 3 academic years vs. 2023, by phase (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Will contribute positively	67%	62%	65%	66%
Will make no difference	14%(-)	24%	17%	21%
Will contribute negatively	4%	4%	7%(+)	4%
Don't know	15%(+)	10%	12%	9%

A8. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

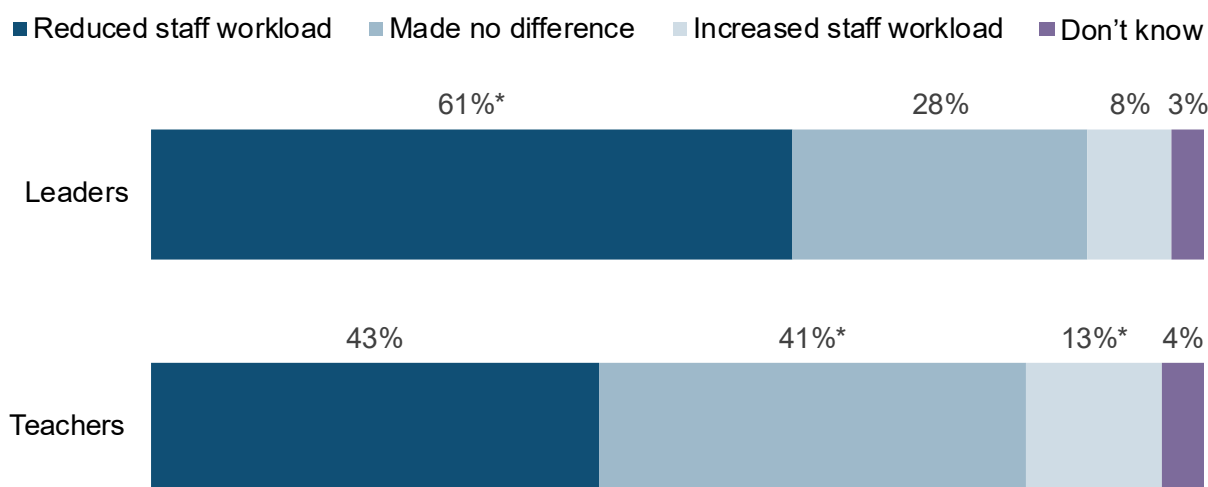
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Technology and workload

Many leaders and teachers reflected positively on the impact of technology on staff workload against a comparison point of the start of the 2021/22 academic year (Figure 4.12). The majority of leaders (61%) thought technology had contributed to a reduced workload for their staff. The proportion of teachers reporting that technology had reduced their workload was smaller, but it was still noted by more than four-in-ten (43%). However, a near equal proportion (41%) said it had not made a difference, and 13% said it had increased staff workload.

Figure 4.12 Views of school leaders and teachers on the impact of technology on workload since 2021/22 (Leaders and Teachers)



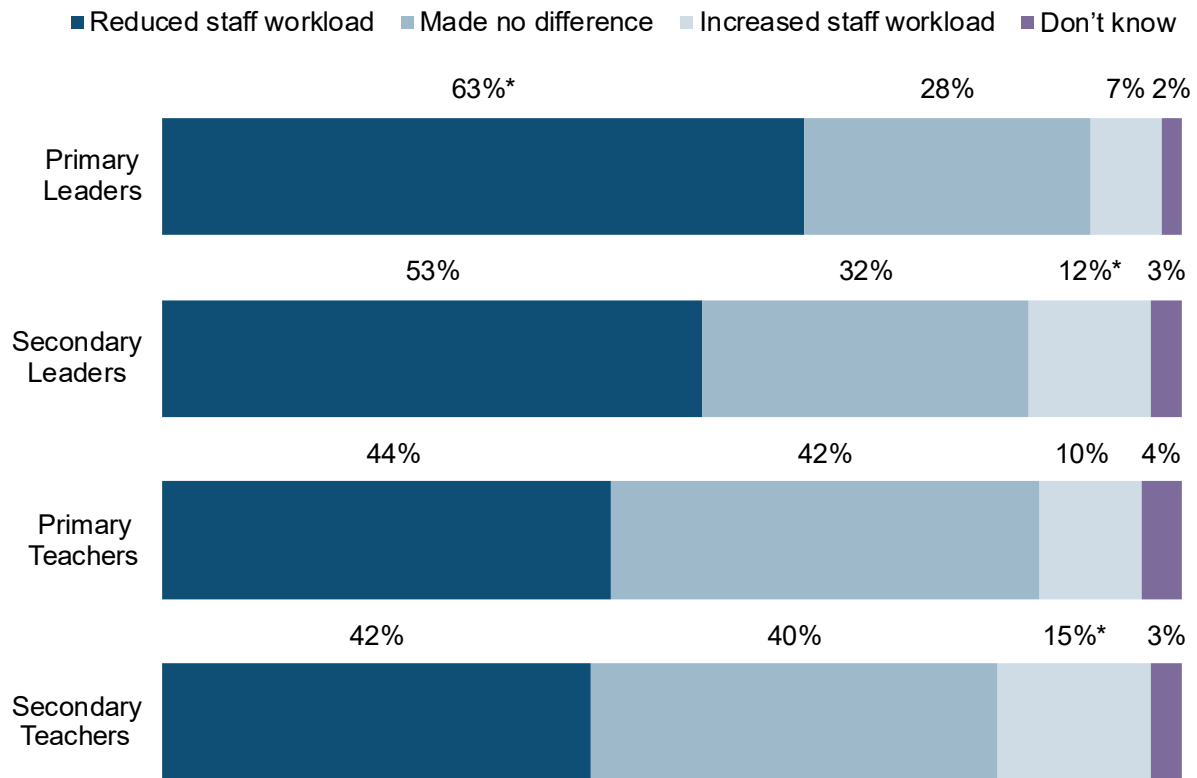
G3. All leaders (n=795) A9. Teachers (n=1,211).

*Indicates significant difference between leaders and teachers.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

Leaders in primary schools were more likely than their counterparts in secondaries to believe that technology had reduced staff workload, as shown by Figure 4.13 (63% vs. 53%). There was no difference on this measure between primary and secondary teachers (44% and 42% respectively), although secondary teachers were more likely to say that technology had increased their workload (15% vs. 10% of primary teachers).

Figure 4.13 Views of school leaders and teachers on the impact of technology on workload since 2021/22, by phase (Leaders and Teachers)



G3. All leaders (n=795) A9. Teachers (n=1,211).

*Indicates significant difference within phase.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

Leaders who said there is an evaluation plan or framework in place in their school to assess the effectiveness of technology were more likely to say that technology had reduced staff workload (71% vs. 59% of leaders without a framework in place).

Repeating the pattern seen for technology and pupil attainment, leaders of schools with the highest proportion of pupils eligible for FSM were more positive about the impact of technology on workload; 66% of this group said that technology had reduced staff workload since 2021/22, compared with 54% in schools with the lowest proportion of students eligible for FSM.

As with leaders, teachers in schools with the highest proportion of FSM-eligible pupils were more likely to say that technology had reduced their workload (51% vs. 39% of those in schools with the lowest proportion eligible for FSM).

Teachers newer to the profession were more likely to speak positively of the impact of technology on their workload. Fifty-three percent (53%) of those who had been teaching for less than 3 years said technology had reduced their workload, compared with 42% of those teaching 4 or more years. Again, this effect is likely to be interrelated with age - 51% of under 35s said technology had reduced their workload, compared with 40% of those over 35.

In line with the relationship between high-quality technology in schools and perceptions of its impact on pupil attainment, teachers who reported that various types of device were of sufficient standard for their school were also more positive about the impact of technology on their workload. This pattern was evident across all types of device covered by the survey. For example, 49% of those who considered laptops / notebooks in their schools to be at least partially fit for purpose answered that technology had reduced their workload, compared with 31% of those who said they were not fit for purpose.

As shown by Table 4.13, compared with in 2023, primary leaders in 2025 were more likely to report that technology had reduced staff workload over the preceding 3 years, while secondary leaders were increasingly likely to state that it had made no difference. The proportion of primary leaders saying technology had reduced staff workload rose from 42% to 63%, and the proportion saying it had increased staff workload more than halved (19% vs. 7%). Meanwhile, the proportion of secondary leaders who felt technology had made no difference increased from around a quarter (24%) to almost a third (32%). It is worth noting that in each of the two surveys, leaders were asked to reflect on the three academic years preceding the survey. As more than half (54%) of leaders in 2023 had already reported an improvement, those responding in 2025 were assessing changes from a point where technology's impact on workload had already been viewed positively.

Table 4.13 Impact of technology on staff workload over past 3 academic years 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Reduced workload	63%*(+)	42%	53%	54%
Made no difference	28%(-)	34%	32%(+)	24%
Increased workload	7%(-)	19%	12%*	15%
Don't know	2%	4%	3%(-)	8%

G3. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

In a similar trend to primary leaders, primary teachers were also much more likely in 2025 than in 2023 to say technology had reduced their workload over the past 3 years (44% vs. 25%) (Table 4.14). The proportion saying technology had increased their workload halved between 2023 and 2025 (20% vs. 10%).

Similarly, secondary leaders were more likely in 2025 to say that technology had reduced their workload (42% vs. 36% in 2023) (Table 4.14).

Table 4.14 Impact of technology on teachers' workload over past 3 academic years 2025 vs. 2023, by phase (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Reduced workload	44%(+)	25%	42%(+)	36%
Made no difference	42%(-)	53%	40%	37%
Increased workload	10%(-)	20%	15%(-)*	25%
Don't know	4%	2%	3%	2%

A9. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

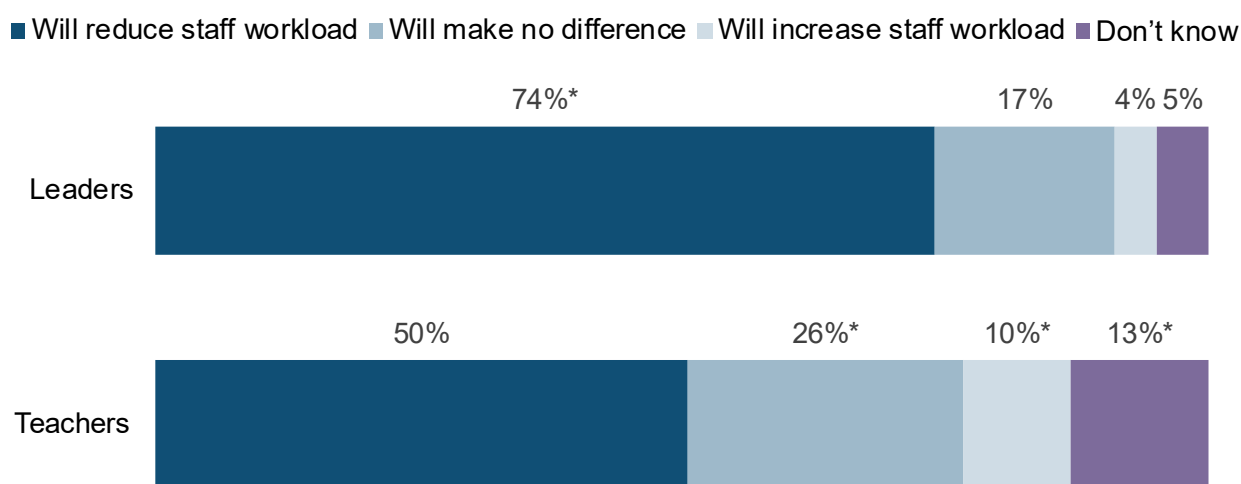
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Future impact of technology on workload

As was the case for the impact of technology on workload to date, both leaders and teachers indicated optimism about the impact of technology on staff workload in their schools over the next 3 years (Figure 4.14). Three-quarters (74%) of leaders and a half (50%) of teachers said they expect technology to reduce staff workload over this period. Teachers were less positive or sure about the situation compared with leaders; a quarter (26%) felt it would make no difference, and a tenth (10%) felt it would increase staff workload.

Figure 4.14 Views of school leaders and teachers on the future relationship between technology and workload over the next 3 academic years (Leaders and Teachers)



G4. All leaders (n=795) A10. Teachers (n=1,211).

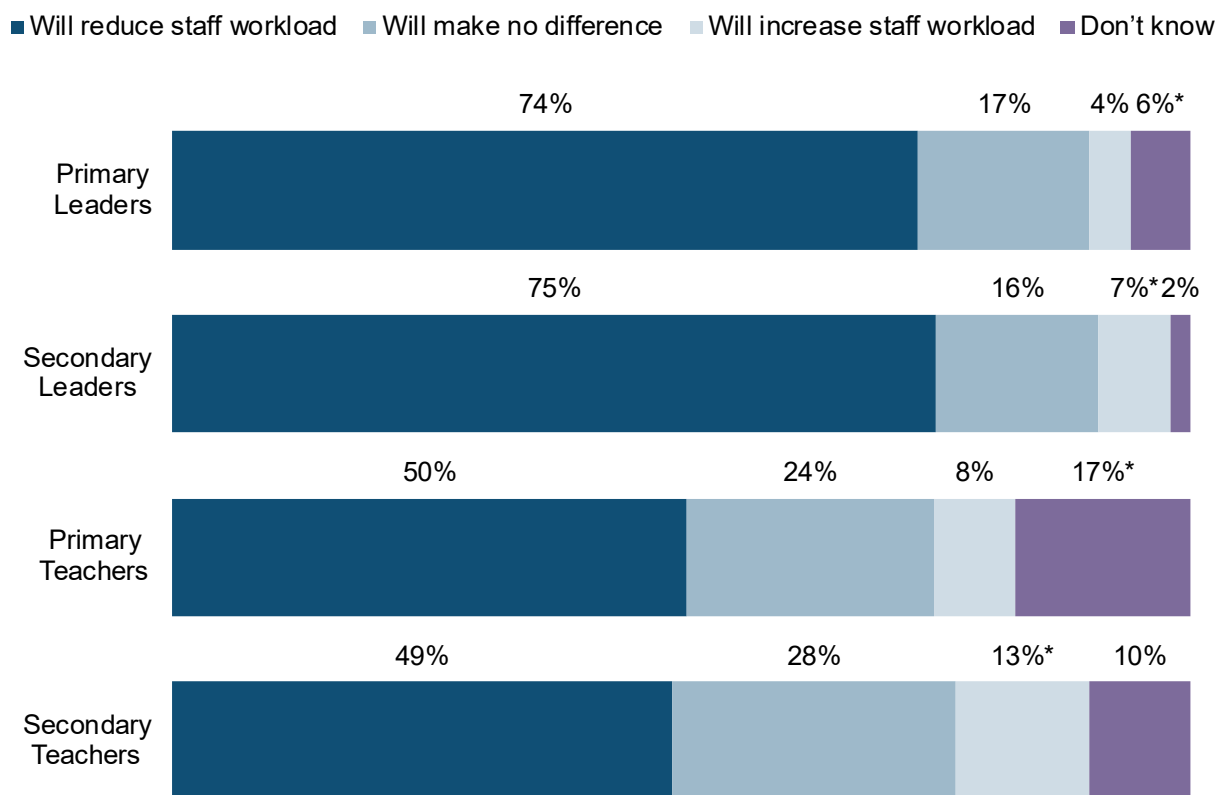
*Indicates significant difference between leaders and teachers.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

There was no difference by phase in the proportion of leaders and teachers anticipating technology will impact workload positively in future (Figure 4.15). Similar proportions of primary (74%) and secondary (75%) leaders felt this way, and the same was true for teachers (50% primary and 49% secondary).

The proportions anticipating a negative impact on workload were generally low. Leaders in secondaries were slightly more likely to anticipate a negative impact than their counterparts in primaries (7% vs 4%) and the same was true for teachers (13% vs. 8%). This was instead of selecting a 'don't know' response, which was higher for primary leaders and teachers, than for secondary leaders and teachers.

Figure 4.15 Views of school leaders and teachers on the future relationship between technology and workload over the next 3 academic years, by phase (Leaders and Teachers)



G4. All leaders (n=795) A10. Teachers (n=1,211).

*Indicates significant difference within phase.

Source: Technology in Schools Survey 2025 (Leaders survey and Teachers survey).

As with the perceived impact of technology on workload to date, leaders and teachers in schools with the highest proportion of pupils eligible for FSM were more optimistic about its future impact. A greater proportion of leaders and teachers in these schools anticipated a reduction in workload compared with those in schools with the smallest proportion of FSM-eligible pupils (80% vs. 66% and 57% vs. 44%, respectively).

Those teaching for under 3 years were also more likely to predict a reduction in workload compared with those teaching for 4 or more years (62% vs. 48%). This is likely interrelated with age; 60% of under 35s thought technology would reduce workload, compared with 46% of teachers aged 35 or over.

Leaders and teachers who believed there had been a reduction in staff workload due to technology were more positive about the future impact of technology. Over nine-in-ten (93%) leaders said they expect to see a further reduction, compared with 49% of leaders who said technology had made no difference to workload to date, and 24% of those who said it had increased workload. More than eight-in-ten (83%) teachers who

had already seen a reduction in workload said they predicted a further one, compared with 28% of those who thought technology had made no difference to date, and 14% of those who said it had increased workload.

Again, teachers who stated that devices in their schools were fit for purpose were more likely to predict technology would reduce their workload over the coming 3 years. This was the case among those who reported tablet computers as fit for purpose (56% expected a reduction vs. 42% who said tablets were unfit for purpose), as well as laptops / notebooks (53% vs. 43%) and interactive whiteboards (52% vs. 41%)

As shown by Table 4.15, in 2025 both primary and secondary leaders and teachers were more positive about the potential for technology to reduce their workload over the next 3 years, compared with their views in 2023.

Table 4.15 Impact of technology on staff workload over next 3 academic years 2025 vs. 2023, by phase (Leaders and Teachers)

Leaders	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Will reduce	74%(+)	53%	75%(+)	64%
Will make no difference	17%(-)	30%	16%(-)	23%
Will increase	4%(-)	10%	7%*	7%
Don't know	6%*	6%	2%(-)	7%*
Teachers	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Will reduce	50%(+)	33%	49%(+)	42%
Will make no difference	24%(-)	35%	28%	29%
Will increase	8%(-)	16%	13%*(-)	20%
Don't know	17%*	16%	10%	9%

G4. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244). A10. All teachers 2025/2023 primary (n=797/350) secondary (n=414/836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Chapter 5 Infrastructure

This chapter is based on the survey of IT leads and focuses on IT infrastructure. It covers connectivity and wiring, the impact of various storage systems (both on-premises and cloud-based), the use of different operating systems and servers, and data backups.

In line with 2023 findings, awareness of education technology infrastructure is generally lower among primary IT leads compared to secondary ones, likely due to secondary schools' need for more specialised IT support. In particular:

- IT leads working in primary schools were more likely to report that their IT responsibilities sat alongside subject teaching, with their official job title being “subject leader for computing / IT” (21% vs. 3% of secondary IT leads). By contrast, around half (47%) of those working at secondary schools reported that IT leadership / management / coordination was the full extent of their role (this applied to 20% of those working in primary settings).
- The percentage of IT leads working in secondary schools identifying as ‘network manager’ decreased from 35% in 2023 to 24% in 2025, yet remained more prevalent in secondary schools compared to primary schools (6%). This could be explained by changes made to the way IT positions are recruited more generally in schools over the past few years. For example, multi-academy trusts may employ one IT Director with responsibility for their group strategy and infrastructure. This could be seen in the qualitative interviews, where a number of the IT leads we spoke to were responsible for more than one school.
- IT leads in primary schools were more likely to report that they provided outsourced IT support to their school (16% compared to 4% in secondary schools).

The differences in the nature of these job roles means that, in line with findings in 2023, the approach to educational technology infrastructure in schools is likely to vary depending on school phase and may require distinct strategies and implementation approaches to effectively support teaching and learning.

Connectivity and wiring

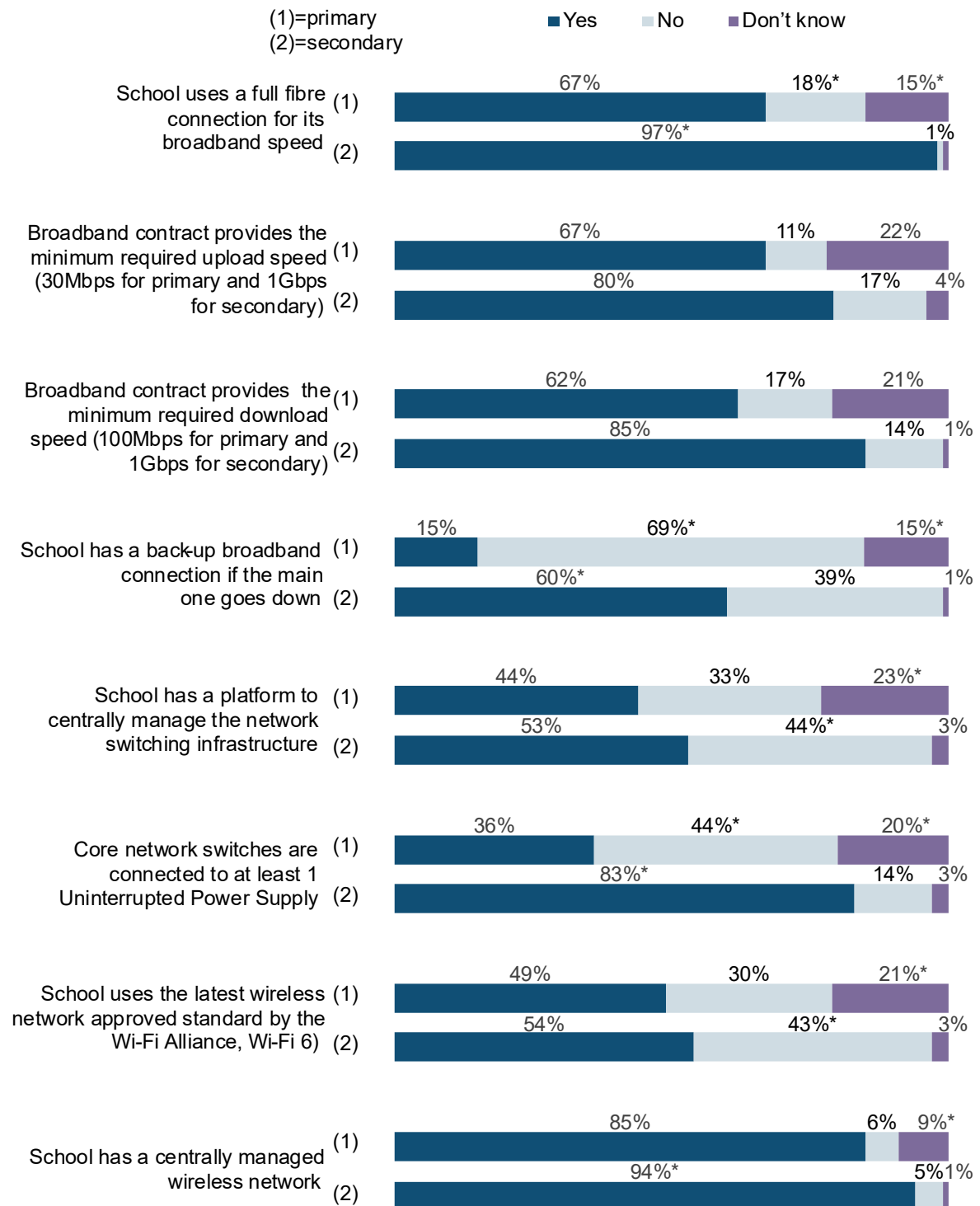
IT leads were asked whether their school met the technology standards for connectivity and wiring, as set out in the digital and technology standards guidance for schools and colleges.³⁴

³⁴ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

A greater proportion of secondary schools met all of the listed connectivity and wiring technology standards compared to primary schools (16% vs. 6%), or at least half of the standards (45% vs. 34%). In contrast, IT leads in primary schools were less likely to confirm which standards were in place at their school, with a higher proportion selecting 'don't know' for all standards.

As seen in Figure 5.1, IT leads in secondary schools more frequently reported that their school used a full fibre connection for its broadband speed (97% vs. 67%), and that their school had a centrally managed wireless network (94% vs. 85%). Additionally, more reported having a back-up broadband connection (60% vs. 15% in primary schools), highlighting a lack of contingency plans in primary schools for broadband failures.

Figure 5.1 The proportion of schools that report meeting the listed technology standards



A1_1-10. Primary IT leads (n=237), Secondary IT leads (n=252)

*Indicates a significant difference within phase

Source: Technology in Schools Survey 2025 (IT leads survey)

Compared with 2023, there has been an increase in the proportion of primary and secondary schools meeting many of these technology standards (Table 5.1). The largest increase was for schools using the latest wireless network approved standard by the Wi-Fi Alliance, Wi-Fi 6, which increased by 25 percentage points for primary schools and 33 percentage points for secondary schools.

A higher proportion of IT leads in primary schools in 2025 also reported that their school used a full fibre connection for broadband speed (67% vs. 54% in 2023), their broadband contract provides the minimum required upload speed (67% vs 57%), and their school's contract provides the minimum required download speed (62% vs. 50% in 2023).

Increases were also recorded across all measures for secondary schools: with these increases generally from a higher baseline in 2023.

Table 5.1 Proportion of schools meeting technology standards by phase by wave

Proportion of IT leads who answered 'eyes'	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
School uses a full fibre connection for its broadband speed	67%(+)	54%	97%*	93%
School has a back-up broadband connection if the main one goes down	15%	9%	60%*(+)	40%
Broadband contract provides the minimum required upload speed	67%(+)	57%	80%(+)	61%
Broadband contract provides the minimum required download speed	62%(+)	50%	85%(+)	68%
School has a centrally managed wireless network	85%	84%	94%*	90%
Core network switches are connected to at least 1 Uninterrupted Power Supply (UPS)	36%*(-)	47%	83%*	80%
School uses the latest wireless network approved standard by the Wi-Fi Alliance, Wi-Fi 6	49%(+)	24%	54%(+)	21%
School has a platform to centrally manage the network switching infrastructure	44%	48%	53%(+)	36%

A1_1-10. Primary IT leads 2025/2023 (n=237/155), Secondary IT leads 2025/2023 (n=252/168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025

Source: Technology in Schools Survey 2025/2023 (IT leads survey)

IT leads in urban-based schools more frequently reported having full fibre broadband (79% vs. 54%) and having backup connections (28% vs. 11%) compared to rural schools. In 2025, fewer rural IT leads were unsure about using Wi-Fi 6 (18% vs. 34% in 2023). Notably, there were more secondary schools in urban areas both years.

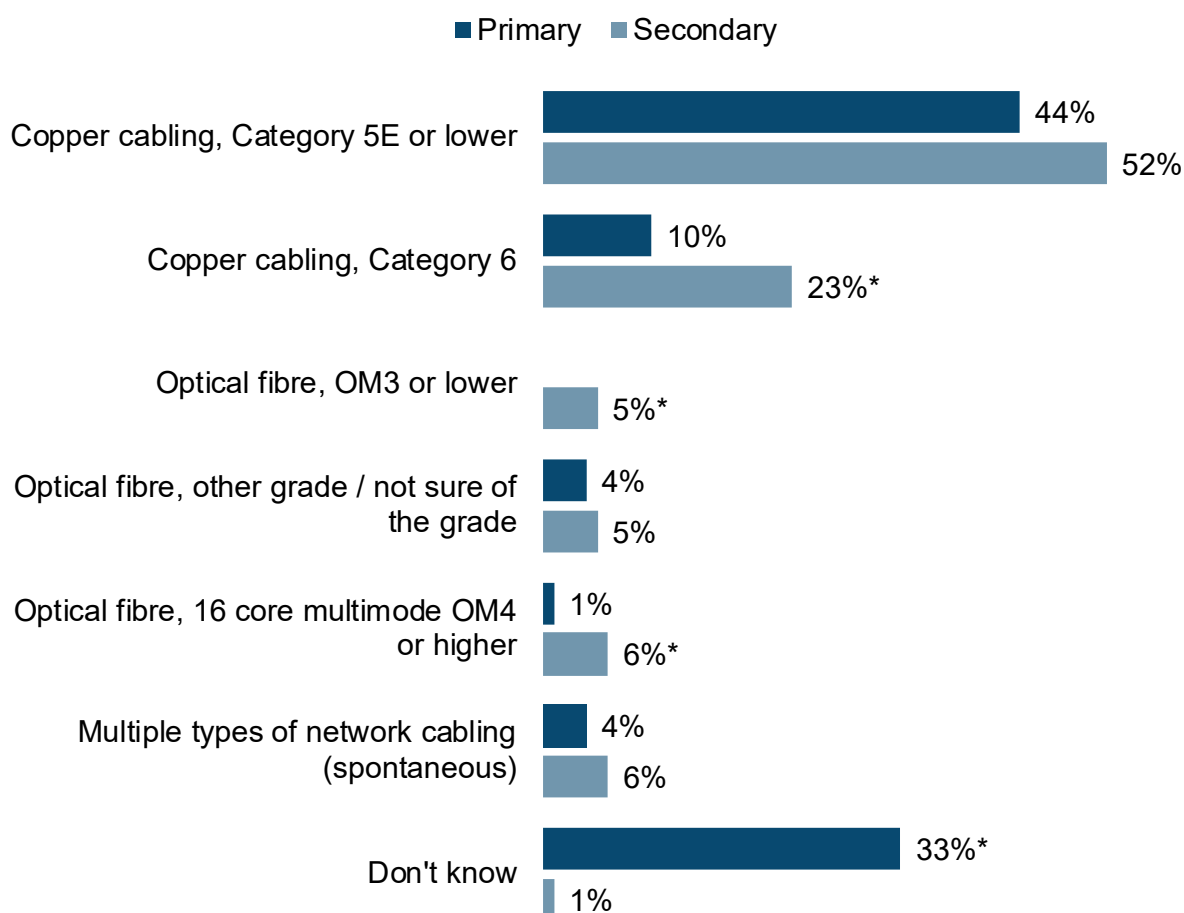
As found in 2023 (and as shown in Table A9 in the appendix) schools adhering to standards were often more likely to have plans to invest in different technologies over the next 12 months. For instance, around half (51%) of schools with full fibre broadband planned to invest in staff end-user devices, compared to 43% without full fibre. Exceptions included schools without central network switching infrastructure, filtering and

monitoring systems, or Wi-Fi 6, which indicated a higher intention to invest in technology. Schools lacking full fibre broadband were also more likely to plan broadband investments (48% vs. 19% overall).

Figure 5.2 shows that copper cabling, Category 5E or lower, was the most common network cabling setup in 2025, with 44% of IT leads reporting it as their main network cabling. Further to this, around a quarter of secondary schools were using Category 6 copper cabling (23%), with this also the next mentioned cabling type for primary schools (10%).

As in 2023, awareness of the main network cabling type was relatively low among primary school IT leads, with 33% unsure of their school's setup. This, however, is lower than the 42% 'don't know' response in 2023. As discussed earlier, primary IT leads were more often computing subject leaders, whereas secondary IT leads tended to hold more technical roles like IT lead / manager. Compared with 2023 and aside from the drop in don't know responses, there were no other marked differences in answers.

Figure 5.2 Main types of cabling in place at schools



A2. Primary IT leads (n=237), Secondary IT leads (n=252).
 *Indicates a significant difference within phase.
 Source: Technology in Schools Survey 2025 (IT leads survey).

Efficacy of broadband and Wi-Fi connections

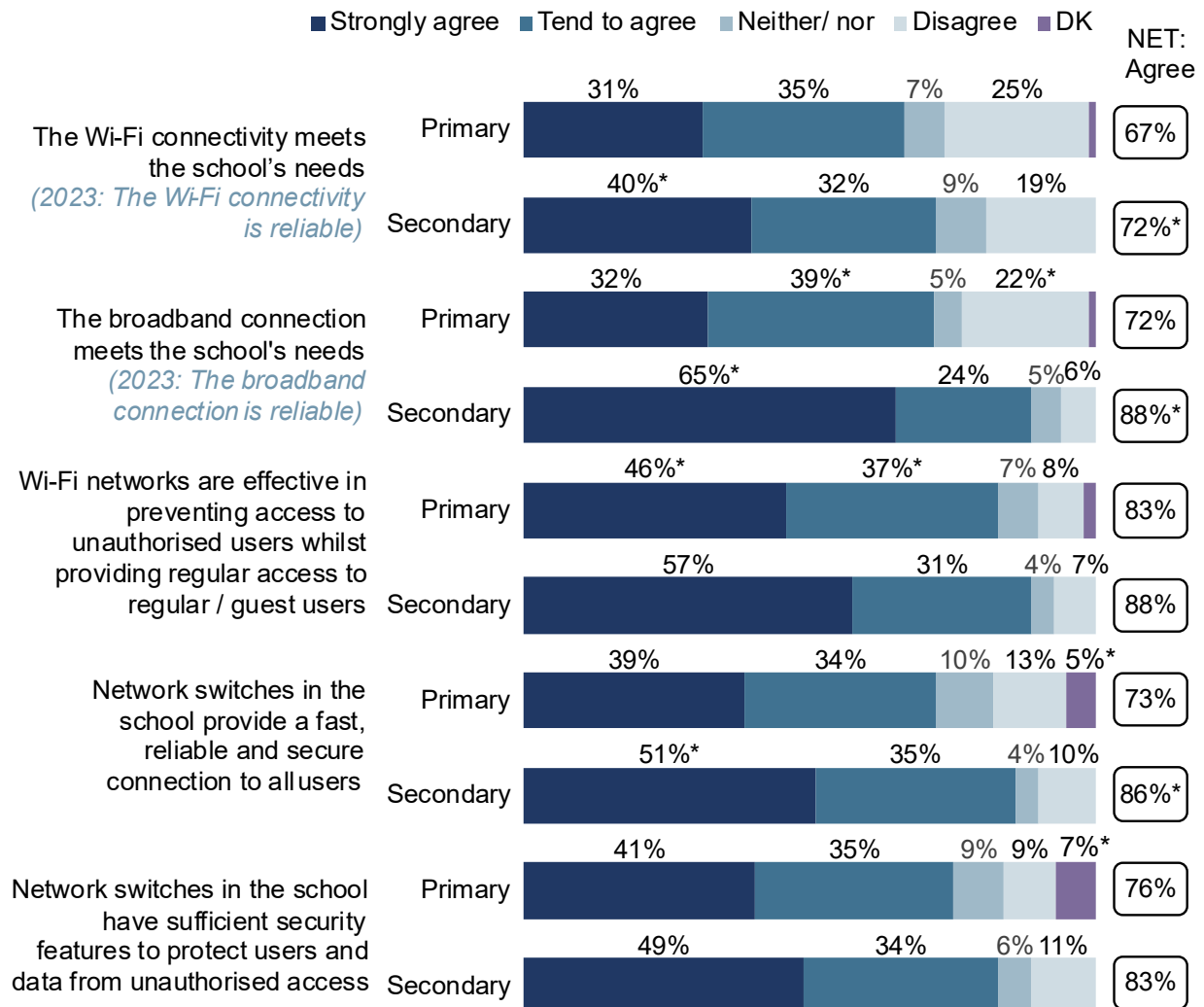
Successive governments have made improving internet connectivity a priority when it comes to investment in education technology infrastructure. Since 2017, DfE have worked with commercial providers and the Department for Science, Innovation and Technology to fund gigabit capable broadband rollout to over 1,500 schools. They have invested over £215m in the Connect the Classroom programme³⁵, improving Wi-Fi connectivity in over 3,700 schools. In the 2025-2026 financial year, DfE is investing a further £45 million to boost school infrastructure, including £25 million in the Connect the Classroom programme and £20 million to improve school broadband.

Most IT leads across both phases responded positively when asked about the efficacy of their school's broadband and Wi-Fi connections, as seen in Figure 5.3. However, IT

³⁵ [Connect the classroom - GOV.UK](https://www.gov.uk/government/programmes/connect-the-classroom)

leads in secondary schools were the most positive. For example, they were more likely than their primary counterparts to report the Wi-Fi connectivity (72% vs. 67%), and the broadband connection (88% vs. 72%), met the school's needs. Secondary IT leads were also more likely than their primary counterparts to report that network switches provided a fast, reliable and secure connection to all users (86% vs. 73%).

Figure 5.3 IT leads' agreement with statements about school's connectivity



A4. Primary IT leads (n=237), Secondary IT leads (n=252). *Indicates a significant difference between primary and secondary. Percentages of 2% or less not labelled on chart
Source: Technology in Schools Survey 2025 (IT leads Survey)

Table 5.2 shows that primary IT leads held the same views about school connectivity meeting needs as in 2023, but secondary IT leads registered an improvement. Secondary IT leads reported better Wi-Fi effectiveness (88% vs. 74%), improved network switch performance (86% vs. 78%), and enhanced security features (83% vs. 72%).

Table 5.2 IT leads' agreement with statements about school's connectivity by phase (2025 vs. 2023)

Proportion of IT leads who answered 'yes's	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The Wi-Fi connectivity meets the school's needs (2023: The Wi-Fi connectivity is reliable)	67%	68%	72%*	70%
The broadband connection meets the school's needs (2023: The broadband connection is reliable)	72%	74%	88%*	90%
There is a fully functional Wi-Fi signal throughout the school building and externally as required	66%	62%	72%	66%
Wi-Fi networks are effective in preventing access to unauthorised users while providing regular access to regular / guest users	83%	81%	88%	74%
Network switches in the school provide a fast, reliable and secure connection to all users	73%	76%	86%*(+)	78%
Network switches in the school have sufficient security features to protect users and data from unauthorised access	76%	72%	83%(+)	72%

A4. Primary IT leads 2025/2023 (n=237/155), Secondary IT leads 2025/2023 (n=252/168).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (IT leads survey).

Operating systems

The survey covered school operating systems for both user / desktop and server infrastructure. As in 2023, almost all primary and secondary IT leads reported using Windows (93% vs. 99%), though Mac was used by a sizeable proportion of secondary schools (30% vs. 3% in primary schools).

Table 5.3 compares the operating system used by schools by phase and within phase compared with 2023. Compared with some of the other measures included in the survey, awareness of the schools' operating system was good, with only 5% of primary and no secondary IT leads unsure about the main operating systems / desktop infrastructure.

The proportions using either Windows or Mac were very similar in 2025 (ranging from 93-99%), although there was some movement between specific versions within these systems. For example, more schools have migrated to newer infrastructure and use Windows 11, which was still fairly new in 2023.

Table 5.3 Main operating systems used for user / desktop infrastructure (IT leads)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
NET: Any windows	93%	95%	99%*	98%
Windows 11 (Home, Pro, or	61%(+)	23%	68%(+)	21%
Windows 10S / 11S	3%	4%	3%	2%
Windows 10 (Home, Pro, or	56%(-)	85%	78%*(-)	93%
Windows 8	1%	2%	0%	0%
Windows 7	2%	2%	1%	1%
Google Chrome OS	27%(-)	34%	33%	26%
NET: Any Mac	3%	6%	30%*	28%
Mac OS Monterey	2%	3%	3%	8%
Mac OS Ventura	1%	2%	6%*	11%
Mac OS High Sierra	1%	2%	2%	8%
Mac OS Sierra	<0.5%	0%	0%	3%
Mac OS Big Sur	1%	2%	0%	5%
Mac OS Mojave	<0.5%	0%	<0.5%	3%
Mac OS El Capitan	<0.5%	0%	0%	2%
Mac OS Sequioia	2%	**	18%*	**
Mas OS Sonoma	2%	**	8%*	**
Linux (Ubuntu, Lubuntu, etc)	<0.5%	1%	3%*	2%
Other	<0.5%	<0.5%	0%	1%
Don't know	5%*	3%	0%	1%

E1. IT leads primary 2025/2023 (237/155), secondary 2025/2023 (252/168).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

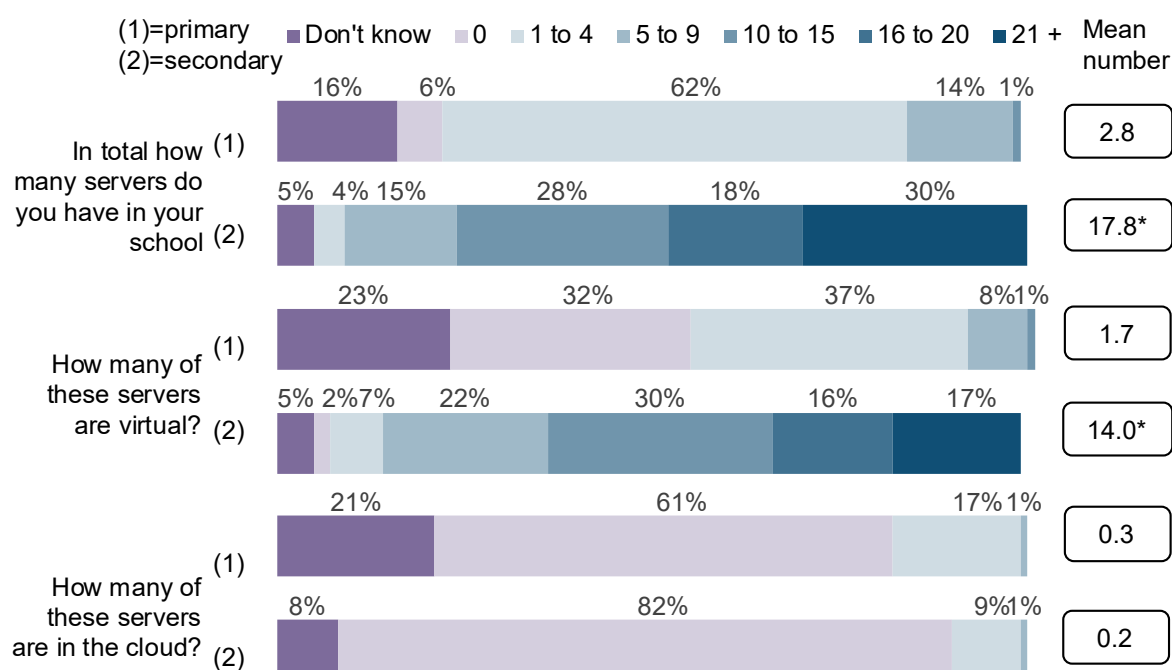
**=not included in survey

Source: Technology in Schools Survey 2022-23 (IT leads survey).

Servers and storage systems

As a new question in 2025, IT leads estimated the number of school servers, including virtual, on-premises, and backup servers. Figure 5.4 shows primary school IT leads more often reported no servers or 1 to 4 servers (6% and 62% vs. 0% and 4% in secondary), while secondary schools more frequently had 21 or more servers (30% vs. 0%), which might be expected given secondaries typically have larger sites and more pupils.

Figure 5.4 Number of servers in school, Number of servers that are virtual, Number of servers in the cloud.



C1c. Primary IT leads (n=237), Secondary IT leads (n=252). *Indicates a significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads Survey)

Differences by academy status indicated that primary academy IT leads were more often unsure how many servers were in their school compared to those in primary LA-maintained schools (24% vs. 10%).

Table 5.4 shows that across both phases it was most common for IT leads to report that the server infrastructure was hosted exclusively on school premises, with this particularly the case in secondary settings (72% vs. 44% in primary schools). This was similar to the situation in 2023.

In respect of the other server options, primary school IT leads were more likely to report servers hosted exclusively in the cloud (14% vs. 1% in secondary schools), but also to be

more unsure of the situation. Compared with 2023 there has been an increase in primary schools using cloud-only server infrastructure (14% vs. 6% in 2023).

There were some differences in the server infrastructure by academy status. IT leads in LA-maintained primary schools more commonly reported on-premises only infrastructure (51% vs. 36% in primary academies), whereas IT leads in primary academies more commonly reported cloud-only infrastructure (22% vs. 7% in LA-maintained schools).

In 2025, there was an increase in IT leads in primary schools citing they used Cloud-based server infrastructure (43% vs. 32% in 2023).

Table 5.4 Operating system used for server infrastructure

Server infrastructure	Primary (2025)	Primary (2023)	Secondary (2025)	Secondary (2023)
On-premises only	44%	52%	72%*	71%
Cloud only	14%*(+)	6%	1%	-
Mixture	29%	26%	26%	28%
SUM: Any on premise	73%	78%	98%*	99%
SUM: Any cloud based	43%(+)	32%	27%	28%
Don't know	13%*	16%	1%	1%

E3. Primary IT leads 2025/2023 (n=237/155). Secondary IT leads 2025/2023 (n=252/168).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (IT leads survey).

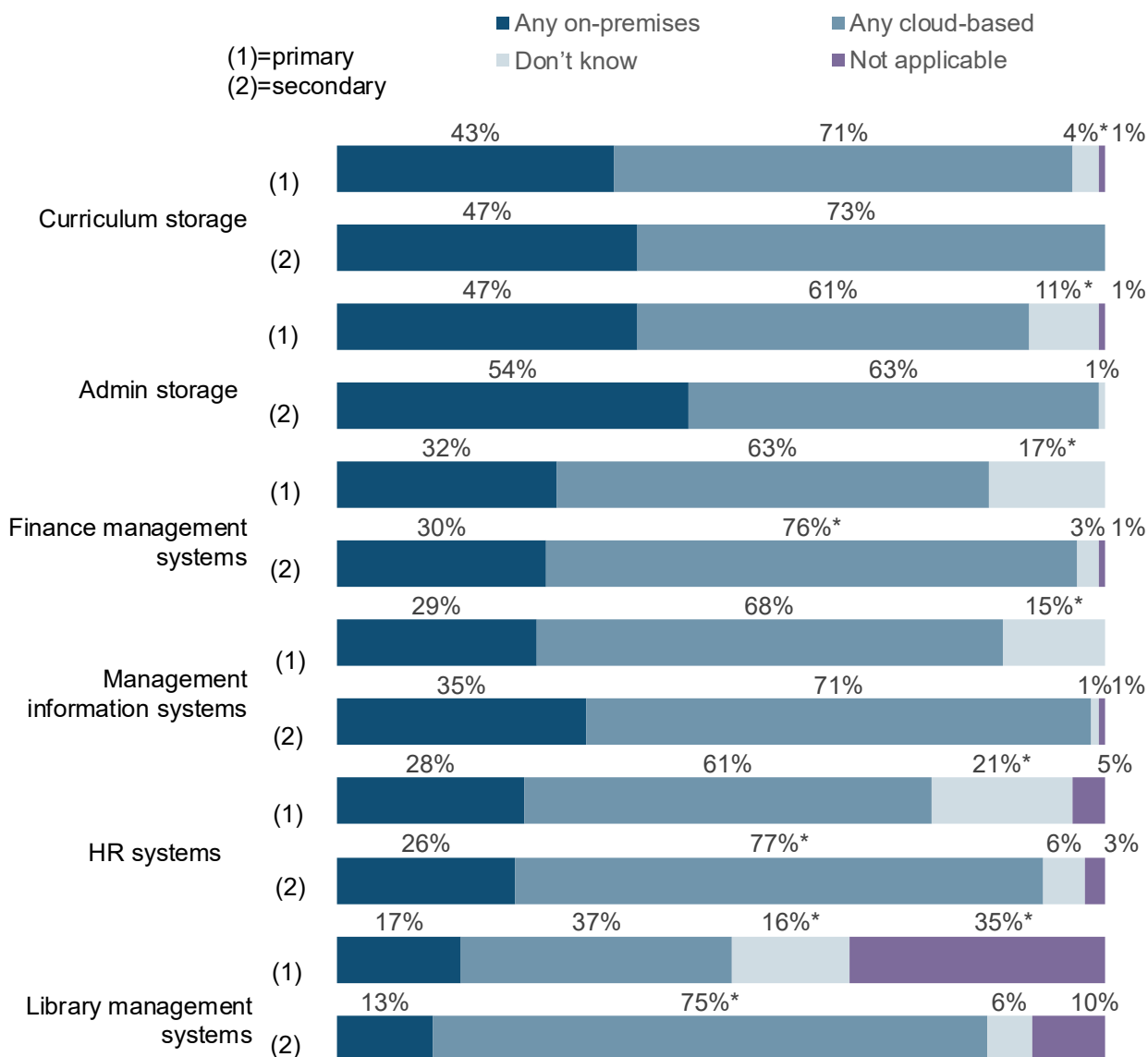
On-premises and cloud-based storage

IT leads were asked whether their school used on-premises storage, cloud-based storage or a mix of storage systems for a range of different school activities. As seen in Figure 5.5, IT leads in secondary schools were more likely than those in primary schools to use cloud-based storage for finance management systems (76% vs. 63%), HR systems (77% vs. 61%), and library management systems (75% vs. 37%).

Awareness levels were generally lower in primary schools, with IT leads working in these settings more often unsure about the types of storage used for various activities. For instance, uncertainty on what storage was used was noted in HR systems (21% vs. 6% in secondary), library management systems (16% vs. 6%), finance management systems (17% vs. 3%), and management information systems (15% vs. 1%).

IT leads generally reported that they had specific storage systems across most activities, except library management. Primary school IT leads more often indicated their schools lacked these systems (35% vs. 10% in secondary schools).

Figure 5.5 Storage set-ups by phase

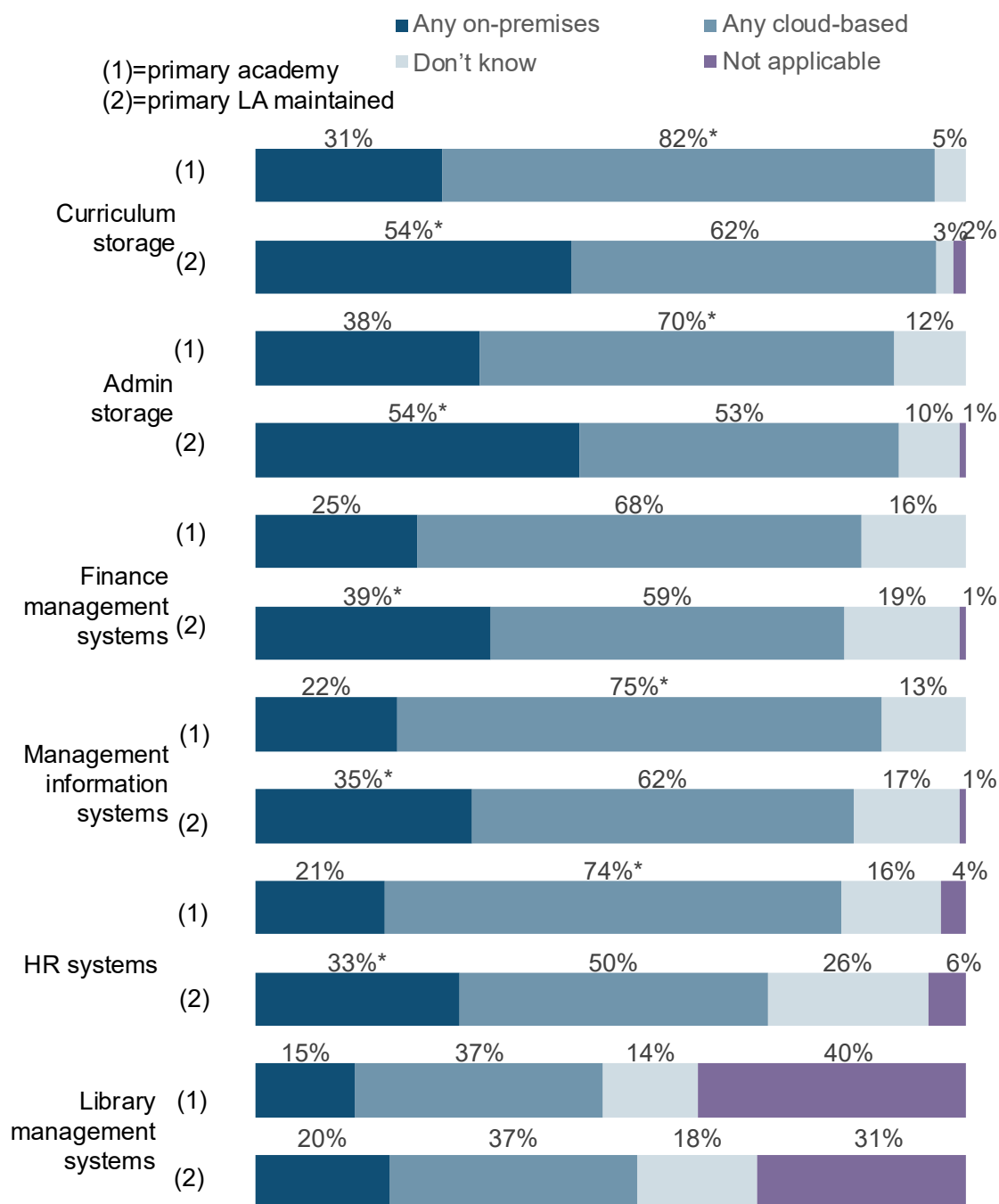


C2. Primary IT leads (n=237), Secondary IT leads (n=252). *Indicates a significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads Survey)

Differences by academy status within phases were observed. As shown in Figure 5.6, primary academies more often reported using cloud-based storage across most setups, compared with LA-maintained primaries, including curriculum storage (82% vs. 62%), admin storage (70% vs. 53%), management information systems (75% vs. 62%), and HR systems (74% vs. 50%).

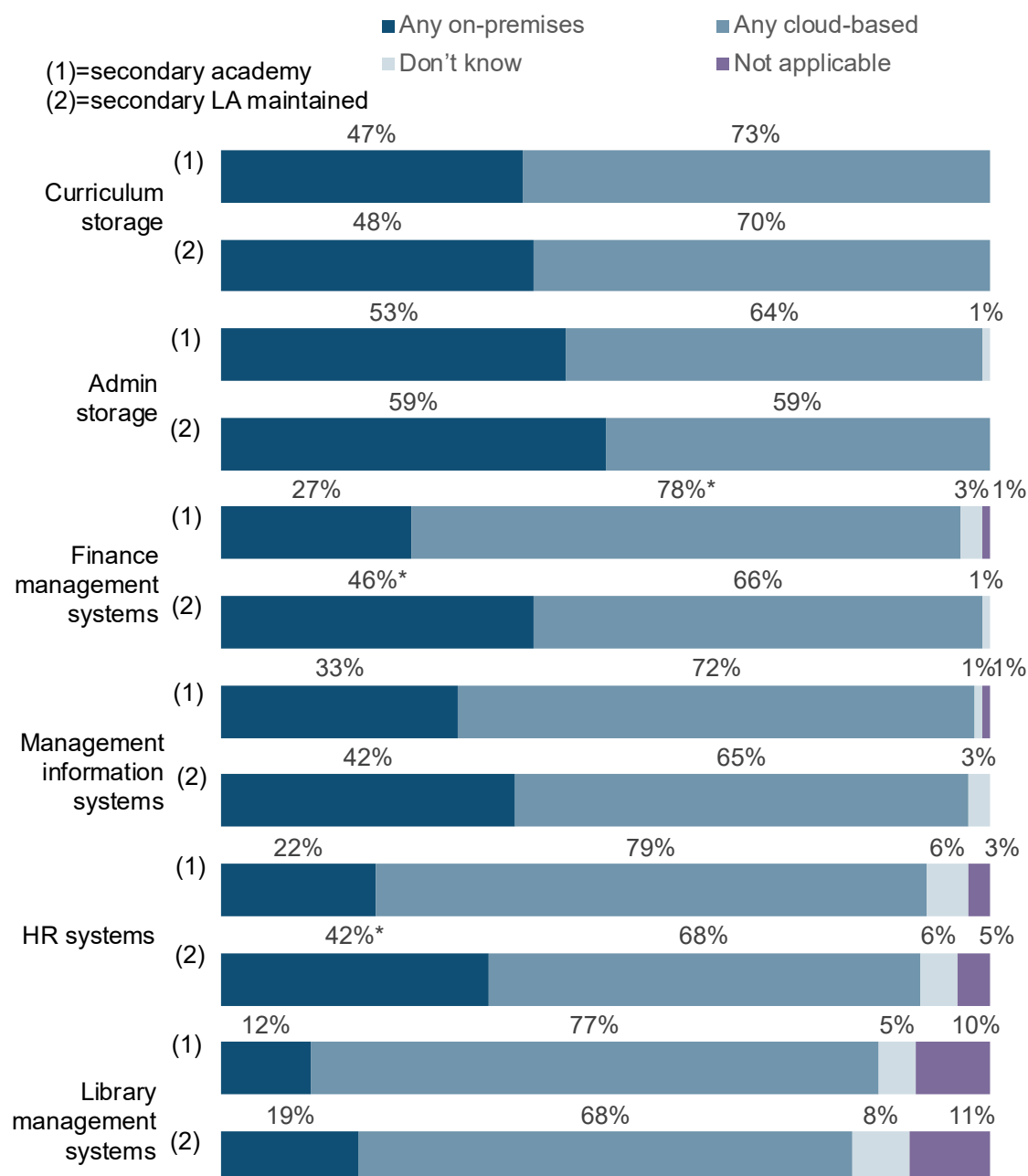
Figure 5.6 Storage set-ups by academy status within the primary phase



C2. Primary academy IT leads (n=91), Primary LA-maintained IT leads (n=146). *Indicates a significant difference between primary academies and primary LA-maintained.
Source: Technology in Schools Survey 2025 (IT leads Survey)

Fewer differences by academy status were observed in secondary schools. As shown in Figure 5.7, storage setups were generally similar, except for HR systems, where IT leads in secondary LA-maintained school more frequently reported on-premises setups than those in secondary academies (42% vs. 22%).

Figure 5.7 Storage set-ups by academy status within the secondary phase



C2. Secondary academy IT leads (n=192), Secondary LA-maintained IT leads (n=60). *Indicates a significant difference between secondary academies and secondary LA-maintained.

Source: Technology in Schools Survey 2025 (IT leads Survey)

IT leads in schools meeting all digital and technology standards were more likely than average to report having cloud-based storage for curriculum (83% vs. 72%), finance management (75% vs. 65%), and HR systems (73% vs. 64%).

Table 5.5 compares the 2023 and 2025 findings and shows a fall in on-premises and cloud-based setups in several areas, for both primary and secondary schools, except for

cloud-based management information systems, which increased in secondary schools (71% vs. 61% in 2023).

Table 5.5 Storage set-ups by phase

Any on-premises	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Curriculum storage	43%	73%*	47%	80%*
Admin storage	47%	72%*	54%	81%*
Finance and management systems	32%	50%*	30%	55%*
Management information systems	29%	48%*	35%	57%*
HR systems	28%	43%*	26%	55%*
Library management systems	17%	22%	13%	24%*
Any cloud-based	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Curriculum storage	71%	69%	73%	86%*
Admin storage	61%	64%	63%	75%*
Finance and management systems	63%	56%	76%	72%
Management information systems	68%	63%	71%*	61%
HR systems	61%	54%	77%	75%
Library management systems	37%	36%	75%	76%

C2. Primary IT leads 2025/2023 (n=237/155), Secondary IT leads 2025/2023 (n=252/168).

*Indicates a significant difference between 2025 and 2023 by row.

Source: Technology in Schools Survey 2025 (IT leads Survey)

Plans to switch to cloud-based storage

IT leads who were using on-premises only storage were asked about plans to switch to cloud-based storage. Those with plans were further asked whether implementation was likely within 12 months or over a longer period. As seen in Table 5.6, most IT leads had

plans to implement cloud-based storage in the next 12 months or across a longer time period.³⁶

Table 5.6 Plans to switch to cloud-based storage

	Curriculum storage	Admin storage	Finance systems	Management information systems	HR systems
Yes, next 12 months	28%	31%	33%	27%	17%
Yes, > 12 months	32%	26%	27%	29%	33%
No plans	27%	29%	18%	24%	22%
Don't know	14%	14%	22%	20%	28%

C3. All IT leads who use on-premises only storage (n from left to right=50, 57, 59, 79, 37).

*Indicates a significant difference between primary and secondary.

Library management systems not shown due to low base size

Source: Technology in Schools Survey 2025 (IT leads Survey)

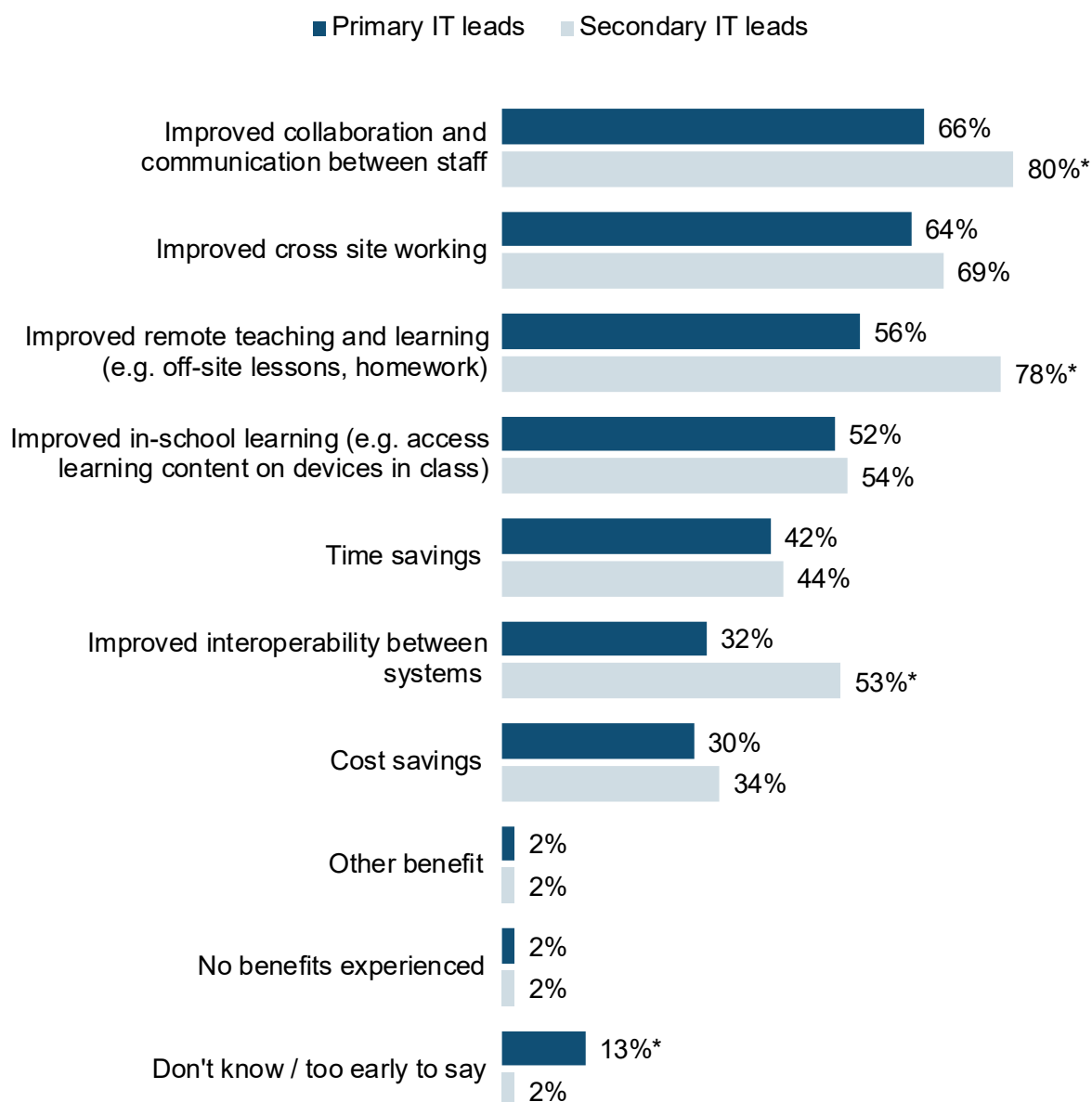
Compared with 2023, more IT leads in 2025 planned to switch to cloud-based storage, especially for curriculum (60% vs. 32%) and finance systems (60% vs. 34%). Awareness levels also increased in 2025, notably for admin storage, where the proportion reporting 'don't know' reduced to 14% vs. 32% in 2023.

Perceived benefits of cloud-based storage and systems

IT leads using cloud-based storage were asked about its benefits. Secondary IT leads were more aware of benefits to their school, and more frequently reported improved staff collaboration (80% vs. 66%), enhanced remote teaching (78% vs. 56%), and better system interoperability (53% vs. 32%) compared to primary IT leads, as shown in Figure 5.8.

³⁶ Please note that it is not possible to report on any differences for this question by phase due to the low sub-group base sample sizes.

Figure 5.8 Perceived benefits of cloud-based storage



C5. Primary and Secondary IT leads who have used cloud-based storage (n=221/ 246).

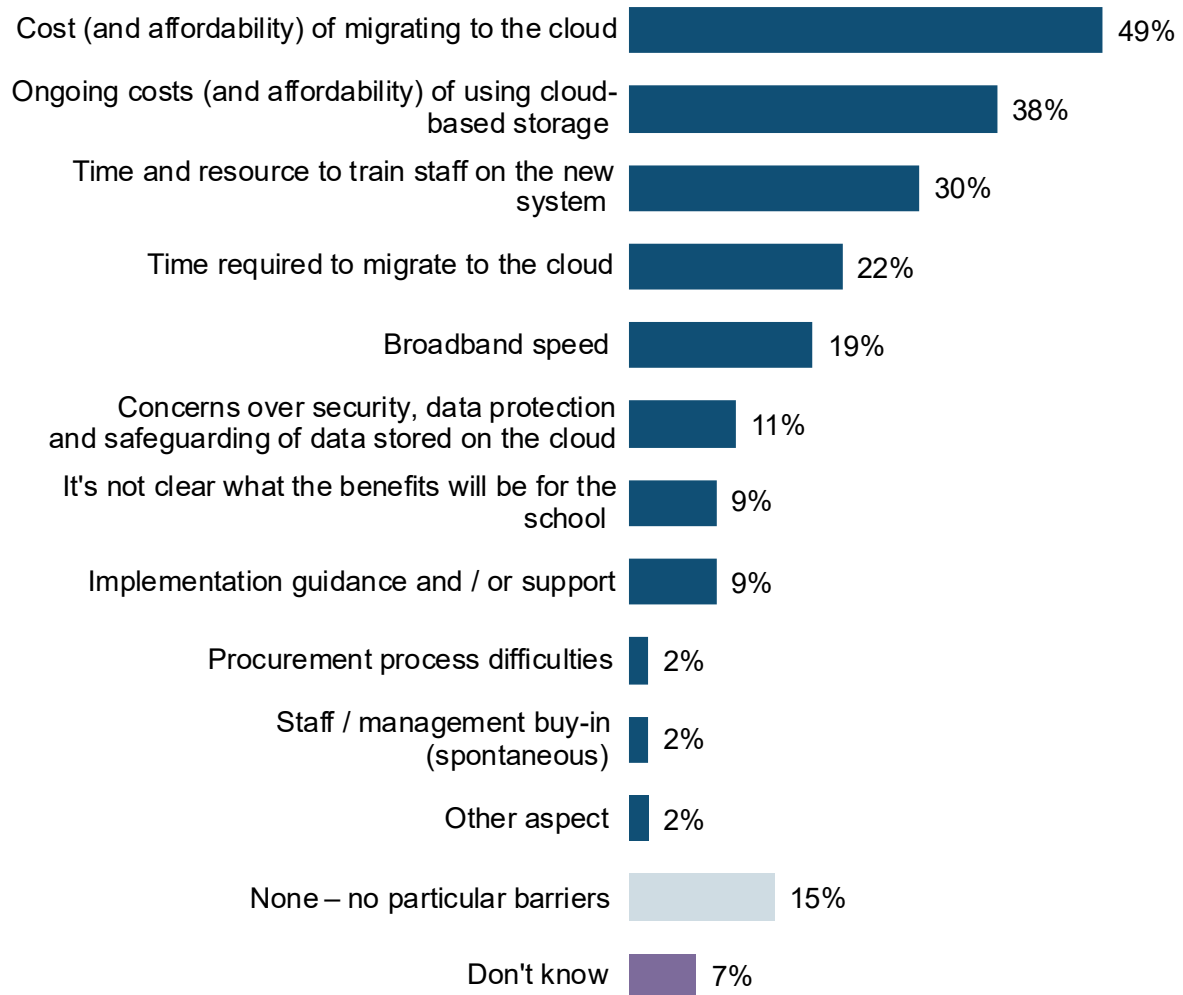
*Indicates a significant difference between primary and secondary

Source: Technology in Schools Survey 2025 (IT leads survey)

There were differences observed by academy status within phase. This was notably in terms of improved collaboration and communication between staff. IT leads in academies were more positive about this in both primary schools (75% of primary academies vs. 59% of primary LA-maintained) and secondary schools (82% of secondary academies vs. 70% of secondary LA-maintained). The perceived benefits mentioned were similar to those reported in 2023.

As seen in Figure 5.9, IT leads using on-premises or mixed storage cited migration costs as the main barrier to cloud adoption, followed by ongoing costs and the time and resources needed for staff training.

Figure 5.9 Perceived barriers to further implementation of cloud-based storage



C4. All IT leads who have used on-premises only storage or a mixture of on-premises and cloud-based storage (n=395).

Source: Technology in Schools Survey 2025 (IT leads survey)

Compared with 2023 there were no change in the hierarchy of barriers to the implementation of cloud-based storage, with slightly more IT leads now indicating there were no barriers to this (15% vs. 7% in 2023).

Chapter 6 Technical Support, Safety and Cyber Security

This chapter begins with an overview of the technical support available in schools, as reported by IT leads. This includes all elements of IT, along with cyber security. The section then looks at measures in place to support safety and cyber security specifically, before looking at incidence of fraudulent activities and different means of mitigating cyber security threats.

Technical Support

IT leads were asked how their school received technical support, including for cyber security. As shown in Table 6.1 support from a managed service provider in-house support was the most commonly used for primaries (63%) and second most commonly used for secondaries (41%%). Secondaries were more likely to use in-house provision overall (87% vs 50% of primaries) especially school managed staff (70% vs 23% of primaries).

There was a notable increase in the use of a managed service provider since 2023 for both primaries (63% vs 50%) and secondaries (41% vs 31%) and also a decrease in the total use of in-house support for primaries (50% vs 62% in 2023) as that support shifted to a managed service provider.

Table 6.1 Technical support options in schools (IT leads) by year

Source of support	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
From a managed service provider	63%(+)*	50%	41%(+)	31%
In-house (provided by school managed staff)	23%	30%	70%*	72%
In-house (provided by your Trust or Local Authority)	32%	36%	39%	31%
From external providers as required (spontaneous)	3%	3%	3%	4%
Other	0%	1%	1%	1%
There is no technical support	1%	2%	1%	3%
Don't know	2%	3%	0%(-)	2%
SUM: In house	50%(-)	62%	87%*	86%

F7. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

IT leads who said they received support from a managed service provider were asked how much support that provider was contracted to deliver, with the option to answer either on a per month or per week basis. To make comparison possible, Table 6.2 provides a derived monthly amount and converts those choosing to give a weekly figure into a monthly figure. IT leads most commonly reported that there were no minimum or maximum contractual thresholds in place. This was particularly the case in secondary schools (47% of secondary IT leads reported this vs. 26% of primary IT leads).

For both primaries and secondaries, the proportion with no set minimum / maximum contract amounts has fallen since 2023 (26% vs 39% in primaries and 47% vs 69% in secondaries). For primaries, there was a small increase in the number of contracts below 6 hours. In secondaries there were more 6-10 hour contracts but also a significant increase in the number of contracts over 21 hours (25% vs 15% in 2023).

Table 6.2 Amount of support contracted by managed service providers (IT leads) by year

Amount of support	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
No minimum / maximum	26%(-)	39%	47%(-)*	69%
5 hours or less	10%(+)*	4%	2%	-
6-10	13%	17%	8%(+)	2%
11-15	17%*	11%	2%	2%
16-20	7%	6%	2%	2%
21+	12%	11%	25%(+)*	15%
Don't know	16%	12%	14%	10%

F8. All IT Leads who have a managed service provider
2025: Primary IT leads (n=149). Secondary IT leads (n=98).
2023: Primary IT leads (n=78), Secondary IT leads (n=52)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

In schools where technical support was available, IT leads cited a wide range of different support options provided to their school (Table 6.3). General maintenance and support calls were the most common types of support for both primary and secondary schools. However, primary schools were more likely to receive general maintenance support compared with secondary schools (94% vs. 83%).

Primary schools were also more likely to have support in implementing or disposing hardware (81% vs 73%) while secondary schools were more likely to have support for ICT planning and strategy (64% vs 49% of primaries).

LA-maintained primaries were more likely to have support for maintenance (96% vs 91%) and procurement of equipment (86% vs 78%) than academy primaries, while differences between LA-maintained and academy secondaries were minimal.

Since 2023, there have been no notable changes in the types of support provided to schools as shown in table Table 6.3.

Table 6.3 Types of support available in schools (IT leads)

Type of support	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Maintenance	94%	93%	83%	85%
Support calls	92%	91%	93%	94%
Procurement of equipment / services	82%	80%	78%	71%
Implementation / disposal	81%	75%	73%	79%
Input into ICT planning and strategy	49%	40%	64%	59%
Lesson support	17%	13%	37%	37%
Other	1%	3%	1%	3%
Don't know	1%	<1%	3%	3%

F9. 2025: Primary IT leads who received support (n=231). Secondary IT leads who received support (n=248).

2023: Primary IT leads who received support (n=147), Secondary IT leads who received support (n=164)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

When asked about satisfaction with the support received, the vast majority of IT leads were positive with 82% satisfied, and just 8% dissatisfied. These levels of satisfaction were consistent across phase and years (shown in Table 6.4).

Table 6.4 Satisfaction with technical support available at their school (IT leads) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Very satisfied	56%	49%	57%	52%
Fairly satisfied	25%	33%	28%	27%
Neither satisfied nor dissatisfied	7%	8%	8%	12%
Dissatisfied	9%	10%	4%	6%
Don't know	3%	1%	3%	4%

F10. 2025: Primary IT leads who received support (n=231). Secondary IT leads who received support (n=248).

2023: Primary IT leads who received support (n=147), Secondary IT leads who received support (n=164)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

Backup copies of all important data

The digital and technology standards guidelines recommend that schools follow the National Cyber Security Centre (NCSC) advice to backup 3 copies of data, with at least 2 of the copies stored on separate devices, and at least 1 copy stored off-site.

Almost half (47%) of primary schools and three-quarters (76%) of secondary schools kept backup copies of all important data across at least 2 different devices, with at least 1 backup copy offsite. IT leads in primary schools were less able to confirm the situation for their school, with a quarter (23%) unsure about the number of backup copies they have.

Compared to the 2023 survey, there was an increase in the proportion of IT leads in secondary schools who reported that they had 2 or more backup copies, with at least 1 backup copy being offsite (76% vs. 65% in 2023). There was no change for compliance for this for primary schools.

Table 6.5 Whether school has backup copies of all important data across at least two different devices

	Primary phase	Secondary phase
NET: Have 2 or more backup copies	53%	85%*
Have 2 or more backup copies, with at least 1 backup copy being offsite	47%	76%*
Have 2 or more backup copies, but all the backup copies are all onsite	4%	9%*
Have 2 or more backup copies, but not across at least 2 different devices	1%	-
Have 1 backup copy	22%*	12%
Have no backup copies	2%	1%
Don't know how many backup copies have	23%*	2%

B3/B4. Primary/ Secondary IT leads (n=237/252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

Safety and Cyber Security

As shown in Table 6.6, a greater proportion of IT leads confirmed safety and cyber security arrangements were in place at their school compared with 2023.

For primary schools, a greater proportion of IT leads confirmed that the school had a business and disaster recovery plan in the event of a cyber attack (64% vs 50%) and used multi-factor authentication to access personal or sensitive operational data and functions (72% vs 64%).

For secondary schools, a greater proportion of IT leads confirmed that their school always reported serious cyber attacks to Action Fraud DfE and / or ICO (92% vs 83%), used multi-factor authentication to access personal or sensitive operational data and functions (78% vs 58% in 2023), that data was encrypted or sufficiently protected from unauthorised access (90% vs 84%).

Table 6.6 Proportions of IT leads confirming which safety and cyber security arrangements were in place at their school

Arrangements	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The school has a business and disaster recovery plan in the event of a cyber attack	64%(+)*	50%	79%	73%
Serious cyber attacks are always reported to Action Fraud, DfE and / or ICO	76%	76%	92%(+)*	83%
The school uses multi-factor authentication to access personal or sensitive operational data and functions	72%(+)	64%	78%*	58%
Personal data is encrypted or sufficiently protected from unauthorised access	86%	85%	90%	84%
Network devices (e.g. routers, switches and servers) are known and recorded	87%	89%	96%	95%
Anti-malware and anti-virus software is used to protect all end-user devices in the network, including cloud based networks	89%	93%	96%	95%
All devices in the school network have a configured boundary or software firewall	88%	93%	94%	94%
All online devices and software are licensed for use	93%	97%	97%	97%
All staff and pupil user accounts are password protected or use a technical authentication technique	93%	95%	98%	95%

B1. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

Although there have been some improvements in awareness of the safety and cyber security arrangements in place at schools since 2023, awareness of the arrangements within schools still remained limited, particularly in primary schools as shown in Table 6.5 Proportions of IT leads confirming which safety and cyber security arrangements were in place at their school. This was especially evident regarding business and disaster recovery plans in the event of a cyber attack, with 28% of primary IT leads unsure whether their school had such a plan, vs. with 10% of secondary IT leads. Similarly, 22% of primary IT leads and 7% of secondary IT leads were unsure whether serious cyber attacks were always reported to Action Fraud, the Department for Education (DfE), and / or the Information Commissioner's Office (ICO).

Fewer primaries reported being unsure about whether the school had a business and disaster recovery plan in the event of a cyber attack (28% unsure in 2025 vs 37% in 2023) and whether the school used multi-factor authentication to access personal or sensitive operational data and functions (6% vs 15%).

Table 6.7 Proportions of IT leads unsure what safety and cyber security arrangements were in place at their school (IT leads)

Arrangements	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The school has a business and disaster recovery plan in the event of a cyber attack	28%*	37%	10%	13%
Serious cyber attacks are always reported to Action Fraud, DfE and / or ICO	22%*	23%	7%	15%
The school uses multi-factor authentication to access personal or sensitive operational data and functions	6%(-)*	15%	2%	3%
Personal data is encrypted or sufficiently protected from unauthorised access	12%*	9%	4%	9%
Network devices (e.g. routers, switches and servers) are known and recorded	10%	9%	2%	3%
Anti-malware and anti-virus software is used to protect all end-user devices in the network, including cloud based networks	8%	6%	1%	1%
All devices in the school network have a configured boundary or software firewall	5%	5%	0%	1%
All online devices and software are licensed for use	6%	2%	1%	1%
All staff and pupil user accounts are password protected or use a technical authentication technique	1%	<1%	0%	1%

B1. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

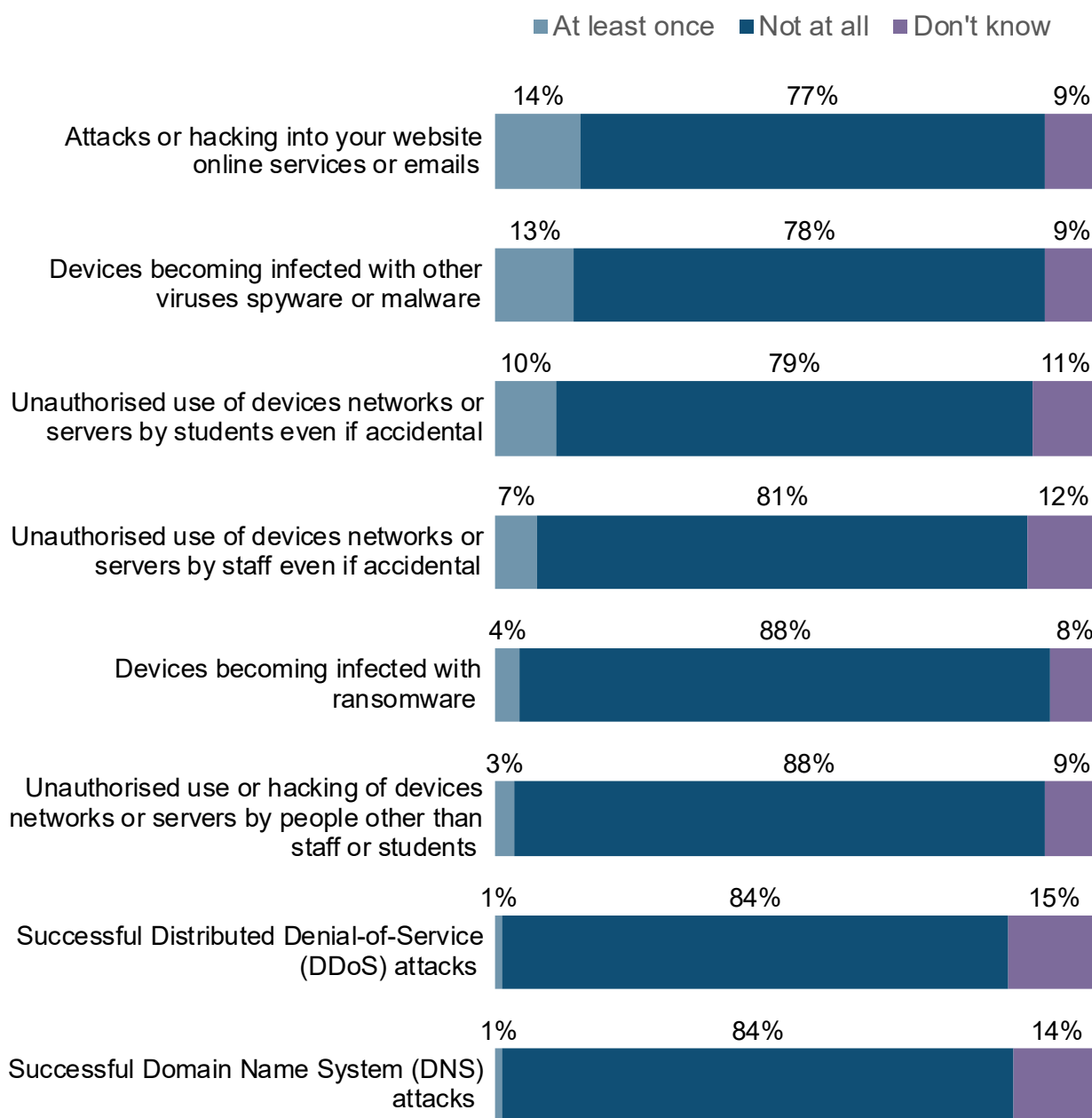
As a new question in 2025, leaders were also asked if a member of their SLT, or a governor, was responsible for oversight of the IT filtering and monitoring systems at their school. Almost all schools (97%) said that there was, a figure consistent high across all school types.

Incidence of fraudulent activities

IT leads were asked how often, if at all, various safety and cyber security incidents had occurred to the school in the previous 12 months. As shown in Figure 6.1, the most common incidences were attacks or hacking into websites, online services or emails (14% of IT leads reported this had happened at least once in the 12-months prior), devices becoming infected with other viruses, spyware or malware (13%) and unauthorised use of devices networks or servers by students even if accidental (10%).

Around one-in-seven IT leads were unsure if there had been successful distributed Denial-of-Service (DDoS) attacks (15%), successful domain name system (DNS) attacks (14%) or unauthorised use of devices, networks or services by staff, even if accidental (12%) in the past twelve months. The frequency of experiencing these incidences was similar across primary and secondary schools.

Figure 6.1 How often in the last 12 months incidents have occurred



B2_X. Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

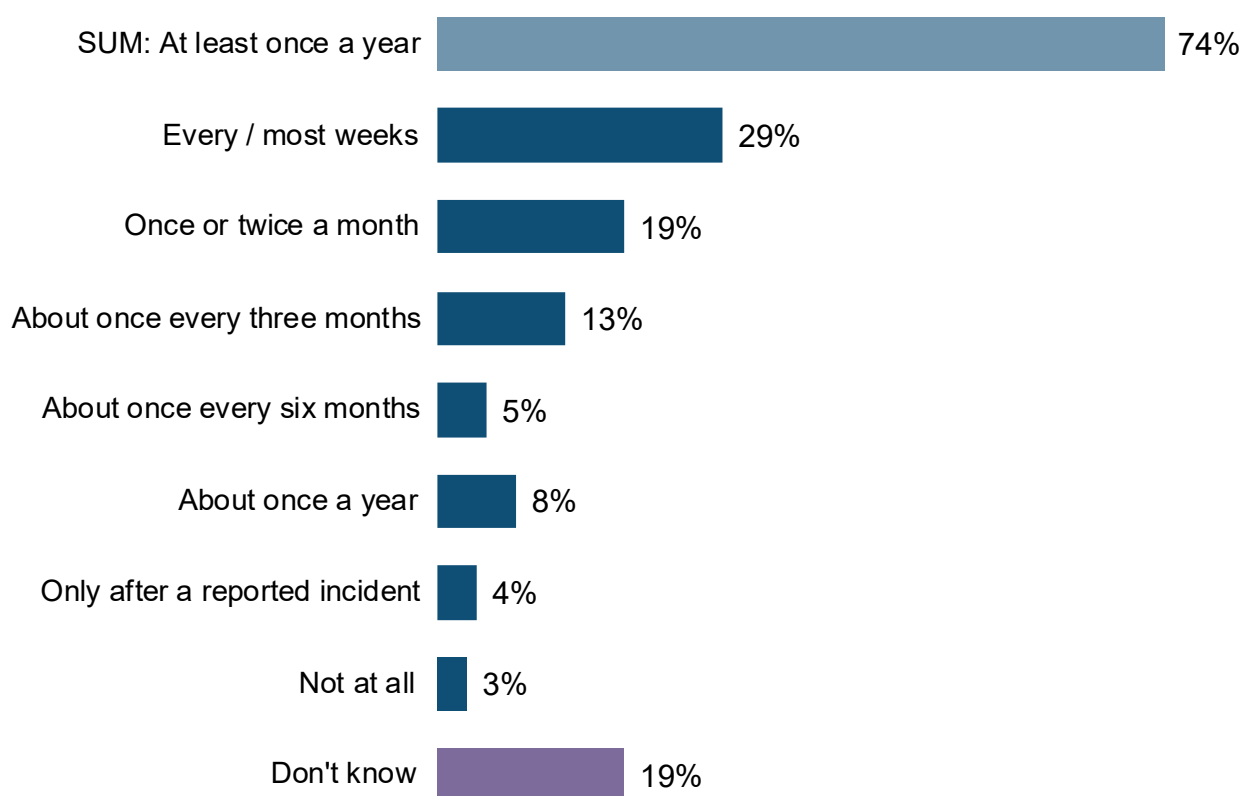
Filtering and monitoring systems

IT leads were asked how often, if at all, their school / a contractor working on their behalf reviewed the effectiveness of their filtering and monitoring system. As shown in Figure 6.2 around a fifth were unsure of the situation (19%), indicatively lower than the incidence in 2023 (26%). As seen elsewhere, this was predominantly driven by primary schools

(which are less likely to have a specialised IT professional in place), although a significant minority of secondary IT leads were also unsure (21% of primary IT leads and 11% of secondary IT leads).

Figure 6.2 also shows that testing at least once a year was a common timeframe with three-quarters (74%) of schools reporting this (72% of primaries and 79% of secondaries).

Figure 6.2 Frequency with which the effectiveness of the schools filtering and monitoring system is reviewed (IT leads)



B5 Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

The incidence of testing at least once a year has increased for primary schools from 53% in 2023 to 72% in 2025, thereby putting primary and secondary schools on par for this aspect. Of note, a relatively high proportion of IT leads from primary schools reported they were reviewing their filtering and monitoring systems every or most weeks, with this having risen compared with 2023 (31% this year vs. 19% in 2023). More secondary schools were reviewing it every 6 months (10% compared with 5%), as shown in Table 6.8.

Table 6.8 Frequency with which the effectiveness of the schools filtering and monitoring system is reviewed by year (IT leads)

Frequency	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Every / most weeks	31%(+)*	19%	19%	18%
Once or twice a month	19%	14%	19%	13%
About once every three months	12%	11%	15%	14%
About once every six months	4%	4%	10%(+)*	5%
About once a year	6%	4%	16%*	15%
*SUM: at least once a year	72%(+)	53%	79%	66%
Only after a reported incident	4%*	14%	7%	10%
Not at all	3%	5%	4%(-)*	10%
Don't know	21%*	29%	11%	14%

B5. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

For the first time, IT leads were asked if their school had an education-specific filtering and monitoring solution. Most reported that they did, 90% of primaries and 94% of secondaries having a solution for both filtering and monitoring. A minority, 8% of primaries and 4% of secondaries, had a solution for just filtering and a negligible amount for just monitoring. These figures were consistently high by phase and school type within phase.

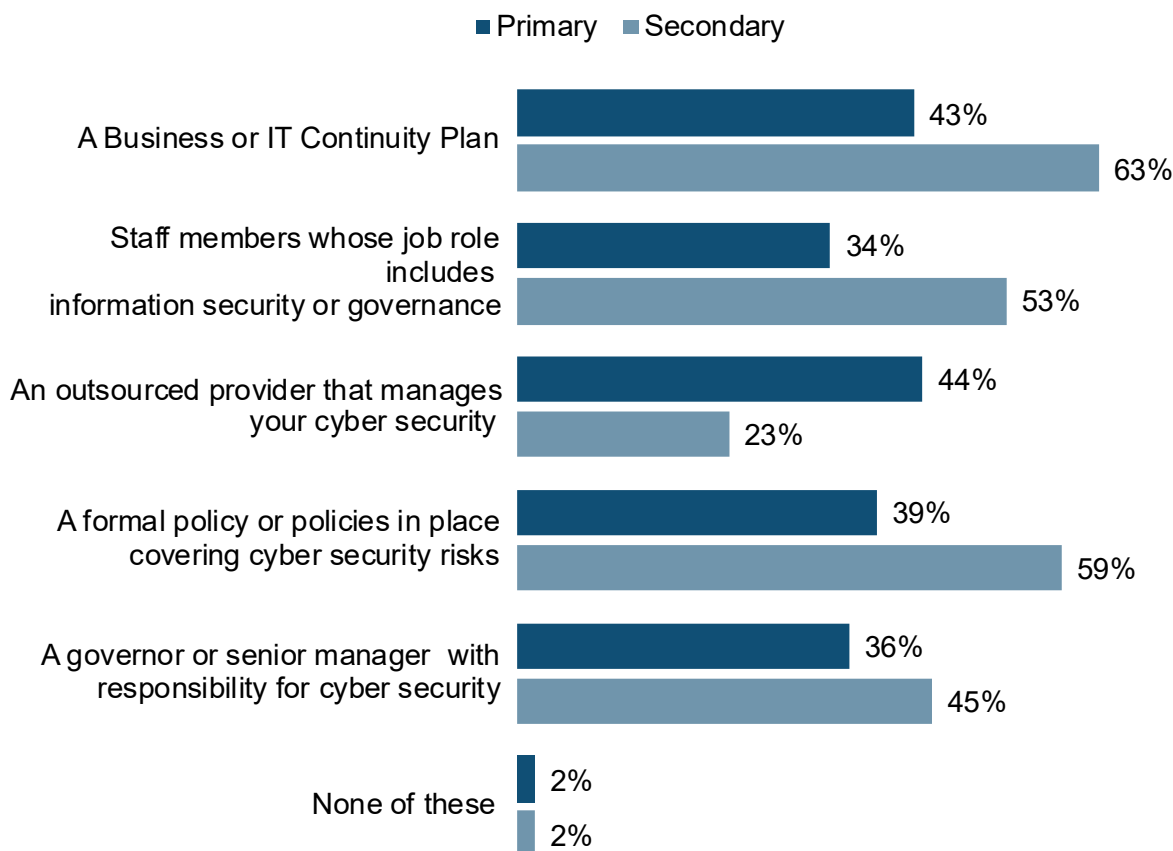
School leaders were asked if their school had a device use monitoring strategy in place on all devices on the school network, and all school-owned devices, and the vast majority do, 91% of schools (91% primary and 95% secondary) reporting so. This was consistent across years, phases and deprivation.

Governance / risk management arrangements

Figure 6.3 Governance / risk management arrangements in schools (IT leads) shows the different governance / risk management arrangements in place at schools. As in 2023, secondary schools were more likely to have each of these arrangements in place. The only arrangement reported by a higher proportion of primary IT leads was the use of an outsourced provider to manage the school's cyber security (cited by 44% of primary IT

leads vs. 23% of secondary IT leads). This fits with the finding reported earlier in this chapter that primary schools were more likely than secondary schools to use a managed service provider for technical support, and secondary schools were more likely have in-house technical support, as was the case in 2023.

Figure 6.3 Governance / risk management arrangements in schools (IT leads)



B9 Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

The governance and risk managements arrangements in schools have improved compared with 2023. There is now a greater proportion of primaries with formal policy or policies in place covering cyber security risks (39% vs 28%) and a governor or senior manager with responsibility for cyber security (36% vs 14%). There is also a greater proportion of secondaries with an outsourced provider that manages cyber security (23% vs 15%) and a governor or senior manager with responsibility for cyber security (45% vs 31%). There is, however, a lower proportion, with staff members whose job role includes information security or governance (53% vs 63%).

Table 6.9 Governance / risk management arrangements in schools (IT leads) by year

Arrangement	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
A Business or IT Continuity Plan	43%	34%	63%	68%
Staff members whose job role includes information security or governance	34%	32%	53%*	63%
An outsourced provider that manages your cyber security	44%*	42%	23%	15%
A formal policy or policies in place covering cyber security risks	39%(+)	28%	59%*	55%
A governor or senior manager with responsibility for cyber security	36%(+)	14%	45%(+)*	31%
None of these	2%	4%	2%	5%

B9. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

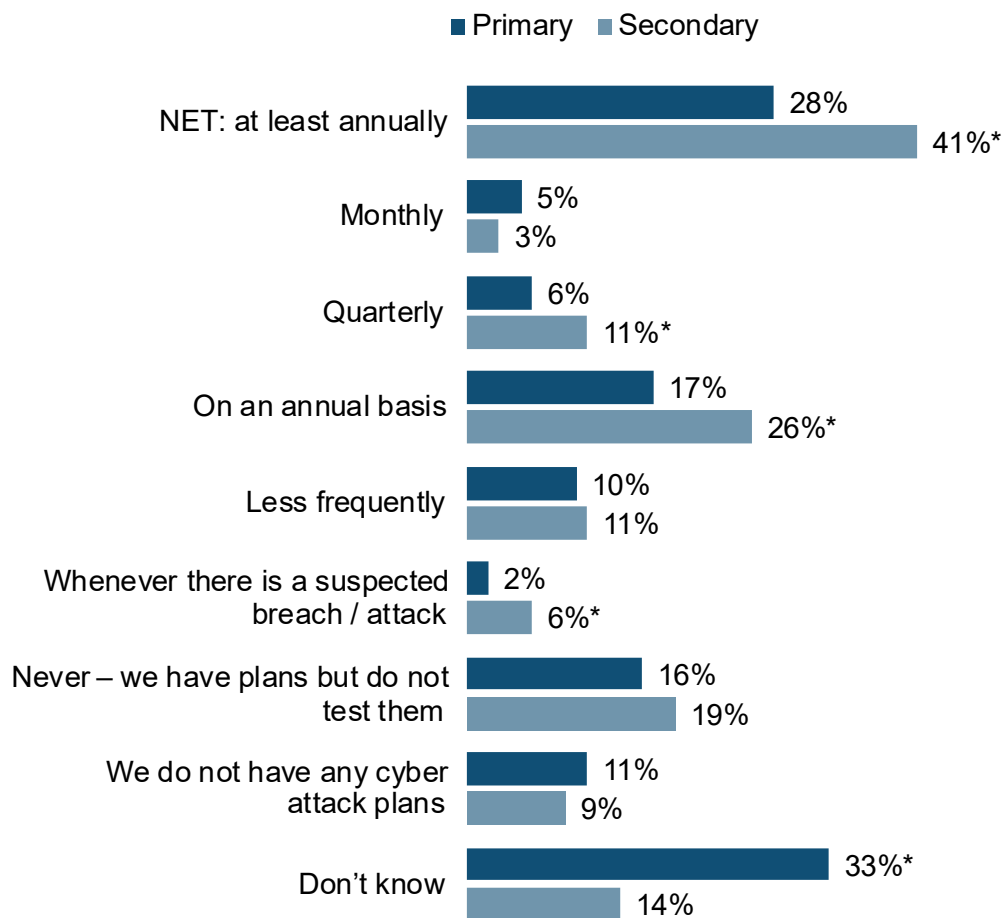
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

Testing cyber attack plans

As shown in Figure 6.4 Frequency of testing cyber attack plans (IT leads), many IT leads did not know how often their cyber attack plans were tested / whether they had any at all. This was particularly high for IT leads at primary school (33% vs. 14% in secondary settings). Around one in ten schools had no plans in place (11% of primaries and 9% of secondaries). A greater proportion had plans but didn't test them (16% of primaries and 19% of secondaries). Most schools that tested did so at least annually, 28% of primaries and 41% of secondaries.

Figure 6.4 Frequency of testing cyber attack plans (IT leads)



B8 Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

Table 6.9 below shows that a greater proportion of both primaries and secondaries were testing their cyber attack plans on an annual basis than in 2023 (28% vs 18% for primaries and 41% vs 25% of secondaries).

Table 6.10 Frequency of testing cyber attack plans (IT leads) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
NET: at least annually	28%*	18%	41%*	25%
Monthly	5%	3%	3%	1%
Quarterly	6%	3%	11%*	7%
On an annual basis	17%	11%	26%*	17%
Less frequently	10%	7%	11%	14%
Whenever there is a suspected breach / attack	2%	6%	6%*	5%
Never – we have plans but do not test them	16%*	10%	19%	24%
We do not have any cyber attack plans	11%	14%	9%	19%*
Don't know	33%*	44%*	14%	13%

B8. All IT Leads

2025: Primary IT leads (n=237). Secondary IT leads (n=252).

2023: Primary IT leads (n=155), Secondary IT leads (n=168)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

As shown in Table 6.11 below, the majority of schools have a range of rules and controls in place to identify or prevent cyber security risks in the school. Secondary schools were more likely than primary schools to have most of these measures in place, with the exception being that primary schools were more likely to only access via school-owned devices (46% vs 35%).

Table 6.11 Rules and controls in place to identify or prevent cyber security risks in the school

Rule or control	Primary	Secondary
Restricting IT admin and access rights to users who need them	89%	*97%
Firewalls that cover your entire IT network as well as individual devices	87%	92%
Applying software updates when they are available	85%	*93%
Up-to-date anti-malware and anti-virus	83%	*97%
Monitoring of user activity i.e. keeping audit logs or having web filtering in place	82%	*94%
Security controls on school-owned devices (e.g. laptops)	80%	*90%
Having a new starters leavers and movers process for accounts and access	72%	*89%
Restrictions preventing some applications from being downloaded	71%	*89%
Backing up data securely via a cloud service	72%	77%
A password policy that ensures users set strong passwords	68%	*87%
Downloaded applications have to be verified by an administrator	66%	*74%
Separate Wi-Fi networks for staff and for visitors	54%	*89%
Backing up data securely via other means i.e. on an external hard drive	*49%	*69%
Specific rules for storing and moving personal data files securely	49%	*58%
Data Protection Impact Assessment (DPIA) conducted for all personal information held	46%	*57%
Only allowing access via school-owned devices	46%*	35%
The conduct of cyber security risk assessments	33%	*47%
None of these	0%	1%

B10 All IT Leads

Primary IT leads (n=237). Secondary IT leads (n=252).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (IT leads survey).

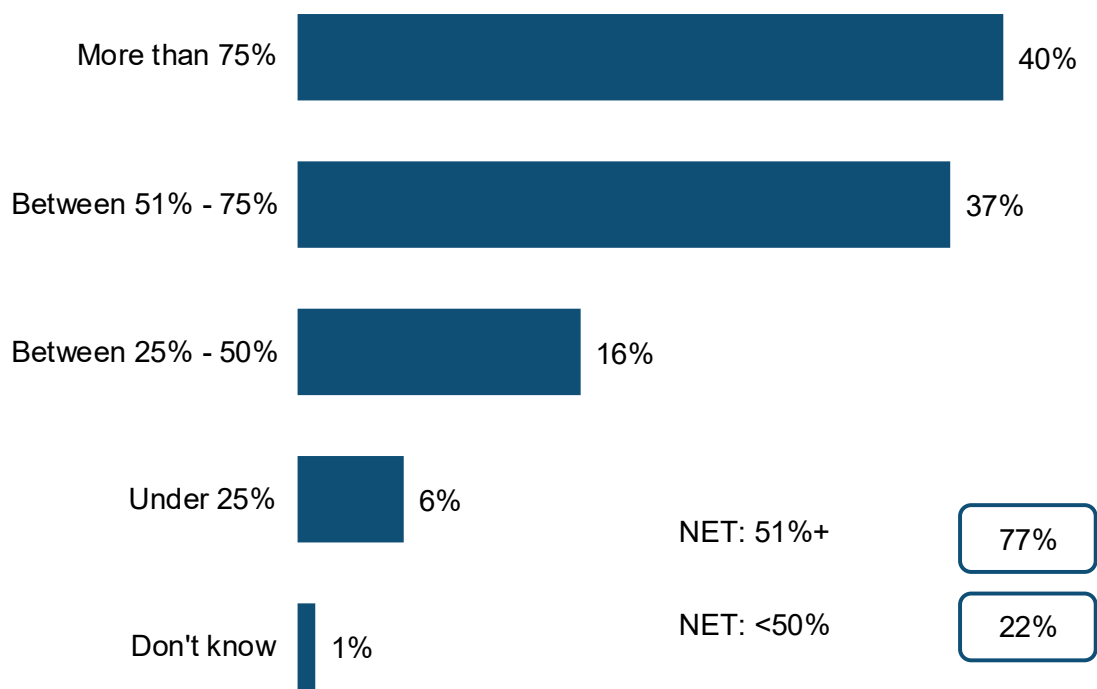
Chapter 7 Staff Capability

This chapter explores current levels of confidence in using education technology, types of training undertaken and applied, and the implementation of cyber security training, as well as schools approach to generative AI.

Confidence about using education technology

Many leaders felt their teaching staff were confident using education technology, with three-quarters (77%) reporting that over half of their teaching staff were confident, and 40% saying this applied to more than three-quarters of their teaching staff. In contrast a fifth of leaders (22%) felt that less than half of their staff were confident in this regard, as shown in Figure 7.1

Figure 7.1 Proportion of teaching staff in their school who are confident about using education technology in the classroom (Leaders views)



E1. All Leaders (n=795).

Source: Technology in Schools Survey 2025 (Leaders survey).

Compared with 2023, leaders were less likely to feel that such a high proportion of their staff were confident using technology. As shown in Table 7.1, the proportion of leaders who felt that more than three quarters of their staff were confident fell from 53% in 2023 to 40% in 2024 in primary schools and 58% to 44% for secondaries. This fall could reflect the rapid introduction in recent years of more sophisticated education technology, including AI, but the research did not explore reasons for this drop. Overall, 23% of

primary leaders and 19% of secondary leaders felt that less than 50% of their teachers were confident using technology.

Table 7.1 Proportion of teaching staff in their school who are confident about using education technology in the classroom (Leaders) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
More than 75%	40%(-)	53%	44%(-)	58%
Between 51% - 75%	37%(+)	30%	35%	28%
Between 25% - 50%	17%	13%	13%	11%
Under 25%	6%(+)	3%	6%(+)	1%
Don't know	0%*	1%	2%	2%

E1. All Leaders

2025 Primary Leaders (n=456), Secondary Leaders (339)

2023 Primary Leaders (n=526), Secondary Leaders (244)

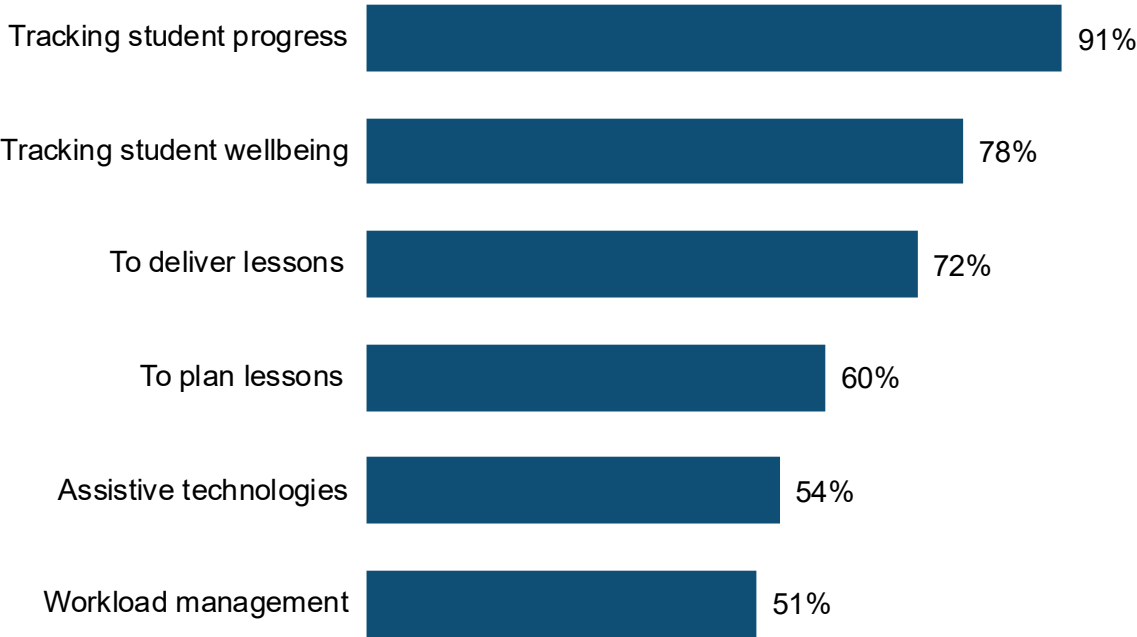
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Provision and uptake of training in use of education technology

Reflecting the pattern of findings from 2023, leaders were most likely to report that their school or trust provided staff training in the use of technology for tracking student progress, tracking student wellbeing, and delivering lessons (91%, 78%, and 72%, respectively). In contrast, just over half of leaders indicated that their school or trust offered staff training in the use of assistive technologies (54%) or workload management (51%), as shown in Figure 7.2.

Figure 7.2 Whether their school or trust provides staff training in the use of technology for any of the following activities (Leaders)



E2. Leaders (n=795).

Source: Technology in Schools Survey 2025 (Leaders survey).

The areas that primary and secondary schools provided training in were broadly similar in 2025 as in 2023. The only areas of difference were that primaries were more likely to provide training in using technology for workload management than in 2023 (50% vs 43%). Secondaries were more likely to offer training to use technology to manage workload (56% vs 47%) and less likely to train in delivering lessons (75% vs 82%). A full list of comparisons can be found in Table 7.2 below.

Table 7.2 Whether their school or trust provides staff training in the use of technology for any of the following activities (Leaders) by year

Activity	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Workload management	50%(+)	43%	56%(+)	47%
Assistive technologies	52%	46%	61%(+)*	50%
To plan lessons	58%	55%	65%	59%
To deliver lessons	71%	74%	75%(-)	82%
Tracking student wellbeing	76%	79%	90%*	88%
Tracking student progress	91%	94%	94%	95%

E2. All Leaders

2025 Primary Leaders (n=456), Secondary Leaders (339)

2023 Primary Leaders (n=526), Secondary Leaders (244)

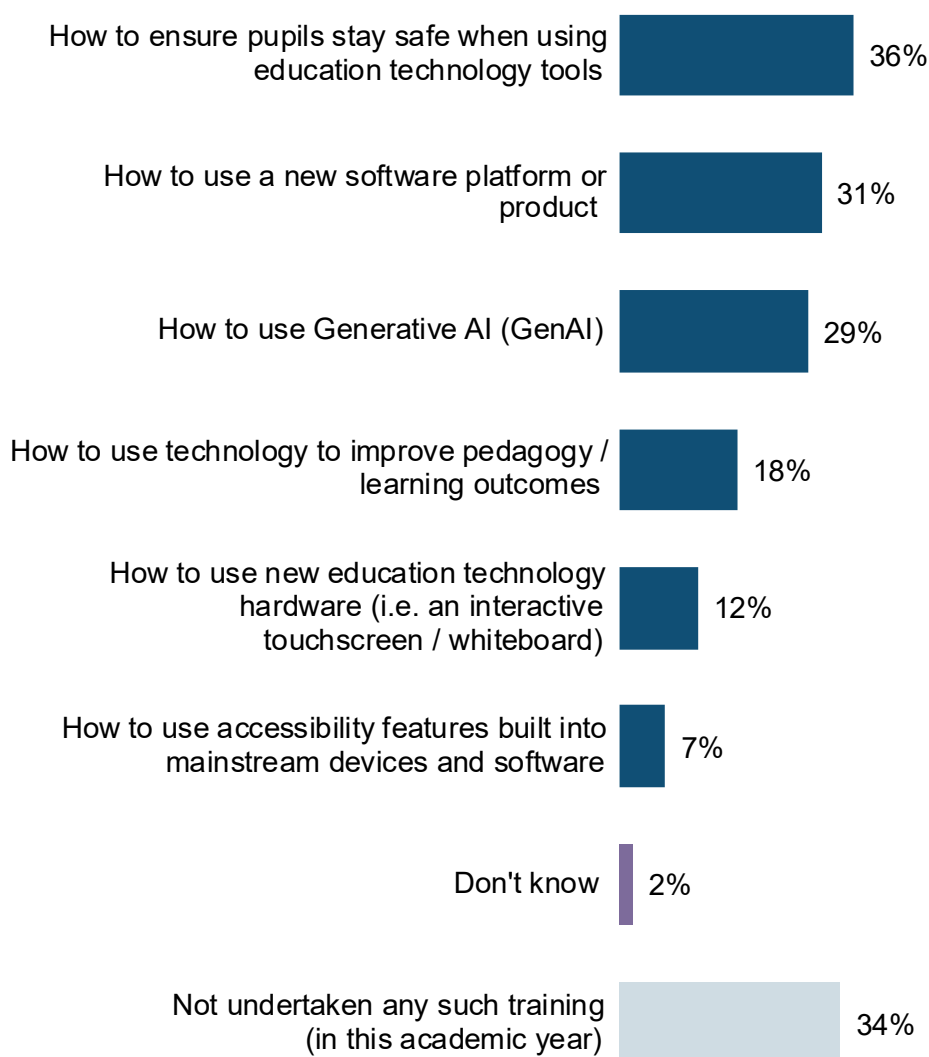
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Two-thirds (64%) of teachers had undertaken any training in the past 12 months, representing a fall since the 2023 survey (70%). The most common training topics were how to ensure pupils' safety when using technology (36%), how to use a new software platform or product (31%) and how to use Generative AI (29%)³⁷. Fewer than one-in-five had received training around enhancing pedagogy / learning outcomes, using new hardware, or using accessibility features (Figure 7.3).

³⁷ This was a new code added to the 2025 questionnaire.

Figure 7.3 Types of training undertaken on how to use education technology since the start of the last academic year (Teachers) – all teachers



B2. Teachers (n=1,211).

Source: Technology in Schools Survey 2025 (Teachers survey).

Since the start of the academic year, 31% of teachers at primary academies have undertaken training in how to use a new software platform or product, as have 25% of those at LA-maintained primaries. Those in primary academies were more likely to have training to ensure pupils stay safe when using education technology tools (44% vs 37% of LA-maintained primaries). Primary and secondary academies were more likely to have provided training on GenAI than LA-maintained schools (27% vs 20% and 36% vs 29% respectively).

Primary teachers reported a fall for most of the training topics in 2025 compared with 2023 (Table 7.3), which was consistent for academies and LA-maintained schools. This was evident for training in how to ensure pupils stay safe when using education

technology tools (40% vs 48%), how to use new education technology hardware (10% vs 18%), how to use a new software platform or product (28% vs 39%), how to use technology to improve pedagogy / learning outcomes (15% vs 20%) and how to use accessibility features built into mainstream devices and software (7% vs 13%). Overall, a fifth (23%) had received training in Generative AI, which had not been asked about in 2023.

Secondary teachers also reported a decline in the types of training they had undertaken in 2025 vs 2023. The proportion of teachers receiving training on how to ensure pupils stay safe when using educational technology tools decreased from 37% in 2023 to 31% in 2025. Similarly, there was a drop in the proportion of teachers undertaking training in using new software platforms or products, falling from 42% to 34%. Additionally, just over a third (35%) of secondary teachers received training in Generative AI.

Table 7.3 Types of training undertaken on how to use education technology since the start of the last academic year (Teachers) by year

Type of training	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
How to ensure pupils stay safe when using education technology tools	40%(-)*	48%	31%(-)	37%
How to use a new software platform or product	28%(-)	39%	34%(-)*	42%
How to use Generative AI (GenAI)	23%	-	35%*	-
How to use technology to improve pedagogy / learning outcomes	15%(-)	20%	20%*	22%
How to use new education technology hardware (i.e. an interactive touchscreen / whiteboard)	10%(-)	18%	14%	18%
How to use accessibility features built into mainstream devices and software	7%(-)	13%	8%	12%
Not undertaken any such training (in this academic year)	35%(+)	28%	32%	29%
Don't know	3%(+)	1%	2%	2%

B2. All Teachers

2025: Primary teachers (n=797), Secondary teachers (n=414)

2023: Primary teachers (n=350), Secondary teachers (n=836).

Source: Technology in Schools Survey 2025 (Teachers survey).

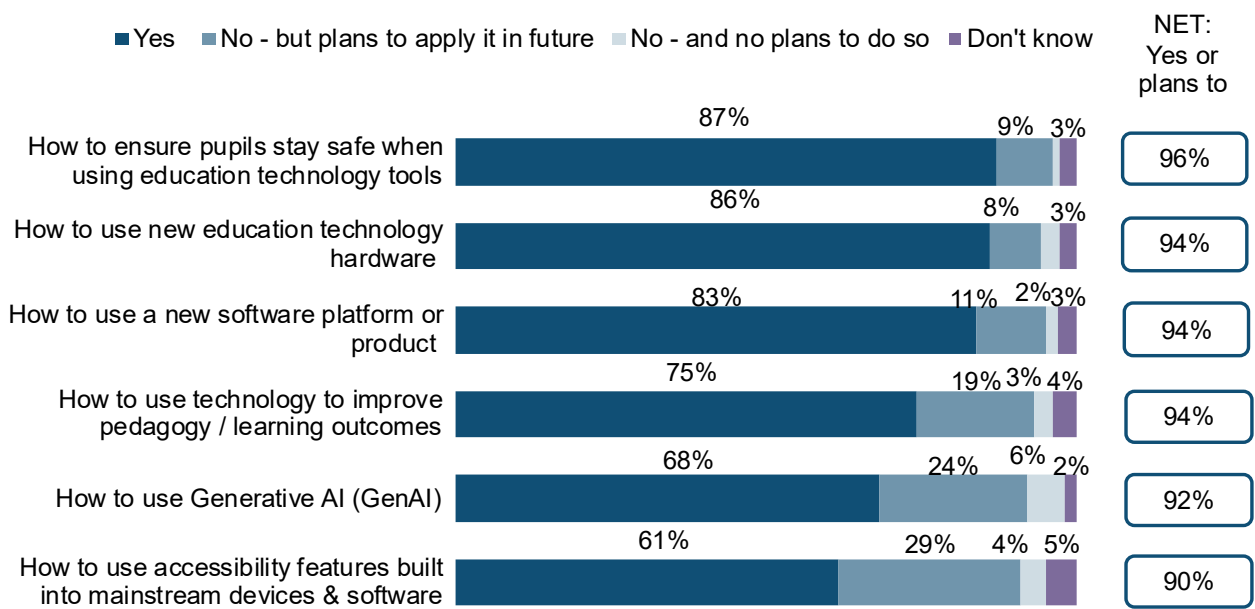
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Teachers survey).

Teachers who had received training on each topic were asked whether they had applied what they learnt in their work. The majority of teachers had already applied the training to their work, as shown in Figure 7.4. Over four-in-five had already applied the learning around pupil safety, new software or new hardware, while around three-quarters had already applied the learning around improving pedagogy / learning outcomes and less for accessibility features. In terms of generative AI, two-thirds (68%) of teachers undertaking

the training had applied it to their work at the time of the survey, with a further quarter (24%) having plans to do so in the future.

Figure 7.4 Whether teachers who received training had applied or had plans to apply what they had learnt in their work (Teachers)



B3. Teachers – all those receiving training on each topic:
 2025: ensure pupils stay safe (n=439); use new software (n=345), use new hardware (n=137), improve pedagogy (n=201), use accessibility features. (n=86), use genAI (330).
 Source: Technology in Schools Survey 2025 (Teachers survey).

In a number of areas, teachers were more likely to have applied their training to their work in 2025 than in 2023 in both primaries and secondaries. There were increases in primary teachers reporting that they were using, or planning to use, their training in how to ensure pupils stay safe when using education technology tools (98% vs 92%), how to use technology to improve pedagogy / learning outcomes (93% vs 81%) and how to use accessibility features built into mainstream devices and software (90% vs 80%).

Cyber security training

Nearly eight out of nine (85%) of leaders said they had provided cyber security training for staff over the last 12 months. This was a significant increase from 73% in 2023. Smaller primaries were less likely to have had cyber security training (70% of primaries with <150 pupils vs 90% with 250-500 pupils). Primary academies and secondary academies were also more likely to have provided cyber security training (92% vs 77% for primaries and 95% vs 77% for secondaries).

This trend for an increase in the provision of cyber security training was consistent across primary and secondary schools. Primary schools saw a 12% points increase in the proportion providing cyber security training (84% vs 72%) and secondary schools an 11% points increase (92% vs 81%).

Table 7.4 Provision of cyber security training (Leaders) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Provides cyber security training	84%(+)	72%	92%(+)*	81%
Does not provide cyber security training	15%(-)*	25%	7%(+)	15%
Don't know	2%	3%	1%(+)	4%

E3. All Leaders

2025 Primary Leaders (n=456), Secondary Leaders (339)

2023 Primary Leaders (n=526), Secondary Leaders (244)

Source: Technology in Schools Survey 2022-23, 2025 (Leaders survey).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

In terms of whether teachers undertook cyber security awareness training, it was most commonly compulsory for all staff (in 61% of schools) with 7% making it compulsory for some staff, and around one in six (16%) not having staff undergo training. A small minority (2%) made it optional.

Academies were more likely to have compulsory cyber training than LA-maintained schools (74% vs 45% in primaries and 81% vs 64% in secondaries). Cyber security training was compulsory among a higher proportion of schools in 2025 than in 2023. In primary schools 58% made it compulsory to undertake training compared with 37% in 2023 (a 21% point increase), and in secondary schools 78% made it compulsory compared with 58% in 2023 (a 20% point increase).

Table 7.5 Whether school staff undergo cyber security awareness training every 12 months (IT leads) by year

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Yes, it's compulsory for all staff	58%(+)	37%	78%(+)*	58%
Yes, it's compulsory for certain staff	8%*	10%	3%	4%
Yes, it's optional for staff	2%	5%	4%	7%
No	17%(-)*	27%	11%(-)	23%
Don't know	16%*	20%	4%(-)	9%

B6. All IT Leads

2025: Primary IT leads (n=237), Secondary IT leads (n=252)

2023: Primary IT leads (n=155), Secondary IT leads (n=168).

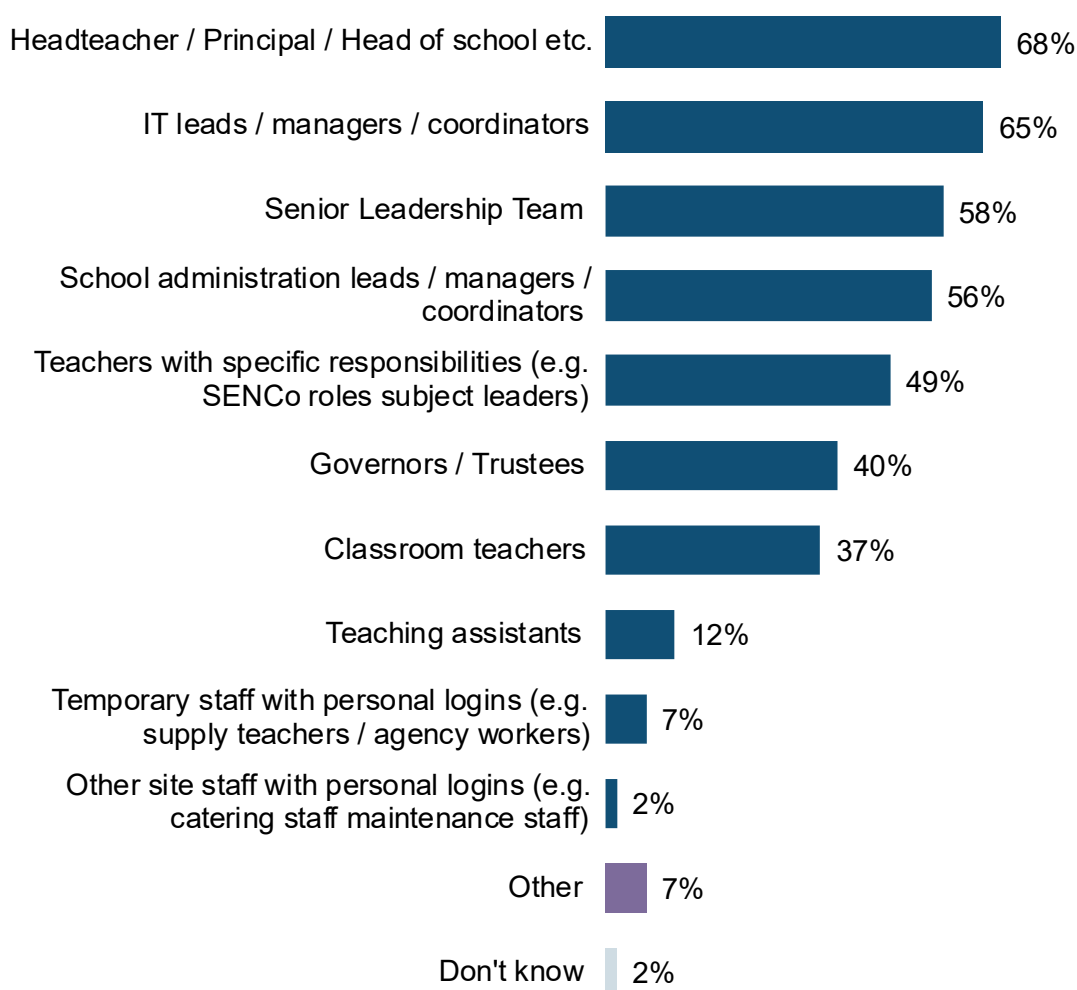
Source: Technology in Schools Survey 2022-23, 2025 (IT leads survey).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Schools that made training compulsory were asked which members of staff this applied to.³⁸ The most common staff group was headteachers or principals (68%), closely followed by IT managers (65%) and the senior leadership team (58%). Please note that there is a low base for these findings, so they should be treated with caution.

³⁸ Three new codes were added to this question in the 2025 survey: temporary staff with personal logins (e.g. supply teachers / agency workers), teaching assistants, other site staff with personal logins (e.g. catering staff, maintenance staff).

Figure 7.5 Who compulsory training is for



B7. IT Leads that have compulsory training for certain staff (n=26).
Source: Technology in Schools Survey 2025 (IT leads survey).

In 2023 compulsory training was most likely to be for, the senior leadership team (93%). There were greater percentage points across each role, but there were some additional answer options in the 2025 survey.

GenAI training

School leaders were asked about Generative AI training for the first time in the 2025 survey. Around a fifth of primary schools (21%) and a quarter of secondary schools (25%) already offered GenAI training with roughly a half more (46% in primaries and 53% in secondaries) planning to deliver this training in the future.

Chapter 8 Barriers to Increased Use of Technology and Investment Planning

This chapter explores the perceived barriers to increased use of technology from the perspective of leaders, teachers and IT leads. It then moves on to consider investment decisions and future investment plans.

Barriers faced by leaders

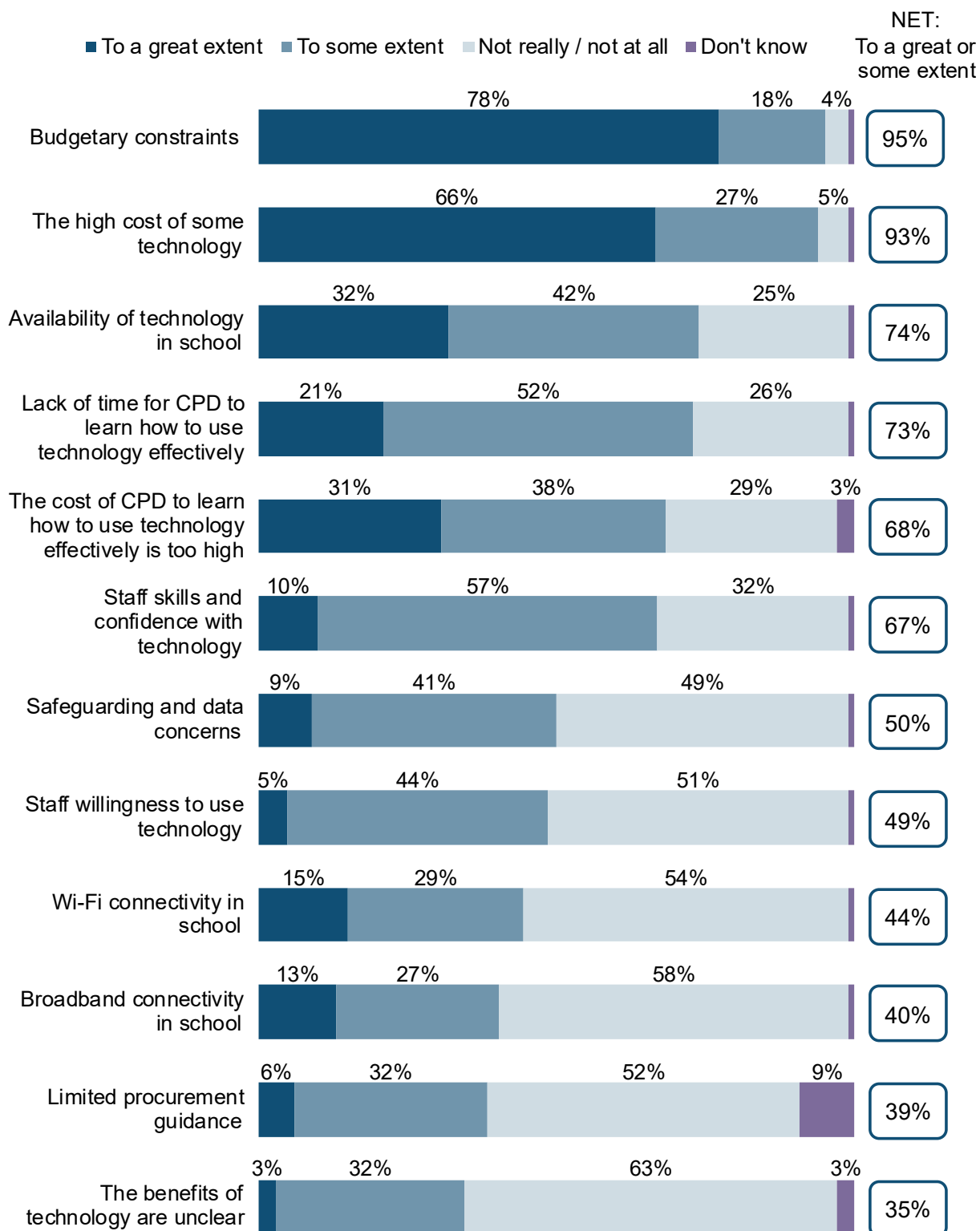
Leaders cited a range of barriers that prevented an increase in the uptake of technology in their schools. In line with 2023, cost-related issues were the most commonly reported barriers, as shown by Figure 8.1. Nearly all leaders said that budgetary constraints (95%) and the high cost of technology (93%) were barriers to at least some extent.

Other frequently cited barriers (to at least 'some' extent) included the availability of technology in school, issues accessing training to use technology effectively (lack of time or cost of CPD), and staff skills and confidence.

Connectivity issues, limited procurement guidance³⁹ and unclear benefits of technology were each cited as barriers by around two-fifths of leaders but were the least commonly mentioned barriers to the increased uptake of technology.

³⁹ In January 2025, [the Secretary of State announced Plan Technology for Your School](#) – a digital service to help schools make decisions when buying and using technology. This plan was announced in 2025, although is unlikely to have influenced data yet, given that fieldwork took place in early 2025.

Figure 8.1 Barriers to increased uptake of technology by schools (Leaders)



H1. All leaders 2025 (n=795)

Source: Technology in Schools Survey 2025 (Leaders survey).

As shown by Table 8.1, primary leaders were more likely than their secondary counterparts to cite a number of barriers to the uptake of technology, similarly to 2023. Specifically, primary leaders more frequently mentioned budgetary constraints, the cost and availability of technology, the cost of CPD to train staff to use technology effectively, and connectivity issues. The only case where the reverse was true was when it came to unclear benefits of technology, which were more frequently reported by secondary teachers.

There was no difference in the barriers by school type within phase, with the exception that primary leaders in LA-maintained schools were more likely to say that limited procurement guidance limited an increase in uptake of technology in their schools to at least some degree (45% vs. 32% of primary leaders in academies).

Connectivity issues, however, were more commonly reported as barriers to uptake by leaders of schools in rural areas (as was the situation in 2023). More than half (53%) of leaders in rural areas said Wi-Fi connectivity was a barrier, compared with 41% of those in urban areas. A similar pattern was apparent when it came to broadband connectivity, albeit the difference was less stark (46% vs. 38%).

Leaders without a digital strategy in place in their schools (or unsure if they have one) were more likely to face a number of barriers to increased uptake of technology than those with a digital strategy. This applied to the proportions citing each of the following as barriers to increased uptake:

- Availability of technology: 79% (without) vs. 70% (with)
- Lack of time for CPD: 78% vs. 69%
- The cost of CPD: 74% vs. 64%
- Safeguarding and data concerns: 54% vs. 46%
- Staff willingness to use technology: 53% vs. 45%
- Wi-Fi connectivity: 49% vs. 40%
- Broadband connectivity: 45% vs. 35%

As shown in Table 8.1, the types of barriers faced by primary and secondary leaders were generally similar in 2025 and 2023, with costs and budgets remaining the biggest barriers. That said there were some notable changes in frequency of mentions. The barriers around staff skills and safeguarding and data concerns increased among both primary and secondary leaders. For primary leaders the proportion citing safeguarding and data concerns as a barrier almost doubled (25% 2023 vs. 49% 2025), and there was also a sizeable rise in this view among secondary leaders (28% vs. 52%). This may be due to the emergence of new / updated technologies and tools. The proportion unclear of the benefits of technology also rose, which again may reflect rapid change and

development in technologies, with schools not yet familiar with the technology and what it can do.

Given recent Department investment into improving connectivity in schools, including the expansion of Connect the Classroom⁴⁰, of particular interest is the proportion of schools facing connectivity issues. The findings suggest that connectivity in primary schools has recently improved and the proportion of primary leaders citing Wi-Fi and / or broadband connectivity issues fell for 2025. Wi-Fi issues were reported as barriers by 55% of primary leaders in 2023, compared with 46% in 2025. Similarly, broadband issues were barriers for 49% of primary leaders in 2023, compared with 42% in 2025. There was no significant change in the proportions of secondary leaders citing connectivity issues as barriers over the same time period.

Other changes in frequency of mentions were also evident. The proportion of primary leaders citing issues around availability of technology and access to CPD to learn how to use technology effectively (both in terms of time and cost) increased between 2023 and 2025. Furthermore, the proportion of secondary leaders citing limited procurement guidance increased.

⁴⁰ Over the 18 months preceding fieldwork, the government had invested £45 million to boost school infrastructure, including £25 million in the [Connect the Classroom programme](#) to upgrade wireless networks in schools and £20 million to improve school broadband.

Table 8.1 Proportion reporting aspect as a barrier to increased uptake of technology to at least some extent 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Budgetary constraints (i.e. how much have available to spend)	96%*	95%	90%(-)	97%
The high cost of some technology	95%*	94%	86%	90%
Availability of technology in school	77%*(+)	66%	61%	58%
Lack of time for CPD to learn how to use technology effectively	73%(+)	67%	72%	72%
The cost of CPD to learn how to use technology effectively is too high	71%*(+)	65%	56%	50%
Staff skills and confidence with technology	67%(+)	60%	70%(+)	60%
Safeguarding and data concerns	49%(+)	25%	52%(+)	28%
Staff willingness to use technology	47%	41%	54%	48%
Wi-Fi connectivity in school	46%*(-)	55%	37%	45%
Broadband connectivity in school	42%*(-)	49%	28%	31%
Limited procurement guidance	39%	37%	38%(+)	24%
The benefits of technology are unclear	34%(+)	26%	42%*(+)	22%

H1. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

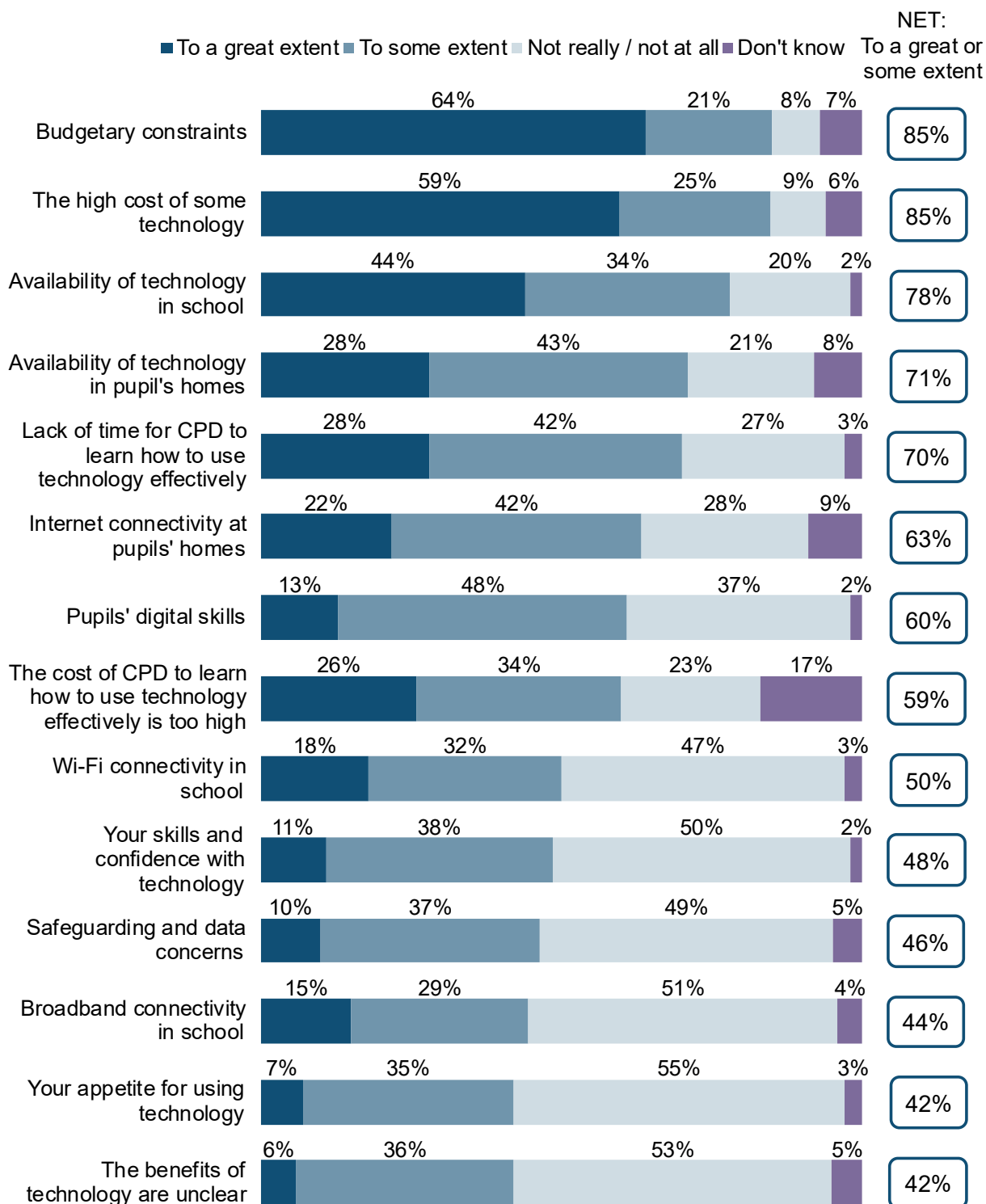
Barriers faced by teachers

Like leaders, teachers reported various barriers that hindered an increase in the uptake of technology in their work. Again, budgetary constraints and the high cost of technology were the most significant barriers, each cited by more than eight-in-ten (85% each) (Figure 8.2). This aligns with findings in 2023.

Other frequently cited barriers centred around the availability of technology in school (78%) and in pupil's homes (71%). In a similar vein, internet connectivity in pupil's homes was reported to be a barrier by more than six-in-ten (63%).

Smaller proportions of teachers felt that broadband connectivity in school (44%), their own appetite for using technology (42%) and unclear benefits of using technology (42%) were barriers to using technology more in their work.

Figure 8.2 Barriers to increased uptake of technology by schools (Teachers)



X4. All teachers 2025 (n= 1,211)

Source: Technology in Schools Survey 2025 (Teachers survey).

As shown in Table 8.2, primary and secondary teachers reported broadly similar barriers that prevented them from using technology more in their work. Nevertheless, there were some differences, the largest of which was internet connectivity in pupil's homes, reported by a significantly higher proportion of secondary than primary teachers. Secondary teachers were also more likely to mention pupil's digital skills, safeguarding and data concerns, and being unclear of the benefits of technology⁴¹.

In contrast, primary teachers were slightly more likely than those in secondaries to say that the high cost of CPD to learn how to use technology constituted a barrier to an increase in the uptake of technology in their work.

Issues relating to internet connectivity in schools were more commonly cited by teachers in LA-maintained primaries than those in primary academies. This was true when it came to both Wi-Fi and broadband connectivity (53% vs. 44% and 49% vs. 41% respectively). The high cost of CPD to learn how to effectively use technology was also reported by a greater proportion of teachers in LA-maintained primaries (66% vs. 59% in primary academies).

Conversely, internet connectivity in pupil's homes was more frequently reported by teachers in primary academies (57% vs. 49% in LA-maintained primary schools). This barrier was also far more commonly cited by teachers in schools with the highest proportion of pupils receiving FSM (79% vs. 47% in schools with the smallest proportion).

As shown by Table 8.2, fewer primary and secondary teachers selected such a range of barriers to the increased uptake of technology compared with 2023. For both phases, fewer teachers in 2025 cited issues relating to pupils' access to technology at home (availability of technology and internet connectivity in pupils' homes) or issues centred around internet connectivity in school (Wi-Fi and broadband).

Table 8.2 also shows that over the last 2 years, primary teachers have become less likely to mention budgetary constraints and the high cost of technology, although both these cost aspects still rank first and second among teachers' list of barriers. Primary teachers were also less likely to mention the cost of technology-related CPD as a barrier.

In contrast, however, issues relating to staff skills and enthusiasm for technology were more prevalent in 2025 than in 2023, among both primary and secondary teachers. For both phases, there were increases in the proportions citing their own skills and confidence with technology and their appetite for using technology at work as barriers to uptake. Safeguarding and data concerns were also more commonly reported as barriers by both primary and secondary teachers in 2025, as was the case for leaders.

⁴¹ The benefits of technology were likely to have to some differences according to the subject that the secondary teacher teaches. A higher proportion of English (59%) and Maths (55%) teachers selected this option as a barrier to increase uptake of technology.

For secondary teachers only, the proportion of teachers who felt that pupils' digital skills was barrier to greater use of technology (either to a great extent or to some extent) also increased between 2023 and 2025.

Table 8.2 Proportion reporting aspect as a barrier to increased uptake of technology to at least some extent 2025 vs. 2023, by phase (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Budgetary constraints (i.e. how much you have available to spend)	87%(-)	93%	83%	86%
The high cost of some technology	86%(-)	93%	84%	87%
Availability of technology in school	78%	83%	78%	79%
Availability of technology in pupil's homes	64%(-)	80%	78%(-)	84%
Lack of time for CPD to learn how to use technology effectively	70%	75%	70%(-)	76%
Internet connectivity in pupil's homes	53%(-)	70%	73%*(-)	80%
Pupil's digital skills	57%	59%	64%*(+)	58%
The cost of CPD to learn how to use technology effectively is too high	63%*(-)	71%	56%	59%
Wi-Fi connectivity in school	49%(-)	63%	51%(-)	62%
Your skills and confidence with technology	49%(+)	41%	48%(+)	38%
Safeguarding and data concerns	43%(+)	35%	49%*(+)	40%
Broadband connectivity in school	45%(-)	57%	43%(-)	54%
Your appetite for using technology	42%(+)	35%	42%(+)	38%
The benefits of technology are unclear	37%	32%	47%*	42%

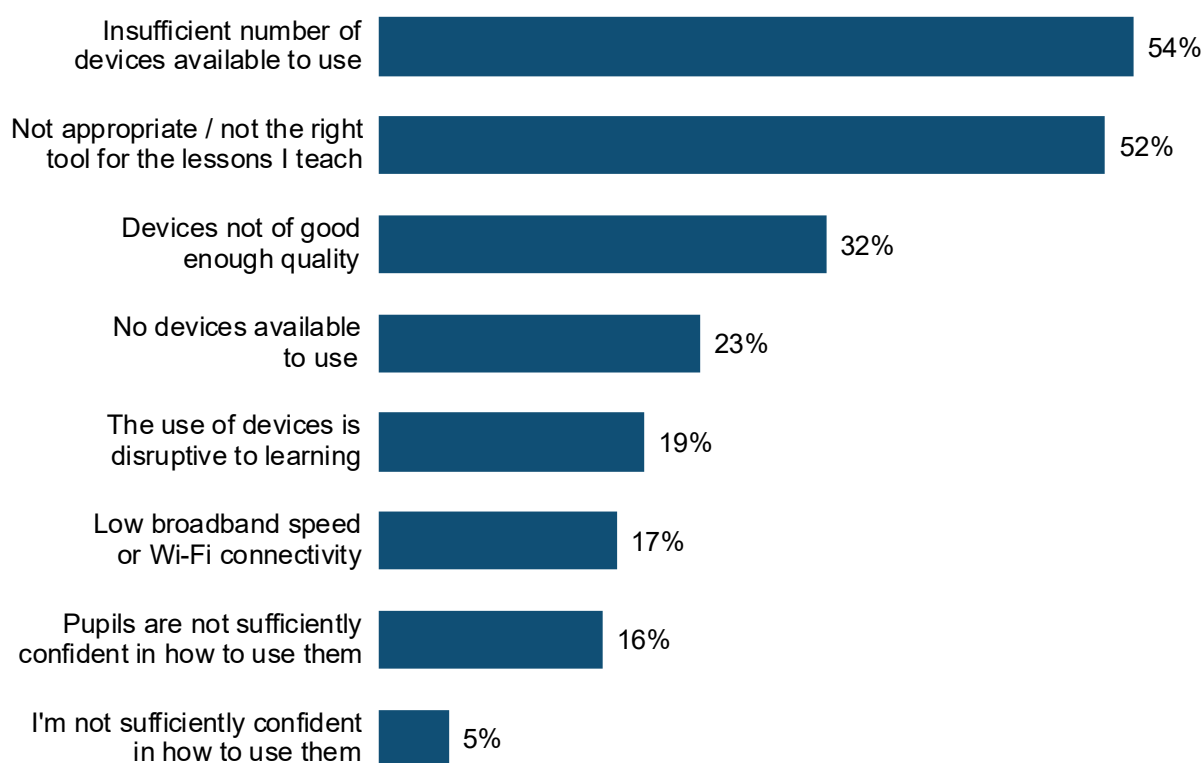
X4. All teachers 2025/23 primary (n=797/350) secondary (n=414/836).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025 (Teachers survey).

Teachers who said that less than 10%, or none, of their lessons involve pupils using end-user devices (52% of all teachers) were asked for the reason why (Figure 8.3); this was a new question for the 2025 survey. Most commonly, this was because there was an insufficient number of devices available to use in their schools (54%) or that end-user devices were not the right tool for the lessons they taught (52%). Issues relating to internet connectivity (17%), pupil confidence (16%) and staff confidence (5%) were less prevalent.

Figure 8.3 Reasons teachers do not use end-user devices in a greater proportion of lessons (Teachers)



A4a. All teachers who use end devices in less than 10% of lessons 2025 (n= 616)

Source: Technology in Schools Survey 2025 (Teachers survey).

As shown by Table 8.3, primary teachers were more likely than secondary teachers to say that they do not use end-user devices more often because there is an insufficient number of devices available. At the same time, however, secondary teachers were more likely to say that there were no devices available at all.

Primary teachers were markedly more likely than their secondary counterparts to say that device quality and pupil confidence hindered greater use of end-user devices in their lessons (Table 8.3). By contrast, the view that device use was disruptive to learning was more common among secondary teachers than those in primaries.

Table 8.3 Reasons teachers do not use end-user devices in a greater proportion of lessons, by phase (Teachers)

	Primary	Secondary
Insufficient number of devices available	60%*	49%
Not appropriate for the lessons I teach	54%	51%
Devices not of good enough quality	40%*	26%
No devices available to use	14%	31%*
Use of devices is disruptive to learning	8%	29%*
Low broadband speed or Wi-Fi connectivity	18%	15%
Pupils not sufficiently confident in how to use them	26%*	8%
I'm not sufficiently confident in how to use them	6%	4%

A4a. All teachers 2025 who use end-user devices in <10% of lessons primary (n=396) secondary (n=220).

*Indicates significant difference between primary and secondary.

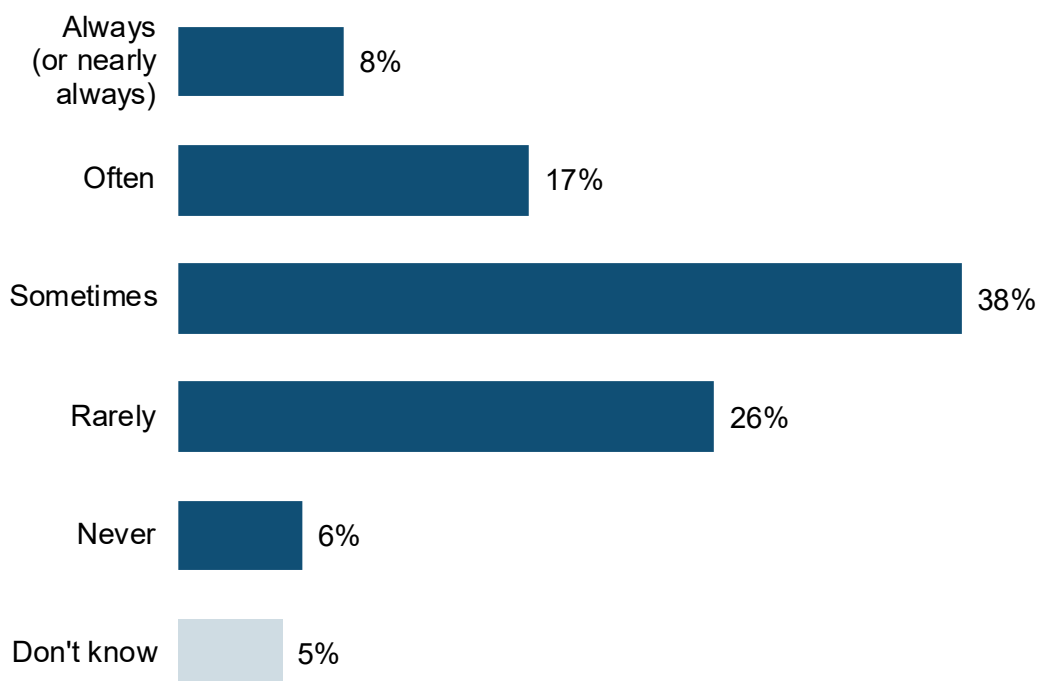
Other / no particular reason / don't know not shown.

Source: Technology in Schools Survey 2025 (Teachers survey).

The reasons for not using end-user devices in a greater proportion of lessons were similar by school type within phase. The one exception was that primary teachers in academies were more likely than those in LA-maintained schools to say that pupils were not sufficiently confident in how to use them (33% vs. 20%).

Teachers were also asked, as a new question in 2025, how often filtering and monitoring restrictions on school devices / software made it difficult for them or pupils to access appropriate online learning resources. Nearly nine-in-ten (89%) teachers said they had at some point experienced difficulties accessing resources due to filtering and monitoring restrictions. A quarter (25%) said this happened always or often.

Figure 8.4 Frequency of filtering and monitoring devices inhibiting access to online learning resources



B1a. All teachers 2025 (n= 1,211)

NA not charted (1%)

Source: Technology in Schools Survey 2025 (Teachers survey).

Teachers' experience with filtering and monitoring restrictions inhibiting access to resources was similar by phase, with no difference in the likelihood of primary or secondary teachers to have experienced issues always / often (23% primary and 27% secondary) or at all (87% and 91%). Similarly, there were no differences in experiences by school type, within phase.

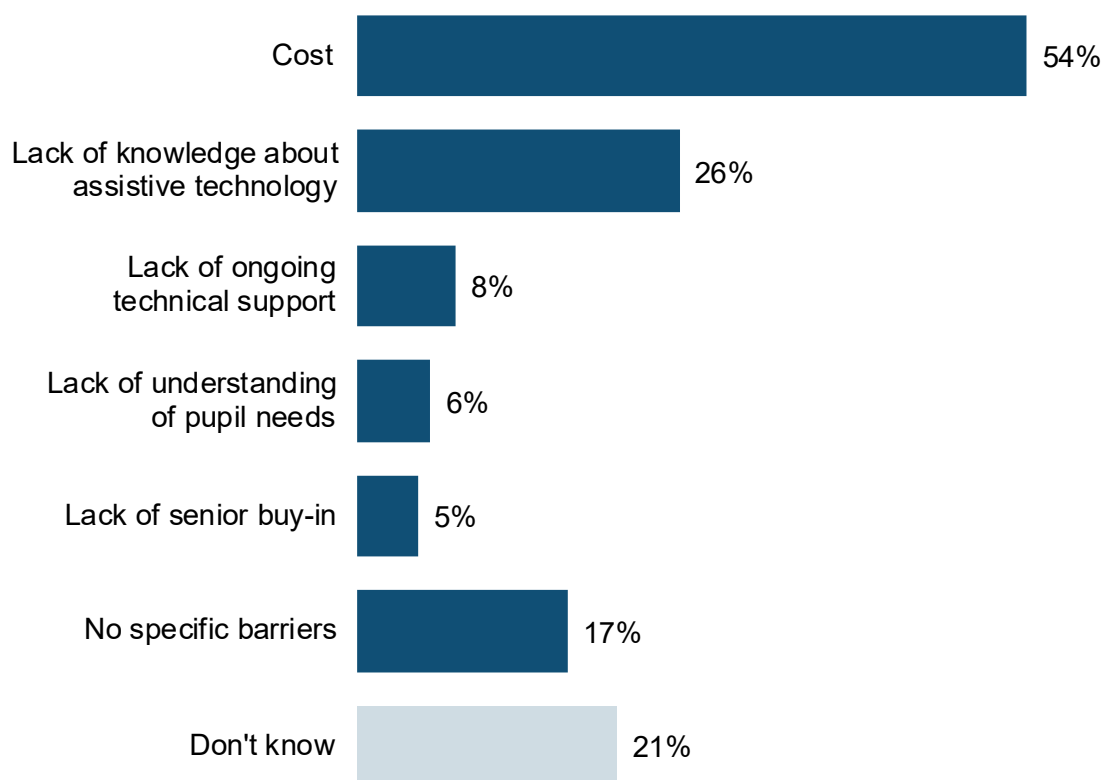
Barriers faced by IT leads with assistive technology

IT leads were asked which barriers, if any, they faced when obtaining assistive technology for the schools they worked in (this was a new question for 2025).

Around six-in-ten IT leads (62%) said they had experienced at least one barrier, with cost by far the greatest barrier; just over a half of IT leads said this was an issue (Figure 8.5). The next most frequently cited barrier was a lack of knowledge about assistive technology, mentioned by around a quarter of IT leads.

Fewer IT leads had issues with a lack of ongoing technical support, a lack of understanding of pupils needs or a lack of senior buy in, all reported by under one in ten.

Figure 8.5 Barriers to obtaining assistive technology (IT leads)



F1D. All IT leaders 2025 (n=489) Source: Technology in Schools Survey 2025 (IT leads survey). 1% of IT leads mentioned another barrier, including no staff requests, high cost of staff training, poor quality software solutions, compatibility issues, schools not sufficiently defining Assistive Technology needs.

There were no differences by phase in terms of the barriers experienced by IT leads relating to obtaining assistive technology. Those working in primary academies were more likely than those in primary LA-maintained schools to report experiencing no particular barriers (23% vs. 13%). Beyond this, findings were broadly consistent across school types, within phase.

Investment in school technology

Leaders were asked a series of questions about procuring technology for their schools, including the level at which decisions were made (e.g., at school level, at LA level, at trust level), factors considered, and information / advice sources used. DfE provides resources to support the purchase of goods and services, designed to help schools to get better value and be compliant with procurement regulations⁴². The 'Plan Technology for Your School' service was announced by the Secretary of State in January 2025 and launched by the DfE⁴³. This service helps schools assess their current technology,

⁴² This guidance is available to schools on the [Buying for Schools](#) webpage.

⁴³ As noted, the 'Plan Technology for Your School' service was launched in January 2025. Given fieldwork took place in early 2025, it is unlikely to have influenced the data at this stage.

benchmark against DfE standards, and receive personalised recommendations for improvement.

Typically, investment decisions about the use of technology were mainly made at school level (56%), followed by 'a mixture of school and trust / local authority level' (31%).

The pattern was, naturally, very different according to school type. The vast majority of leaders in LA-maintained primaries (91%) and secondaries (86%) reported that investment decisions were made at school level. Minorities said decisions were made at a mixture of school and local authority level (7% of LA-maintained primaries and 14% of LA-maintained secondaries). It was rare for investment decisions to be mainly made at local authority level. This was reported by just 2% of LA-maintained primaries reported, and no LA-maintained secondaries (0%).

For academy leaders, it was relatively common for them to report investment decisions being made at a mixture of school and trust level. This was the most commonly reported arrangement for both primary academy leaders (55%) and their secondary counterparts (46%). That said, one-in-five (20%) leaders in primary academies and a third (33%) of leaders in secondary academies reported that investment decisions were mainly made at school level. Conversely, a quarter (25%) of leaders in primary academies and a fifth (21%) of those in secondary academies said that such decisions are usually made at Trust level.

As shown by Table 8.4, primary leaders became more likely between 2023 and 2025 to say decisions were mainly made at school level. At the same time, primary academies became more likely to say decisions were mainly made at trust level.

Table 8.4 Level at which investment decisions are made 2025 vs. 2023, by phase (Leaders)

LA-maintained	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Mainly at school level	91%(+)	85%	86%	90%
Mainly at LA level	2%	1%	0%	0%
A mixture of both school and LA level	7%	11%	14%	7%
Academies	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Mainly at school level	20%	23%	33%	42%
Mainly at Trust level	25%(+)	15%	21%	14%
A mixture of both school and Trust level	55%	61%	46%	45%

F6e. All leaders 2025/2023 primary LA (n=287/336) secondary LA (n=62/57) primary academy (n=169/190) secondary academy (n=277/187)

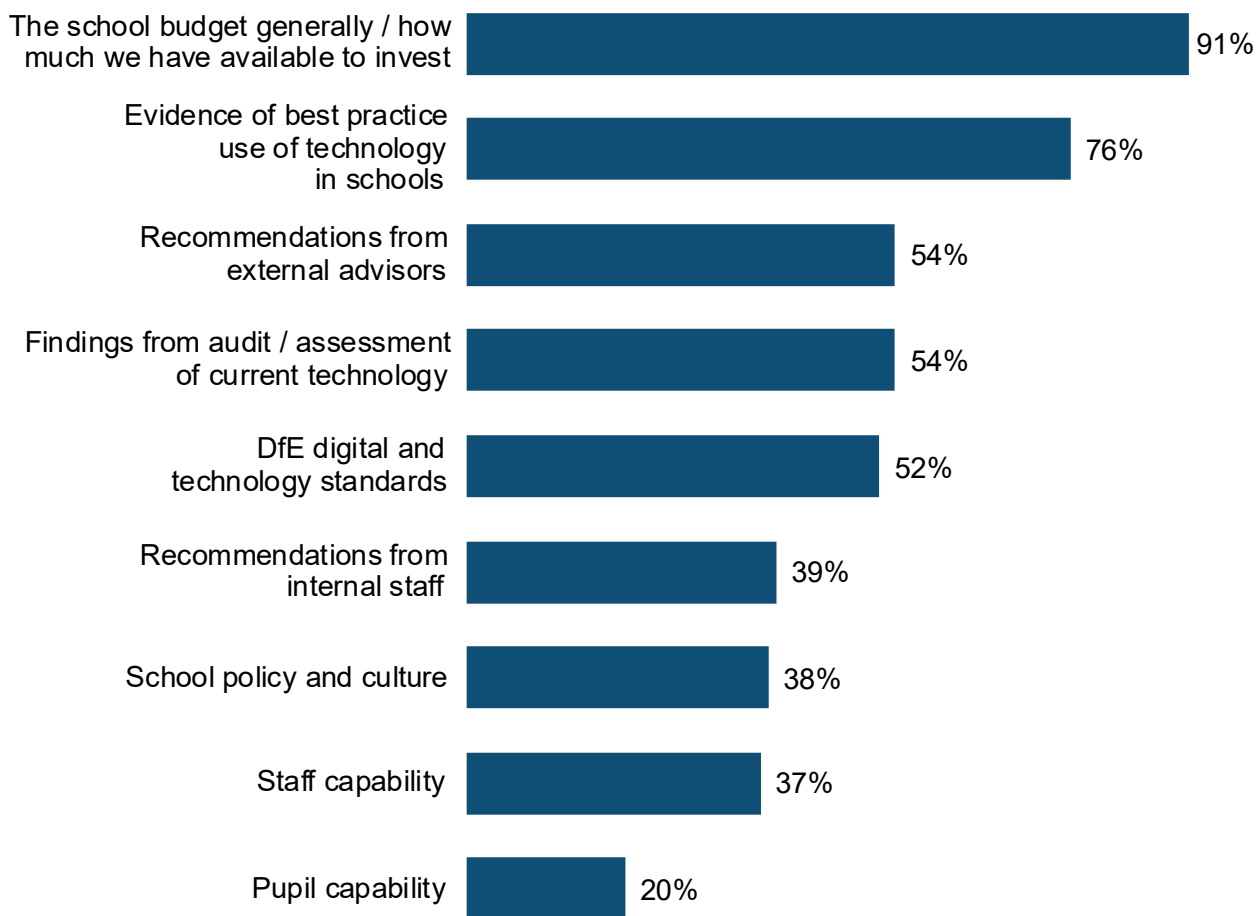
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/23 (Leaders survey).

When leaders were asked which factors they considered before making decisions about investment in technology, the school budget was by far the most frequently reported factor (91%), followed by evidence of best practice (76%). Recommendations from external advisors, findings from an audit / assessment of current technology and the use of DfE digital and technology standards were sources also considered by just over a half of leaders.

It was more common for leaders of secondary schools than their primary counterparts to consider a number of factors before investing in technology. Secondary leaders were more likely to say their school or trust considers evidence of best practice use of technology in schools, school policy and culture, and capability (both staff and pupil) when choosing how to invest (figures are shown in Table 8.5 below).

Figure 8.6 Factors considered before investment in technology (Leaders)



F8. Online only leaders 2025 (n= 682)

Not charted: Don't know (3%), Other (1%), None of the above (<1%)

Source: Technology in Schools Survey 2025 (Leaders survey).

Leaders in LA-maintained primary schools were more likely than those in primary academies to cite a number of considerations their school or trust makes when it comes to investing in technology:

- The school budget generally / how much is available to invest: 95% vs. 87%
- Recommendations from external advisors: 60% vs. 48%
- Staff capability: 42% vs. 29%
- Pupil capability 22% vs. 13%

As shown by Table 8.5, the number of sources primary leaders considered before their school or trust decided to invest in technology fell between 2023 and 2025; there was a fall in mentions of considering the school budget, recommendations from external

advisors, findings from technology audits, recommendations from internal staff, school policy and culture and staff and pupil capability.

Over the past two years, the proportion of primary leaders who reported considering external advisors' recommendations when making investment decisions decreased. Conversely, a greater number of secondary leaders indicated that they consulted the Department for Education's (DfE) digital and technology standards when determining how to invest in technology.

Table 8.5 Factors considered before investment in technology 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
The school budget generally / how much we have available to invest	91%(-)	95%	89%	92%
Evidence of best practice use of technology in schools	75%	79%	84%*	80%
Recommendations from external advisors	55%(-)	67%*	51%	49%
Findings from audit / assessment of current technology	52%(-)	64%	60%	68%
DfE digital and technology standards	51%	46%	56%(+)	41%
Recommendations from internal staff	36%(-)	56%	55%*	59%
School policy and culture	35%(-)	49%	55%*	61%*
Staff capability	36%(-)	48%	46%*	51%
Pupil capability	18%(-)	38%	30%*	38%

F8. Online only leaders 2025/ all leaders 2023 primary (n=405/526) secondary (n=277/244)

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

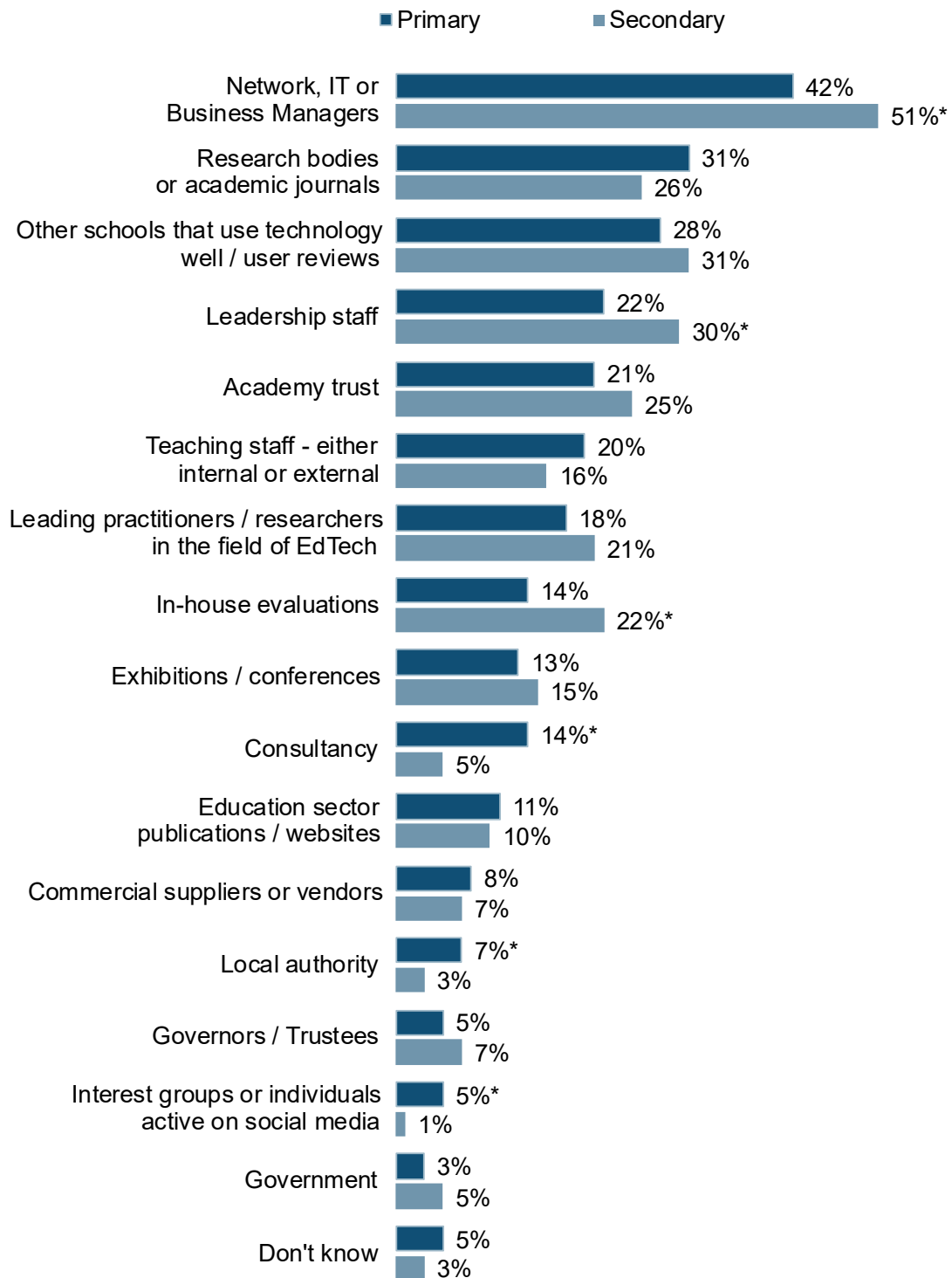
Source: Technology in Schools Survey 2025 (Leaders survey).

When asked which sources their school or trust used to choose which education technology to invest in, leaders selected a range of sources; most commonly network IT

or business managers (44%), research bodies or academic journals (31%) and other schools that use technology well / user review (29%). Interest groups or individuals active on social media (4%), government (3%) and relevant trade bodies (1%) were the least commonly consulted sources.

Figure 8.7 indicates that secondary leaders were more likely than their primary counterparts to utilise network, IT or business managers, leadership staff and in-house evaluations when making decisions about what education technology to invest in. Conversely, primary leaders were more likely to use consultancies or local authorities.

Figure 8.7 Sources used when choosing education technology to invest in (Leaders)



F9. Base: Online only. Primary leaders (n=405); Secondary leaders (n=277).

*Indicates significant difference between primary and secondary. Responses <3% not charted.

Source: Technology in Schools survey 2025 (Leaders survey).

Leaders at LA-maintained primary schools were more likely than those in primary academies to say that they consulted other schools that used technology well / user reviews and teaching staff when choosing education technology to invest in (36% vs. 19% and 27% vs. 12% respectively). Leaders at LA-maintained secondaries were more likely than those in academies to consult education sector publications (17% vs. 8%).

As Table 8.6 shows, the sources that primary and secondary leaders used when choosing which education technology to invest in remained broadly consistent to 2023. As some exceptions, the proportion of primary leaders consulting other schools that use technology well/ user reviews fell between 2023 and 2025, while the proportion using exhibitions and conferences rose over the same period. Over the last 2 years, secondary leaders became more likely to consult academy trusts and less likely to use consultancies or interest groups / individuals active on social media.

Table 8.6 Sources used when choosing education technology to invest in (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Network, IT or business managers	42%	40%	51%*	49%
Research bodies or academic journals	31%	32%	26%	26%
Other schools that use technology well / user reviews	28%(-)	39%	31%	34%
Leadership staff	22%	25%	30%*	27%
Academy trust	21%	17%	25%(+)	16%
Teaching staff- either internal or external	20%	23%	16%	21%
Leading practitioners / researchers in the EdTech field	18%	20%	21%	18%
In-house evaluations	14%	16%	22%*	24%
Exhibitions / conferences	13%(+)	8%	15%	15%
Consultancy	14%*	11%	5%(-)	12%
Education sector publications / websites	11%	11%	10%	9%
Commercial suppliers or vendors	8%	7%	7%	11%
Local authority	7%*	11%	3%	3%
Governors / Trustees	5%	6%	7%	7%
Interest groups or individuals active on social media	5%*	7%	1%(-)	5%
Government	3%	3%	5%	3%

F9. Online only leaders 2025/All leaders 2023 primary (n=405/526) secondary (n=277/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

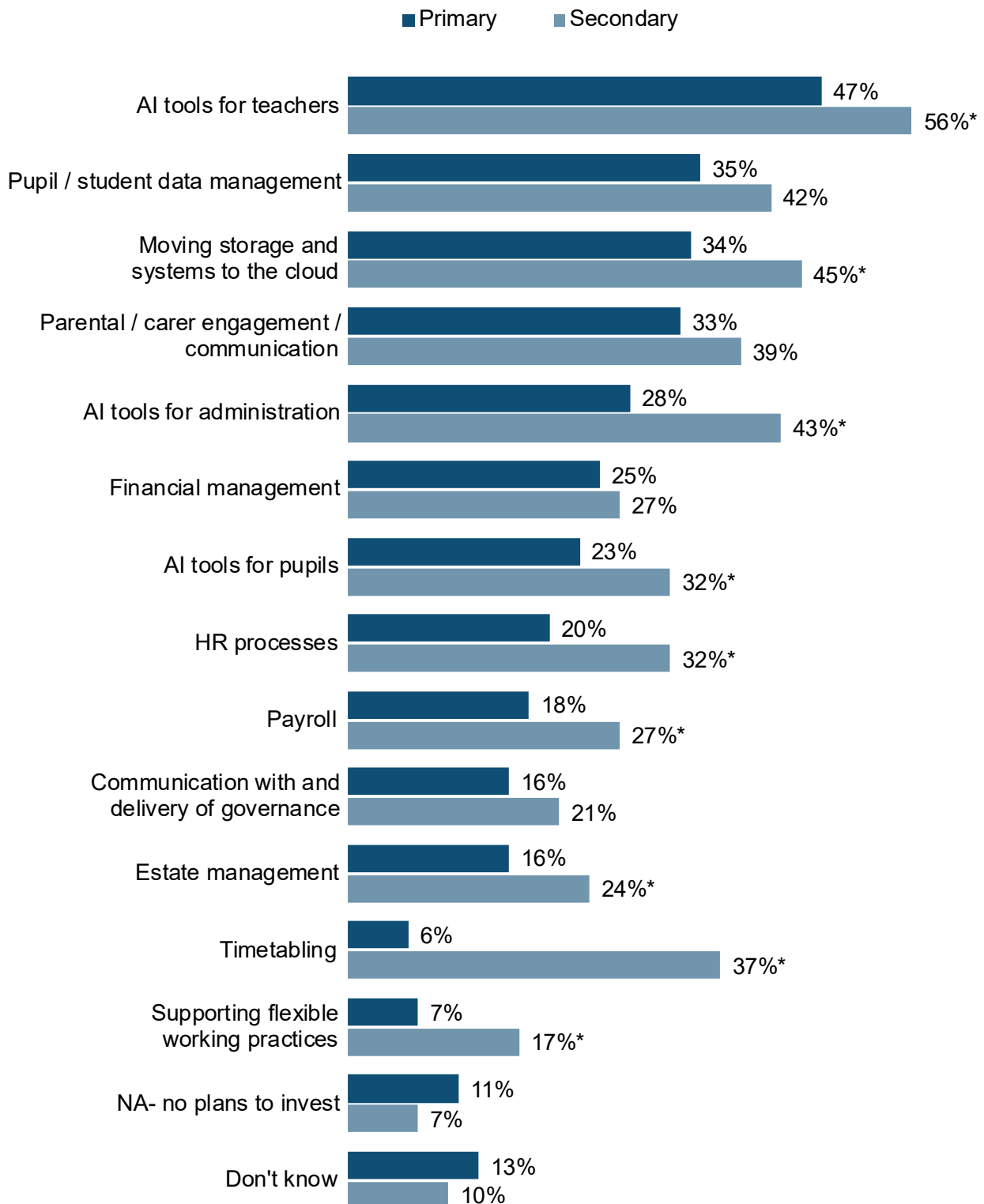
Source: Technology in Schools Survey 2025 (Leaders survey).

Future investment plans

Leaders were asked if their school or trust had plans to invest in technologies for their school for any management and administration activities in the next 3 years. At overall level, Artificial Intelligence (AI) tools for teachers were the most commonly planned form of investment in the near future, selected by around half (49%) of leaders. Moving storage systems to the cloud (36%), pupil / student data management (36%) and parental / care engagement/ communication (34%) were also key areas for investment.

As shown in Figure 8.8, secondary leaders were more likely to have investment plans for each of the following activities: AI tools for teachers, administration and pupils, moving storage and systems to the cloud, HR processes, payroll, estate management, timetabling and supporting flexible working arrangements. Unlike 2023, there is now no significant difference by phase in likelihood to invest in pupil / student data management, parental / carer engagement / communication and communication with and delivery of governance. There is also no longer a difference by phase when it comes to the proportion with no plans to invest.

Figure 8.8 Management and administration-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)



F7a. Base: Primary leaders (n=456); Secondary leaders (n=339).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools survey 2025 (Leaders survey).

Leaders in LA-maintained primaries were more likely than those in primary academies to say they did not have any plans to invest (14% vs. 6%) over the next 3 years.

Conversely, leaders in primary academies were more likely to say they planned to invest in technology to support HR processes (29% vs. 13%) and payroll processes (23% vs. 15% respectively). They also more frequently opted to say they did not know how they planned to invest in management and administration-related activities, as was the case in 2023 (20% vs. 7% in LA-maintained primaries).

At secondary phase, there are no differences in plan by school type, within phase.

As shown by Table 8.7, there was a notable fall in the proportion of primary leaders who said they had no plans to invest in the coming 3 years compared with 2023; this position has fallen by a half from 22% in 2023 to 11% in 2025. Otherwise, the intended investment areas were very similar to those previously reported, with just one other change of a fall in primary leaders planning to invest to support flexible working practices.

Table 8.7 Management and administration-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Pupil / student data management	35%	38%	42%	50%
Moving storage and systems to the cloud	34%	39%	45%	52%
Parental / carer engagement / communication	33%	29%	39%	47%
Financial management	25%	25%	27%	31%
HR processes	20%	20%	32%	36%
Payroll	18%	17%	27%	28%
Communication with and delivery of governance	16%	17%	21%	26%
Estate management	16%	14%	24%	27%
Timetabling	6%	8%	37%	34%
Supporting flexible working practices	7%(-)	11%*	17%	14%
NA- no plans to invest	11%(-)	22%*	7%	7%
Don't know	13%	13%	10%	10%

F7a. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

AI for teachers, pupils and administration was not asked about in 2023 so comparisons cannot be made.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

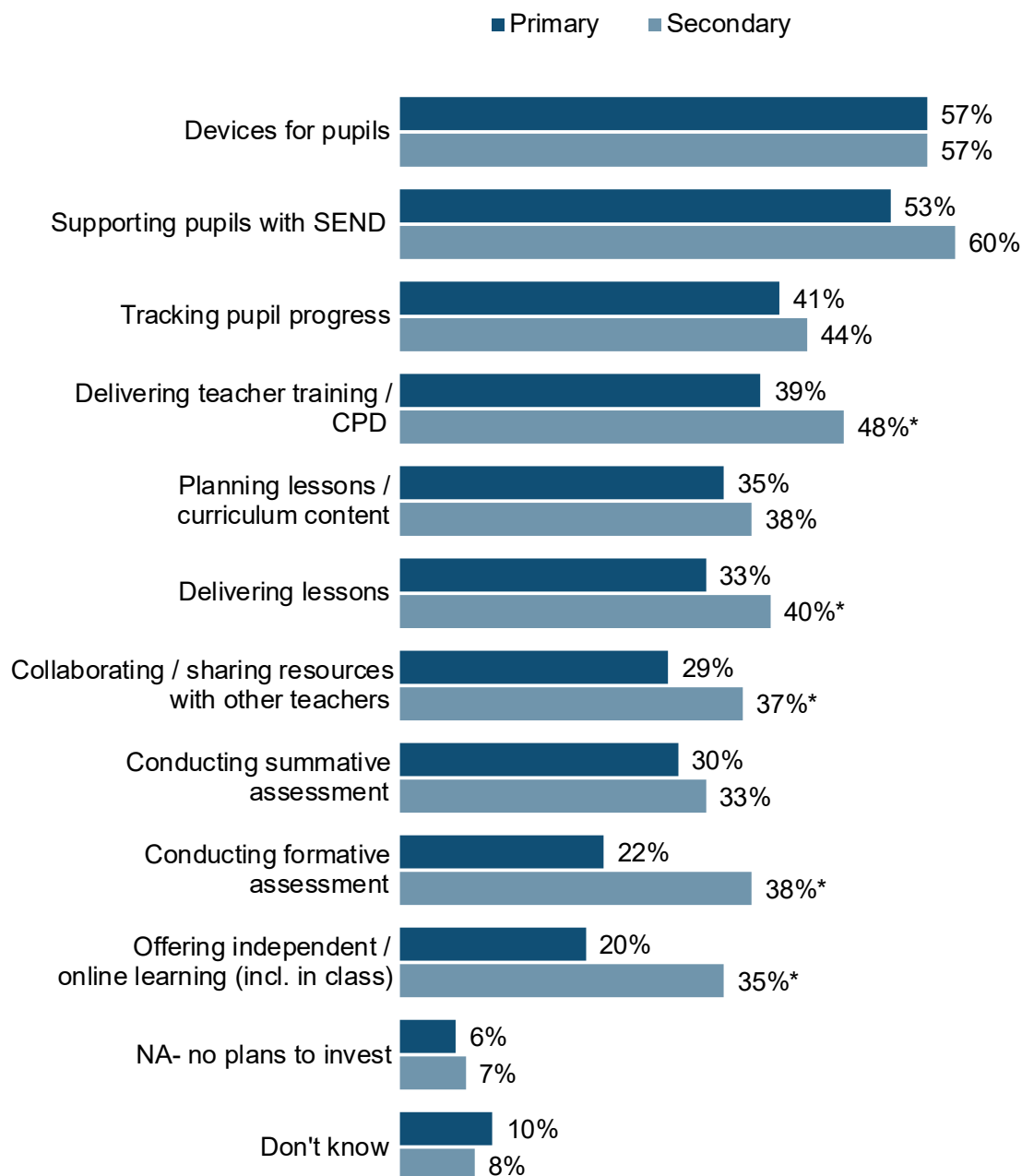
Investment plans for teaching-related activities specifically

In terms of technology investment plans for teaching-related activities, leaders most frequently cited plans to invest in devices for pupils (57%), and in technology to support pupils with SEND (54%), as was the case in 2023. In the latter case, this contrasts somewhat with findings about which activities leaders believed were well-supported by technology - SEND support was the sixth most likely activity leaders considered to be well-supported (Figure 4.7), but ranks higher on the list for planned investment.

Conducting summative and formative assessment (31% and 25%) and offering independent / online learning (23%) were lower priorities for investment. These 3 activities were also the least likely of all teaching-related activities to be considered by leaders to be well-supported by technology (Figure 4.7).

As shown by Figure 8.9, primary and secondary teachers were aligned in their top priority areas for investment (devices for pupils, supporting pupils with SEND and tracking pupil progress). That said, secondary leaders were more likely than those in primaries to have planned investment into each of the following areas: delivering teacher training/ CPD, delivering lessons, collaborating / sharing resources, conducting formative assessment and offering independent / online learning.

Figure 8.9 Teaching-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)



F7b. Base: Primary leaders (n=456); Secondary leaders (n=339).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools survey 2025 (Leaders survey).

Leaders in primary academies expressed a greater intention to invest in collaboration and resource-sharing over the next 3 years compared with leaders in LA-maintained primary schools (37% vs. 23%). Among both primary and secondary leaders, those in academies were more likely than their counterparts in LA-maintained schools to report being unsure about their plans for investing in teaching-related activities over the next

three years (15% vs. 6% for primary leaders and 9% vs. 0% for secondary leaders). Overall, the proportion of leaders who did not plan to make any investment in teaching-related activities was slightly higher in LA-maintained schools than in academies (9% vs. 5%).⁴⁴.

As shown by Table 8.8, and as was the case for management and administration-related activities, leaders' plans for investment into teaching-related activities remained broadly consistent between 2023 and 2025, within phase. Among primary leaders, there was a reduction in the proportions planning investment into delivering lessons with teachers and offering independent / online learning. There was also an increase in the proportion of primary leaders unsure of their investment plans, albeit a small one.

Among secondary leaders, the proportion saying their school planned to invest in technology for conducting formative assessment rose between 2023 and 2025.

⁴⁴ By school status within phase the difference is not statistically significant, although there is a directional trend (Primary LA-maintained 8%, Primary academy 4%, Secondary LA-maintained 10%, Secondary academy 6%)

Table 8.8 Teaching-related activities schools or trusts have plans to invest in in the next 3 years (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Devices for pupils	57%	63%	57%	55%
Supporting pupils with SEND	53%	54%	60%	61%
Tracking pupil progress	41%	39%	44%	45%
Delivering teacher training / CPD	39%	40%	48%	48%
Planning lessons / curriculum content	35%	34%	38%	36%
Delivering lessons	33%(-)	44%*	40%	48%
Collaborating / sharing re-sources with teachers	29%	31%	37%	40%
Conducting summative assessment	30%	29%	33%	31%
Conducting formative assessment	22%	24%	38%*(+)	30%
Offering independent learning	20%(-)	30%*	35%	41%
NA- no plans to invest	6%	7%	7%	5%
Don't know	10%*(+)	6%	8%	8%

F7b. All leaders 2025/2023 primary (n=456/526) secondary (n=339/244).

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Teachers were asked about the areas they considered high priorities for investment or training over the coming 3 years. In line with leaders' plans, supporting pupils with SEND was the most commonly cited priority area (Figure 8.10). Teachers also wished to see investment into using AI as a teacher. Delivering teacher training / CPD, while the fourth most likely to be prioritised by leaders, came lower down the list among teachers.

Figure 8.10 Teachers' priority areas for investment or training over the next three years (Teachers)



A11. All teachers 2025 (n=1,211)

Source: Technology in Schools survey 2025 (Teachers survey).

Table 8.9 shows that primary teachers were more likely than those in secondaries to prioritise investment into supporting pupils with SEND, planning lessons and curriculum content and safeguarding. Conversely, a greater proportion of secondary teachers were inclined to prioritise conducting formative and summative assessment and supporting pupils to use AI.

Teachers in primary academies were more likely to say they would like to see investment into supporting pupils with SEND over the next 3 years (56% vs. 47% in LA-maintained primaries). The reverse was true when it came to investment into tracking pupil progress (23% in LA-maintained primaries vs. 14% in primary academies). Views of secondary teachers on investment into teaching-related activities did not differ significantly by school type.

Unlike leaders, teachers across both phases became less likely since the 2023 survey to prioritise a considerable range of activities as areas for investment. The proportions of both primary and secondary teachers citing each of the following activities was smaller in 2025 than 2023: supporting pupils with SEND, delivering lessons, offering independent / online learning, collaborating and sharing resources and tracking pastoral support.

Among primary teachers, there were also a decrease in the proportions calling for investment into tracking pupil progress, conducting formative assessment and communicating and engaging with parents / carers. Countering this trend, there was an increase in the proportion of primary teachers who said they would like to see investment into planning lessons / curriculum content over the 3 three years.

Among secondary teachers, there were decreases in the proportions who said they wish to see investment into safeguarding, delivering teachers training / CPD and liaison with external support agencies.

Table 8.9 Priority areas for investment / training over next 3 years (Teachers)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Supporting pupils with SEND	51%*(-)	60%	33%(-)	42%
Using AI as a teacher	38%	-	41%	-
Planning lessons / curriculum content	32%*(+)	23%	26%	22%
Tracking pupil progress	19%	23%	22%(-)	28%
Conducting formative assessment	12%	13%	29%*(-)	36%
Delivering lessons	19%(-)	26%	15%(-)	26%
Supporting pupils to use AI	12%	-	23%*	-
Safeguarding	18%*(-)	23%	12%	16%
Offering independent / online learning (including in class)	15%	18%	16%(-)	25%
Communicating and engaging with parents / carers	10%(-)	17%	14%	18%
Collaborating and sharing resources with other teachers	11%(-)	17%	11%(-)	16%
Conducting summative assessment	7%	7%	14%*	14%
Delivering teacher training / CPD	10%(-)	14%	7%(-)	11%
Tracking pastoral support	4%	5%	7%*(-)	11%
Liaison with external support agencies	3%(-)	6%	2%(-)	3%
No specific areas are high priority	4%	4%	4%	3%
Don't know	2%	1%	2%	1%

A11. All teachers 2025/23 primary (n=797/350) secondary (n=414/836).

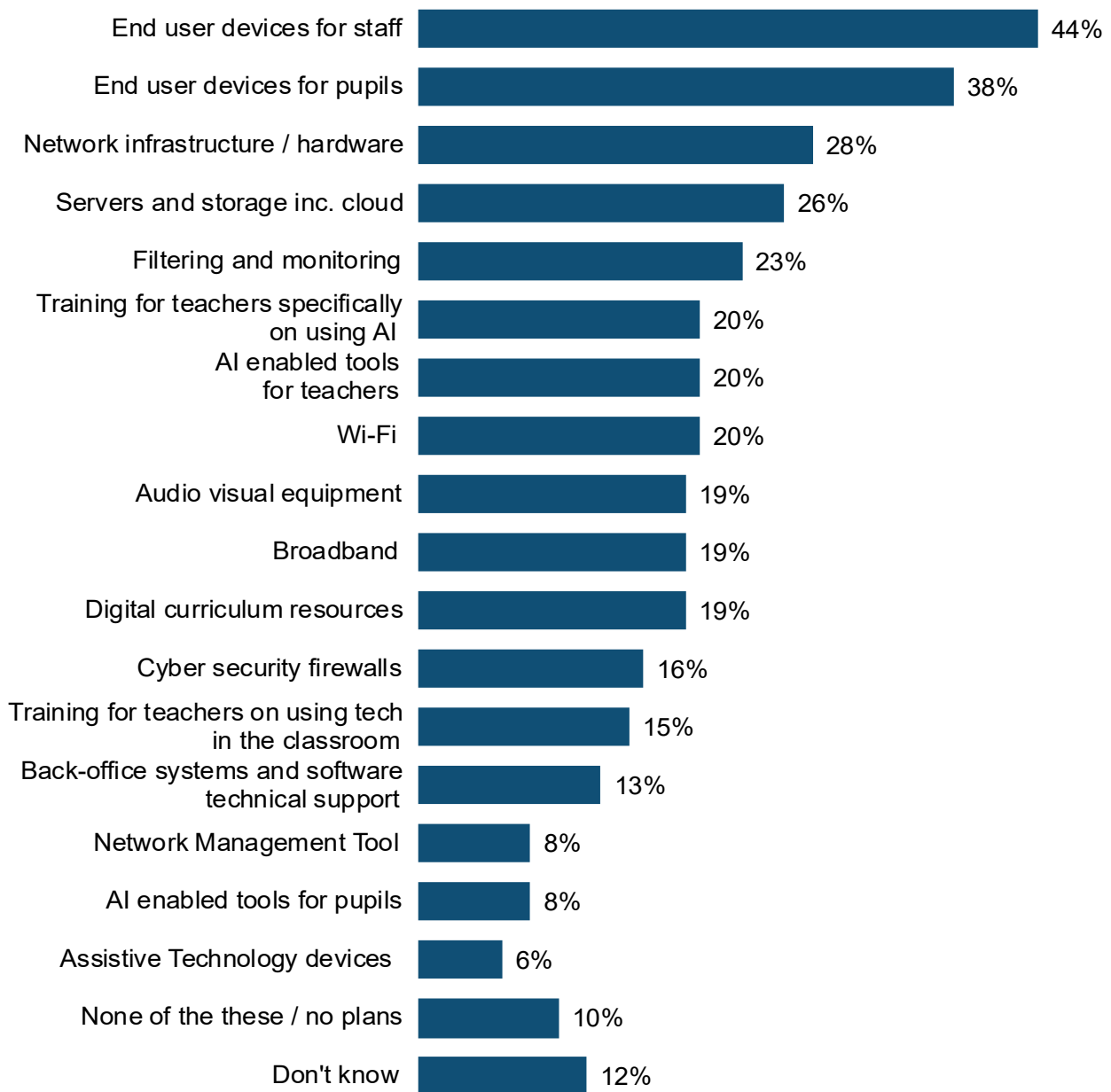
*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Note AI was not asked about in 2023 so comparisons cannot be made.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

IT leads were also asked which technologies or resources they planned to invest in over the next 12 months. As Figure 8.11 shows, most commonly, IT leads planned to invest in end user devices for both pupils and staff. Network infrastructure / hardware and servers and storage were also frequently identified.

Figure 8.11 Plans for technology and resource investment over next 12 months (IT leads)



F3. All IT leads 2025 (n=489)

Source: Technology in Schools survey 2025 (IT leads survey).

As shown by Table 8.10, IT leads in working in secondary schools were more likely than those in primaries to have planned investment into a number of areas over the coming

year, including: end user devices for staff and pupils, network infrastructure and hardware, servers and storage, audio visual equipment, cyber security firewalls and network management tools.

Conversely, greater proportions of IT leads in primaries had planned investments into digital curriculum resources and training for teachers on using technology in the classroom, compared with secondary IT leads. Overall, however, those working in primary schools were also more likely to say they have no plans to invest over the next 12 months or that they are unsure.

IT leads working in primary academies were more likely than those in LA-maintained primaries to have planned investment into AI enabled tools for teachers and pupils (26% vs. 15% and 12% vs. 4% respectively). Secondary IT leads investment plans did not differ significantly by school type, in line with findings for teachers.

As shown by Table 8.10, IT leads' plans for investment into technology or resource over the next 12 months were broadly similar in 2025 and 2023, with just a couple of changes.

Among primary IT leads, a significant change related to planned investment in filtering and monitoring technology. The proportion saying they had planned investment in this area over the coming year near-quadrupled between 2023 and 2025. The proportion of secondary IT leads who had planned investment into training for teachers on using technology in the classroom fell over the same period.

Table 8.10 Plans for technology and resource investment over next 12 months, by phase (IT leads)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
End user devices for staff	39%	35%	68%*	63%
End user devices for pupils	32%	33%	67%*	66%
Network infrastructure / hardware	24%	-	49%*	-
Servers and storage inc. cloud	24%	19%	37%*	43%
Filtering and monitoring	23%(+)	6%	23%	19%
Training for teachers specifically on using AI	21%	-	16%	-
AI enabled tools for teachers	20%	-	20%	-
Wi-Fi	19%	20%	26%	33%
Audio visual equipment	15%	18%	40%*	47%
Broadband	18%	16%	23%	25%
Digital curriculum resources	20%*	20%	13%	17%
Cyber security firewalls	13%	10%	27%*	27%
Training for teachers on using technology in the classroom	17%*	21%	9%(-)	17%
Back-office systems and software technical support	13%	9%	14%	18%
Network Management Tool	7%	5%	14%*	19%
AI enabled tools for pupils	8%	-	8%	-
Assistive Technology devices [†]	7%	-	4%	-
None of these / no plans	11%*	11%	5%	7%
Don't know	13%*	12%	3%	4%

F3. All IT leads 2025/23 primary (n=237/155) secondary (n=252/168).

[†]Code label updated from 'Specialised assistive devices' in 2023.

*Indicates significant differences by phase for 2025 (+)/(-) indicates a difference within phase from 2023 to 2025.

Note AI, network infrastructure and assistive technology were not asked about in 2023 so comparisons cannot be made.

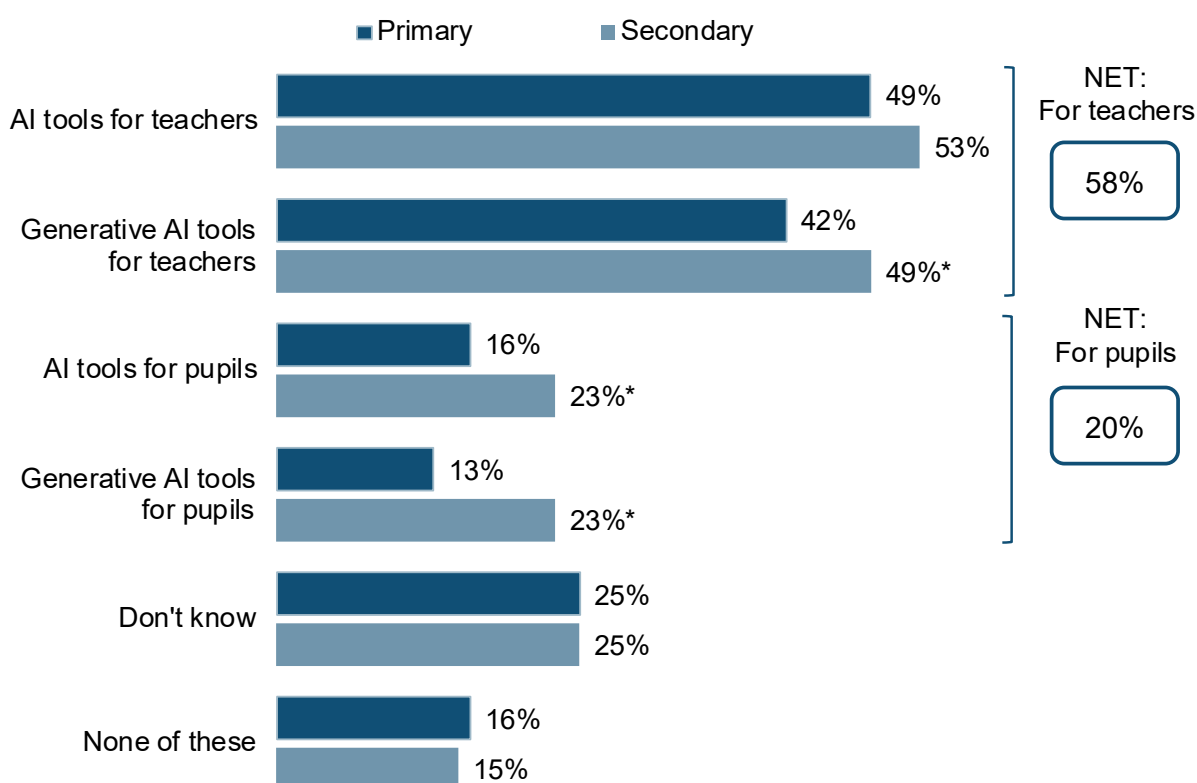
Source: Technology in Schools Survey 2025/2023 (IT leads survey).

Investment plans for Artificial Intelligence (AI) specifically

In 2025, leaders were asked a new question around their school or trust's plans to invest in AI-based technologies over the next 3 years. At an overall level (and netting the mentions of AI and Gen AI), nearly six-in-ten (58%) leaders said they planned to invest in AI tools for teachers. By comparison, one-in-five (20%) leaders said they plan to invest in AI tools for pupils. Approaching a fifth (16%) of leaders said they did not plan to invest in any of the listed tools, with a further quarter (25%) saying they were not sure.

As shown by Figure 8.12, leaders in secondary schools were particularly more likely than those in primaries to have planned investment in AI tools for pupils.

Figure 8.12 AI tools schools or trusts have plans to invest in in the next 3 years (Leaders)



F7c. Base: Primary leaders (n=456); Secondary leaders (n=339).

*Indicates significant difference between primary and secondary.

Source: Technology in Schools survey 2025 (Leaders survey).

Leaders in primary academies were more likely than those in LA-maintained primaries to say they plan to invest in AI-based tools for pupils over the next 3 years (23% vs. 15%).

For secondary schools there was no such difference by school type. There was also no difference by school type, within phase when it came to the likelihood of leaders planning to invest in AI-based tools for teachers.

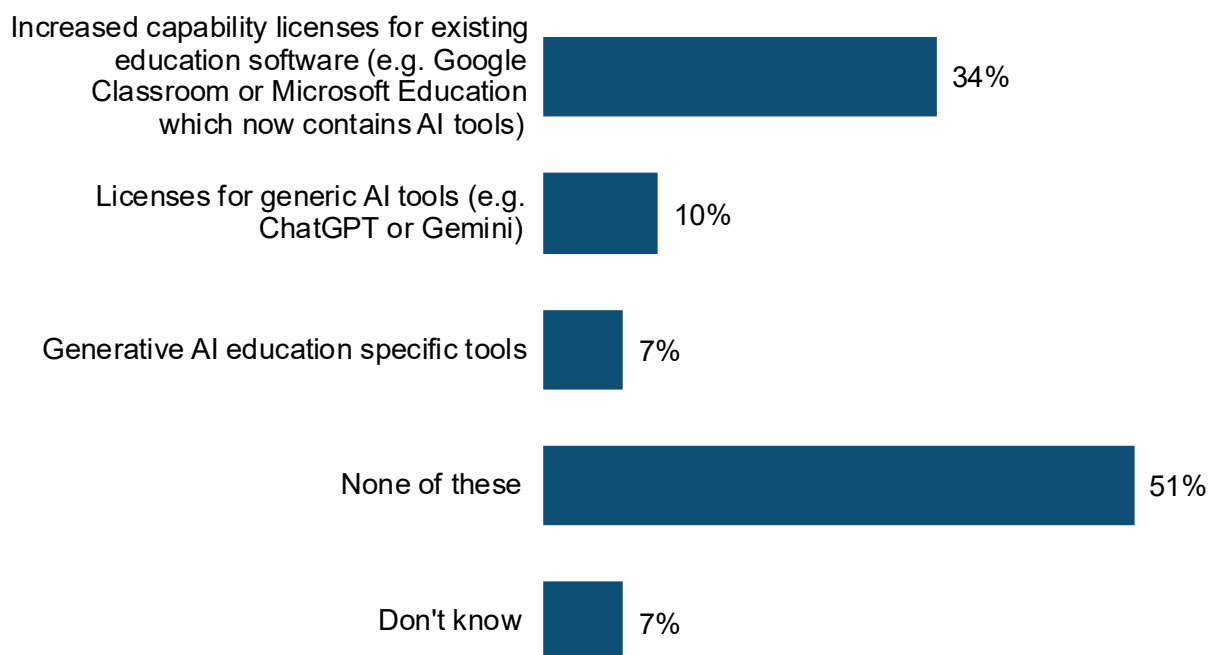
There were some leaders groups who were more likely to have plans to invest in AI-based tools for teachers. These were leaders from:

- Schools with a digital strategy in place (61% vs. 54% of those in schools without a digital strategy or unsure if they have one).
- Schools who expect technology to reduce staff workload over the next 3 years (64% vs. 37% of those who think technology will make no difference to workload and 44% who think it will increase it).

Schools with an evaluation plan or framework in place to assess the efficacy of the way technology is used were more likely to have plans to invest in AI-based tools for pupils (26% vs. 18% of those in schools without such a strategy).

IT leads were asked whether their schools had invested in various types of AI-related tools since January 2023. Just over half (51%) said their school had not invested in any of the listed tools, compared with 41% who said their school had invested in at least one of them. As shown by Figure 8.13, where schools had invested it was most commonly for increased capability licenses for existing software. It was less common for IT leads to say their schools had invested in licenses for generic AI tools or Generative AI education specific tools.

Figure 8.13 AI-related tools schools have invested in since January 2023



F4b. All IT leads 2025 (n=489)

Source: Technology in Schools survey 2025 (IT leads survey).

Around half (49%) of IT leads in secondaries said their school had invested in increased capability licenses for existing software since January 2023, a higher proportion than that of primary IT leads (31%). Meanwhile, primary IT leads were more likely than those in secondaries to say their school hadn't invested any of the listed tools (53% vs. 42%).

IT leads in primary academies were more likely than those in LA-maintained primaries to have invested in at least one type of tool (49% vs. 30%). Those working in schools with the highest proportion of pupils receiving FSM were also more likely to have invested in any tool (53% vs. 31% in schools with the lowest proportion receiving FSM).

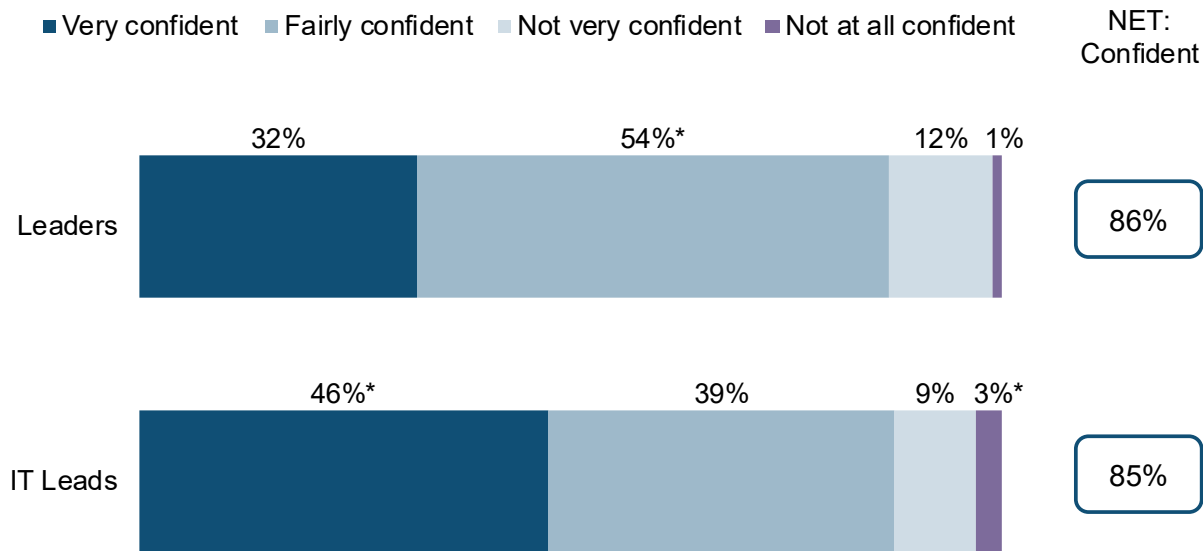
Confidence school has expertise to buy the right technology

Most leaders and IT leads reported feeling confident in the expertise their schools or they themselves had to buy the right technology, with 86% and 85% respectively saying they were at least fairly confident.

As shown by Figure 8.14, IT leads were more likely than leaders to report feeling very confident, whereas leaders tended to say they felt fairly confident in their school's expertise.

Leaders in secondary schools were more likely than those in primaries to report feeling at least fairly confident (94% vs. 84%), and the same pattern was true of IT leads (96% vs. 82%).

Figure 8.14 Confidence levels in the expertise schools have to buy the right technology (Leaders and IT leads)



F6F. Base: Leaders (n= 795) / F4. Base: IT Leads (n=489)

*Indicates significant difference between leaders and IT leads

Source: Technology in Schools Survey 2025 (Leaders and IT Leads survey).

Leaders in schools with a digital strategy were more likely to report confidence in their purchasing decisions compared with those without a strategy or those unsure if they had one (91% vs. 79%). Similarly, leaders in schools with an evaluation plan or framework to monitor technology use were more likely to express confidence in their decisions (95% vs. 83% in schools without such a plan).

As shown by Table 8.11, findings about leaders' and IT leads' feelings of confidence in 2025 were unchanged when compared with 2023.

Table 8.11 Confidence levels in the expertise schools have to buy the right technology (IT leads)

Leaders	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Very confident	28%	26%	50%*	48%
Fairly confident	56%*	60%	44%	44%
Not very confident	14%*	11%	5%	6%
Not at all confident	1%	2%	1%	1%
IT leads	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Very confident	43%	37%	62%*	63%
Fairly confident	40%	46%	34%	32%
Not very confident	10%*	10%	3%	5%
Not at all confident	3%*	4%	0%	0%

F6f. All leaders 2025/23 primary (n=456/526) secondary (n=339/244). F4. All IT leads 2025/23 primary (n=237/155) secondary (n=252/168)

* Indicates a significant difference by phase in 2025. There were no significant differences within phase from 2023 to 2025.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Chapter 9 Use of Artificial Intelligence (AI)

The DfE has recently invested in a number of initiatives and provided new guidance on the use of AI in schools. In the Generative Artificial Intelligence (AI) in Education policy paper⁴⁵, the DfE identifies some of the opportunities and challenges that AI brings to the education sector, as well as outlining the ways in which AI can be used safely, effectively and responsibly. The Department also provides a collection of support materials for the safe and effective use of AI in education⁴⁶ and in January 2025 published a set of expectations for GenAI tools which should be met for safe use.⁴⁷ This chapter, new to the 2025 report, explores the use of AI within schools, specifically the use of generative artificial intelligence (GenAI). It starts by considering the extent to which GenAI is used within schools, before looking at the policies and restrictions that may be in place around using such tools.

Extent of using Artificial Intelligence (AI)

Use of AI by school staff

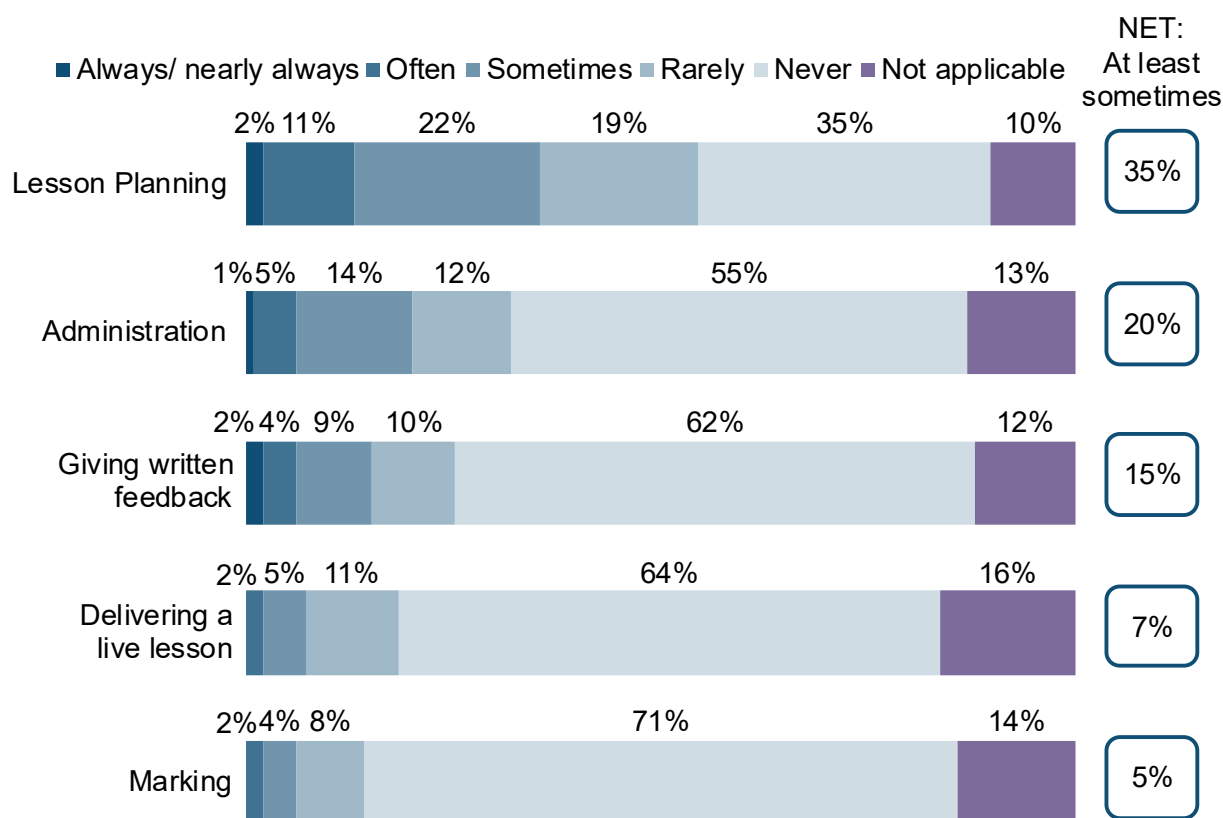
Overall, just over two-fifths (44%) of teachers said they were using GenAI (at least sometimes) for any of the 5 teaching related activities listed in Figure 9.1. GenAI was most often being used for lesson planning (35% of all teachers using it at least sometimes for this activity), followed by for administration activities (20%) and for giving written feedback (15%). GenAI tools were rarely being used for delivering a live lesson (7% of teachers using at least sometimes) and / or for marking (5%).

⁴⁵ [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

⁴⁶ [Using AI in education settings: support materials - GOV.UK](#)

⁴⁷ [Generative AI: product safety expectations - GOV.UK](#)

Figure 9.1 How often teachers use GenAI for school activities (Teachers)



A12_X. All teachers 2025 (n=1,211).

Don't know responses not charted – less than 1%.

Source: Technology in Schools Survey 2025 (Teachers survey).

Usage of GenAI tools for the teaching related activities was broadly similar between primary and secondary teachers, and overall 41% of primary teachers and 46% of secondary teachers were using AI at least sometimes for any of the activities shown in Table 9.1. That said, primary teachers were slightly more likely to use GenAI tools for giving written feedback (including end of year report writing) (19% vs. 11%), and secondary teachers for marking (8% vs. 3%). These findings reflect the School and College Voice Omnibus Survey with GenAI being used more for planning lessons and administrative tasks and less for marking and feedback or delivering lessons.⁴⁸

⁴⁸ [School and college voice: November 2024 - GOV.UK](#)

Table 9.1 Proportion of teachers using GenAI at least sometimes for school activities, by phase (Teachers)

	Primary teachers	Secondary teachers
Lesson planning	34%	37%
Administration	18%	21%
Giving written feedback (e.g. end-of-year report writing)	19%*	11%
Delivering a live lesson	8%	7%
Marking	3%	8%*

A12_X. All teachers 2025 (n=1,211).

Primary teachers (n=797); Secondary teachers (n=414).

*indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (Teachers survey).

Teachers in academies were more likely to use any of the AI tools at least sometimes (46% vs. 38% of teachers in LA-maintained schools). Specifically, the difference was for lesson planning (38% vs. 30%), administration (22% vs. 16%), and marking (7% vs 3%). Usage rates of GenAI were indicatively higher for the activities when analysed by school type within phase (Table 9.2), but this only withstands statistical testing for primary school lesson planning and marking.

Table 9.2 Proportion of teachers using GenAI at least sometimes for school activities, by school type within phase (Teachers)

	Primary Academy	Primary LA-maintained	Secondary Academy	Secondary LA-maintained
Lesson planning	38%*	30%	38%	31%
Administration	21%	16%	23%	16%
Giving written feedback (e.g. end-of-year report writing)	21%	17%	11%	10%
Delivering a live lesson	9%	7%	7%	5%
Marking	6%*	1%	8%	7%

A12_X. All teachers 2025 (n=1,211).

Primary teachers Academy/LA-maintained (n=336/461); Secondary teachers Academy / LA-maintained (n=334/80).

*Indicates significant difference by school type within phase.

Teachers under the age of 35 were more likely to use GenAI at least sometimes for lesson planning (43%) and giving written feedback (21%) than teachers in older age groups (32% and 12% respectively among those over 35). In line with this, teachers who have been teaching for less than 3 years were more likely to have used GenAI at least sometimes to provide written feedback (27%) compared with those who have been teaching longer (14%). Male teachers are more likely than female teachers to use GenAI at least sometimes for administration (27% vs. 18%) and marking (9% vs. 4%).

In interviews, many teachers and leaders spoke of using AI tools to help support both their individual workload and productivity as well as teaching and learning activities. In general those interviewed did not differentiate between AI and GenAI tools and functions. Therefore AI discussed below refers to both traditional AI and GenAI, unless GenAI was specifically asked about or referred to.

Interviews found that in some schools AI-based apps were being used to deliver personalised learning experiences for pupils. Most commonly these were being used for reading. Tools such as Reading Coach, Sparks and Lexia provided tailored feedback to pupils and adjusted texts and comprehension questions to suit the pupils' ability. Those who used these tools described them as having positive impacts on pupils' progress.

"We use [Lexia] regularly. I think it's quite expensive, so we do track it quite well to make sure we're getting value for money, but it's really good. We've had a pupil that was working below key stage and he's made 4 years progress in 9 months." – *Teacher, primary academy*

Teachers reflected that AI was helpful to develop new resources for lessons, in particular to aid with adaptive teaching practice.

"You can give [GenAI] the lesson plans that you have already created in the past, and you can say what adaptations would you make or would you suggest that might help this child to access [the lesson]." – *Teacher, primary academy*

Teachers also used AI during delivery of lessons to the whole class. One primary school teacher described inputting descriptive sentences of the setting of a novel they were reading into TeachMateAI to generate an image. Another primary school teacher explained they had used GenAI within a class to create an engaging history lesson.

"I've created a prompt which creates a historic character and then work with children to draft questions to then ask the GenAI and it will produce an answer in the character. That's been really good for immersive lessons actually." – *Teacher, primary academy*

Leaders and teachers also reflected that AI reduced the amount of time they needed to spend on administrative tasks. Examples of this included:

- Creating text or audio summaries of key documents they need to digest.
- Generating or adapting communications to parents and other external organisations.
- Creating smart targets as part of appraisal processes.
- Managing attendance and attainment data.

Almost all the teachers and leaders in the qualitative interviews who were using AI said that using AI had made a positive impact on their workload.

“It used to take me an hour to make a lesson, now it takes me about 5-15 minutes maximum.” – *Teacher, secondary LA-maintained*

No one felt that using AI has added to their workload, although a small number felt it made little difference to the time they spent on tasks, due to having to carefully check the outputs.

“By the time I've made all the tweaks, I could have just done it myself.” – *Teacher, primary LA-maintained*

Several teachers and leaders felt that using AI had enhanced the quality of their work. It enabled them to consider additional factors that they may not have previously done, and to refresh or update previous lesson plans and resources.

“The first draft of AI is better than the first draft I could write of anything.” – *Leader, secondary academy*

However, interviewees were aware of perceptions that AI could lead to poorer quality work, and some reflected that it is stigmatised as the lazy option for teachers.

“I think some teachers if you say you've used AI they almost think you're being lazy and that maybe you're not as good of a teacher as them because they've spent 3 hours thinking of it the night before, or you know that you don't care as much.” – *Teacher, primary academy*

Despite those interviewed being generally positive about the impact of AI on creating content and saving time, they also discussed challenges experienced on the use of AI within their school. These fell into 3 broad themes: the limitations of AI itself; challenging perceptions of AI and technology, and resource and cost limitations.

One commonly reported challenge regarding the limitations of AI itself was knowing the most efficient and effective way to prompt AI to get the desired outputs. This then had an

impact on the time required to amend the outputs into useable materials. There were also concerns about the accuracy and reliability of some of AI's outputs.

“Unless you're confident with your prompt engineering and making sure that you're asking specific questions in a specific way to get a specific outcome, and you're confident with how to do that, you can end up with garbage from generative AI.” – *Teacher, primary academy*

Some interviewees reflected on the challenge of adjusting individuals' attitudes towards using AI. In some cases, staff are less comfortable using AI technology, struggled with change, or were hesitant due to the perspective that using AI is 'cheating'.

“There's a huge range of how comfortable people are using technology in schools. And I can see potentially quite a few teachers in my own school who don't use any technology and wouldn't feel comfortable at all using [AI].” – *Teacher, primary academy*

Having access to necessary resources for widespread use of AI was also a challenge. This included the standard of hardware that was available in school and the cost of licenses for pupil use.

“Co-pilot, for example, is £35 per user per month. We've got 1300 kids ... across everyone you're talking hundreds of thousands. It's so much money. When it becomes more accessible and more affordable, I don't see why more schools wouldn't jump on it.” – *Leader, secondary LA-maintained*

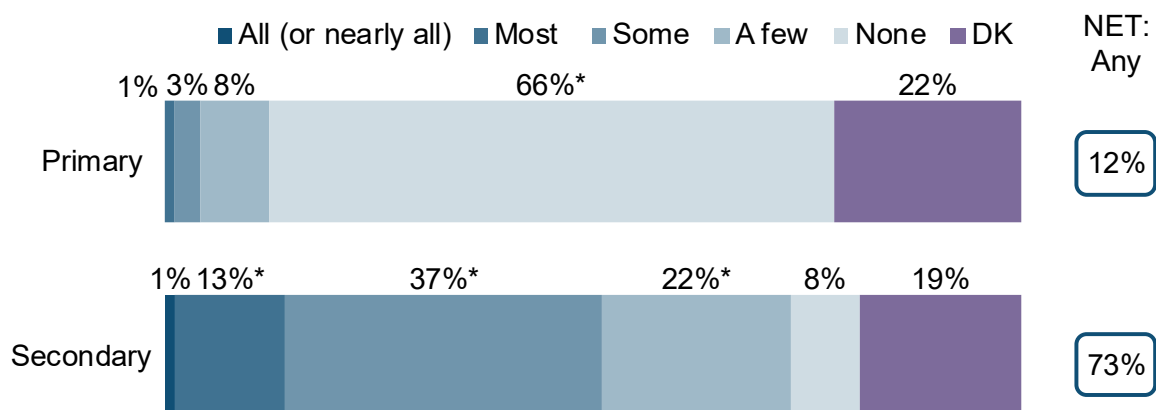
Interviews also found that AI was presenting a challenge to the recruitment of teachers and other school staff. School leaders in both primary and secondary schools had found it difficult to differentiate between applicants when it was clear that GenAI has been used in applications.

“[AI] is probably making the recruitment process a little bit more ineffective because it's difficult to tell one from the other because they're all quite similar.” – *Leader, secondary academy*

Use of AI by pupils

Teachers and leaders were also asked about the use of AI by pupils. As shown in Figure 9.2, secondary teachers were much more likely than primary teachers to think that their pupils had used GenAI tools to help with homework over the last month (73% vs. 12% primary). Overall, one-fifth (20%) of teachers did not know what proportion of their pupils were typically using GenAI to help with their homework.

Figure 9.2 Proportion of pupils that teachers think are typically using GenAI tools to help with homework over the last month (Teachers)



A13. All teachers excluding those who answered not applicable -
Primary (n=571); Secondary (n=399).

*indicates significant difference between primary and secondary.

Source: Technology in Schools Survey 2025 (Teachers survey).

In interviews, teachers mentioned that pupils were rarely encouraged to use GenAI for homework. Some even explained that, when they found pupils using GenAI in their homework, they used it as a teaching opportunity to discuss with pupils how GenAI can be helpful but also its limitations. As discussed earlier in the chapter, examples of pupils using GenAI in school more often referred to the class using it collectively, demonstrated by the teacher, rather than pupils being tasked with using it individually.

As shown in Figure 9.3, most secondary leaders who said pupils in their school could access GenAI had experienced or been made aware of issues associated with pupils' use of GenAI. Only one-in-eight (13%) said they had not experienced any issues. This compares to around a half (52%) of primary school leaders.

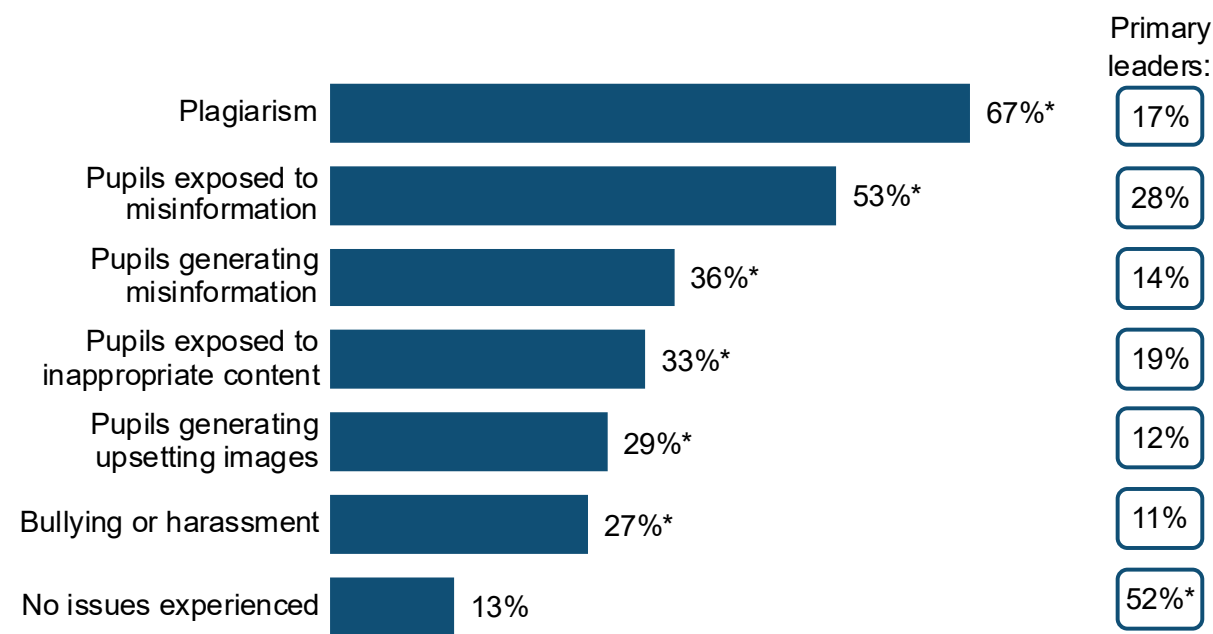
The most common issue reported by secondary leaders was plagiarism (67%), followed by pupils being exposed to misinformation (53%). In contrast, the most common issue experienced by primary school leaders was pupils being exposed to misinformation (28%), followed by pupils being exposed to inappropriate content (19%).

Around three-in-ten secondary leaders in schools where pupils had access to GenAI had experienced or had been made aware of one or more situations where pupils were exposed to inappropriate content (33%), upsetting images (29%) and bullying or harassment (27%).

It is important to note that the percentages in Figure 9.3 reflect schools who were aware of at least one instance of concern, not repeated issues. Leaders were not asked about

severity or frequency. A single report in a school could account for inclusion in these figures, so the data should not be interpreted as indicating widespread harm or frequent exposure to inappropriate content.

Figure 9.3 Issues that secondary leaders have experienced due to pupils using GenAI in schools, where pupils have been able to access it.



G8. Leaders of schools where pupils are able to access GenAI. Primary leaders (n=239); Secondary leaders (n=301). Excludes NA answers.
 *Indicates significant difference between primary and secondary.
 Source: Technology in Schools Survey 2025 (Leaders survey).

To address challenges around GenAI exposing pupils to misinformation, teachers and leaders interviewed described lessons that had taken place in secondary schools that were designed to engage pupils in thinking critically about the outputs. For example, one secondary leader described an assembly held with pupils which included a demonstration of GenAI and how it can produce incorrect results. Pupils were then encouraged to fact check their own work and consult more credible sources. One secondary modern foreign languages teacher had also encouraged their pupils to check the work they had used GenAI to help them with.

“We do tell them to check their work ... for example, speaking assessments, we tell them yes you can use it, but you've got to look back. What we do in class is copy and paste whatever the answer that was given to them into a translator and then see whether it makes sense or not, and not to accept everything as it is. We try and teach them how to use it rather than, you know, stop and say oh you can't use it.” –

Teacher, secondary LA-maintained

In primary schools, conversations with pupils around critical thinking and GenAI tended to be centred more around general online safety.

“It's part of our eSafety curriculum. We don't specifically say it as in AI, but it's about whether you've got trusted sources on the internet.” –

Leader, primary academy

Policies and restrictions around using Artificial Intelligence (AI)

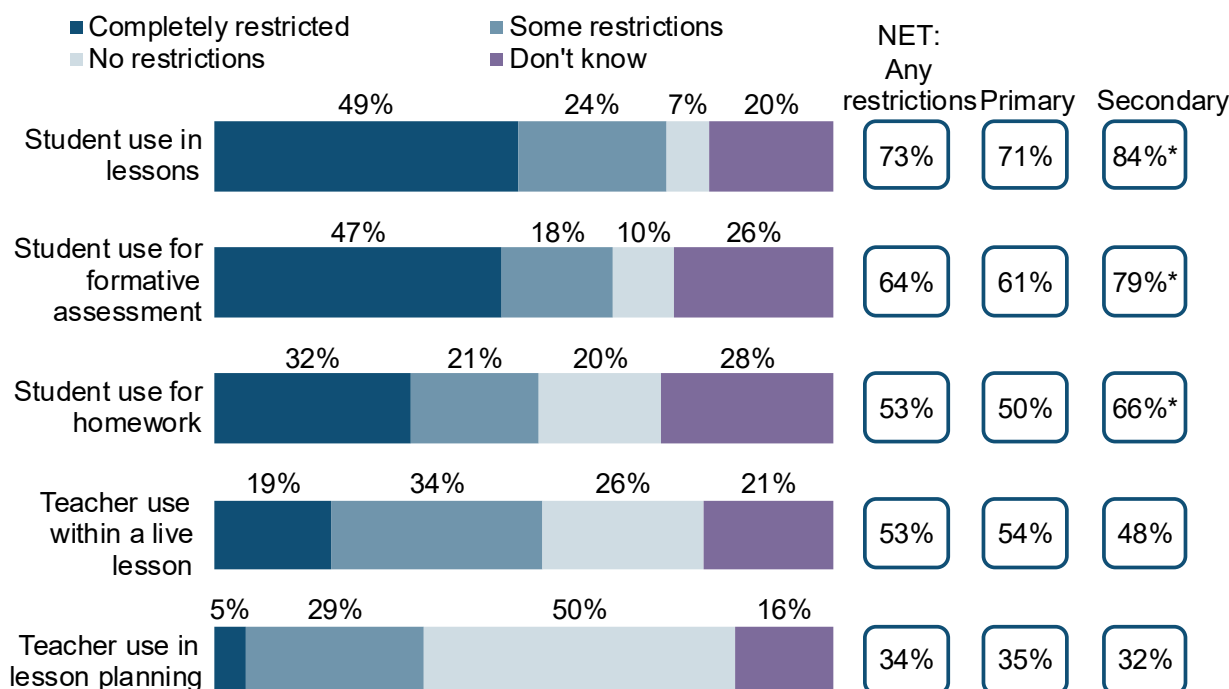
Many schools have restrictions on the use of GenAI tools in place, especially for students' use (Figure 9.4). Secondary school leaders were more likely to report any restrictions⁴⁹ on students' use of GenAI in lessons (84% vs. 71% primary).

Reflecting findings from the Schools and College Voice Omnibus Survey (November 2024)⁵⁰, restrictions on teachers' use of GenAI tools were less common. That said, schools often had at least some restrictions in place. Around a half (48%) of secondary school leaders reported restrictions on teacher use of GenAI within lessons currently in their school, and around one-third (32%) had any restrictions on teacher use of GenAI for lesson planning.

⁴⁹ Either completely restricted or some restrictions

⁵⁰ [School and college voice: November 2024 - GOV.UK](#)

Figure 9.4 Current restrictions on GenAI use in schools (Leaders)



G7. All leaders 2025 (n=795).

Source: Technology in schools survey 2025 (Leaders survey).

Single academy trusts were more likely than MATs to have restrictions on students' use in lessons (86% vs. 75%) and for formative assessment (79% vs. 65%). Leaders from urban schools were more likely than those in rural areas to have restrictions on students' use of GenAI in lessons (76% vs. 65%), for formative assessment (68% vs. 55%), and for homework (55% vs. 44%).⁵¹

Overall, around one-fifth (22%) of IT leads reported having a policy on the safe and appropriate use of GenAI at their school. This was more common in secondary schools (34% vs. 20% in primary). Almost one-quarter of IT leads (23%) did not know whether their school had such a policy.

⁵¹ The difference between urban and rural for student use for formative assessment and for homework is statistically significant for primary school leaders, for secondary it is indicative only.

IT leads whose schools were fully aware of the digital standards were more likely to have a policy on the safe and appropriate use of GenAI (34% vs. 10% not aware). Similarly, and as would be expected, schools where the digital standards were reportedly fully met were also more likely to have a policy⁵² (39% vs. 11% not meeting the standards).

Consistent with the survey results, few school leaders and IT leads interviewed had a specific AI policy in place, though some had a policy in progress. More leaders and IT leads had guidance around the use of AI in their schools. Where schools did not have a policy in place, it typically was because AI was not considered to be used on a large enough scale to warrant a policy being introduced, the school was still in an exploratory stage around the use of AI, or that it had been made clear that the use of AI was discouraged by school leaders.

AI policies that existed typically covered the acceptable and safe use of AI, with a particular focus on data protection.

“What we have done is ban any student data or anything going into them, so whilst they can adapt their lessons and things and change written text or their scripts, obviously we've got to make sure that we are protecting student data.” – *Leader, secondary academy*

Interviews found that some school policies were notable more restrictive around the use of GenAI than others. Secondary school policies typically included clear restrictions on pupils' use, consistent with earlier survey findings highlighted in Figure 9.4. Policies that could be considered as less restrictive did also include caveats around the use of GenAI. For example, ensuring that everything produced by AI is double checked before being used.

Many leaders, teachers and IT leads interviewed expressed concerns about the effectiveness of policies around the use of GenAI that were in place. Primarily, they noted the ever-evolving nature of AI and that any policies can quickly become outdated.

“Until we know what [GenAI] can and cannot do, or we don't know its limitations, it's hard because it will be an ever-evolving policy.” –
Teacher, primary LA-maintained

However, some secondary school leaders described a reduction in cases of plagiarism since the introduction of restrictive policies, which suggests that introduced policies have been effective.

⁵² Though not explicitly mentioned in the digital standards, DfE guidance does strongly advise that schools expand existing policies to address GenAI use [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

“The fact that we have applied [the policies] and, you know, we have detected the misuse of AI in some assessments, that would suggest that they're effective.” – *Leader, secondary academy*

“Until we know what [GenAI] can and cannot do, or we don't know its limitations, it's hard because it will be an ever-evolving policy.” – *Teacher, primary LA-maintained*

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Chapter 10 Interaction with DfE Guidance on Technology

This chapter will start by looking at the proportions of schools that reportedly use the GOV.UK website to complete certain tasks before exploring any time and financial savings of accessing DfE support and guidance on the GOV.UK website.

Ease of using the GOV.UK website

Most leaders (89%)⁵³ indicated that they had used the GOV.UK site to submit mandatory data returns, with this use more common among primary leaders (91%) than secondary leaders (83%). Overall, a smaller proportion (69%) used the site to make and submit financial information. As shown in Table 10.1, there was no change in usage rates from 2023.

Table 10.1 Usage of GOV.UK for different tasks by phase (Leaders)

Used (proxy)	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Submitting mandatory data returns	91%	90%	83%	85%
Making and submitting financial information	68%	70%	71%	69%

J2. All leaders 2025/2023 (n=795/770).

Used (proxy) is comprised of those who gave a rating of how easy / difficult the gov.uk website was for the tasks above and excludes those who said they did not use the website for this task or don't know.

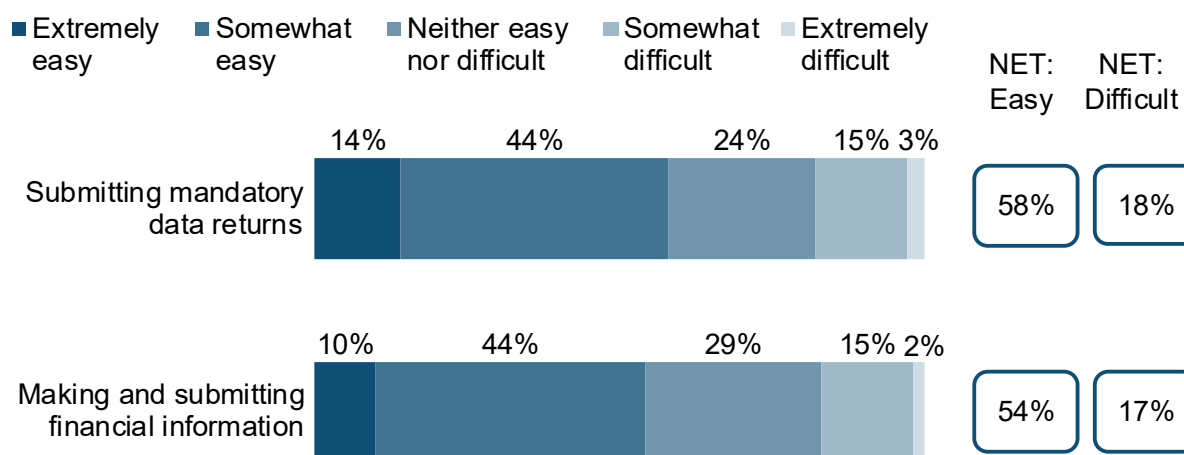
*Indicates a significantly higher difference by phase between 2025 and 2023.

Source: Technology in Schools Survey 2025/2023 (Leaders survey).

Figure 10.1 presents the usability ratings of those who indicated that they had used GOV.UK for each of the tasks. As shown, many found the process easy via the GOV.UK website, however just under a fifth had difficulty submitting mandatory data returns (18%) or making and submitting financial information (17%) (typically selecting the 'somewhat' difficult category). There was no difference by phase in terms of ease of using these functions on GOV.UK.

⁵³ This proxy-usage measure is comprised of those who gave a rating of how easy or difficult the GOV.UK website was for each task, using a scale from 'extremely easy to use' to 'extremely difficult to use'. Those who said they 'did not use gov.uk to complete this task' or 'don't know' are excluded from the usage measure.

Figure 10.1 Ease of use of GOV.UK for different tasks (Leaders)



J2. Base: Leaders using GOV.UK for each task: submitting mandatory data returns (n=691); making and submitting financial information (n=565).
Source: Technology in Schools Survey 2025 (Leaders survey).

As shown in Table 10.2 below, differences were seen by school type within phase, with LA-maintained primaries and secondary academies typically finding it easier to use the website.

Table 10.2 Table 10.2 Ease of use of GOV.UK for different tasks, by school type within phase (Leaders)

Easy to use	Primary academy	Primary LA-maintained	Secondary academy	Secondary LA-maintained
Submitting mandatory data returns	52%	64%*	60%*	42%
Making and submitting financial information	43%	60%*	58%	56%

J2. Leaders using GOV.UK for submitting mandatory data returns (Primary academies / LA-maintained n=154/260, Secondary academies / LA-maintained N= 225/52); for making and submitting financial information (Primary academies / LA-maintained n=99/227, Secondary academies /LA-maintained N= 194/45).

*Indicates a significantly higher difference by school type within phase
Source: Technology in Schools Survey 2025 (Leaders survey).

This represents a fall from 2023 in the proportion of primary academy leaders rating the site as easy to use for making and submitting financial information (43% vs. 61% in

2023). Overall, there was no significant changes in ease of use rating from 2023 as demonstrated in table 10.3.

Table 10.3 Ease of use of GOV.UK, by phase 2025 vs. 2023 (Leaders)

NET: Easy	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
Submitting mandatory data returns	59%	60%	57%	56%
Making and submitting financial information	54%	55%	56%	53%

J2. Leaders using GOV.UK for submitting mandatory data returns (Primary 2025/ 2023 N=414/478, Secondary 2025 /2023 N= 277/208); for making and submitting financial information (Primary 2025/ 2023 n=326/375, Secondary 2025/2023 N= 239/170).

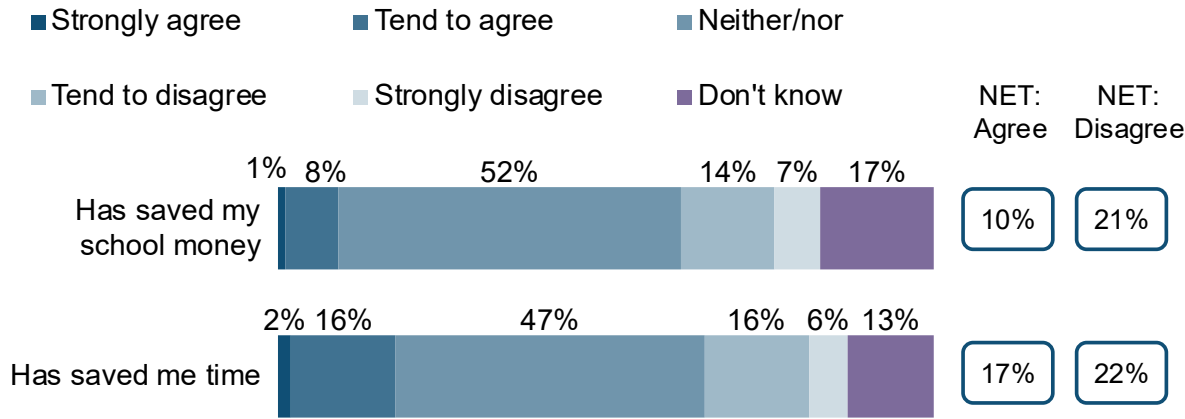
*Indicates a significantly higher difference by phase between 2025 and 2023.

Source: Technology in Schools Survey 2025 (Leaders survey).

Associated impact of using guidance or services provided on GOV.UK

Leaders were asked the extent to which they agreed that DfE guidance or services on GOV.UK had saved them time and money. As shown in Figure 10.2, only a small proportion of leaders gave a definitive answer to each of these aspects, with views slightly more positive with regards to time saved: 17% of leaders agreed that the guidance had saved them time, while 10% agreed it had saved their school money. Around 1 in 5 leaders disagreed with each of these statements (21% and 22%). There was no difference in time saving perceptions by phase.

Figure 10.2 Extent to which leaders agree or disagree that using the guidance or services on GOV.UK saves time and money (Leaders)



J3. Base: All leaders 2025 (n=795).

Source: Technology in Schools Survey 2025 (Leaders survey).

There was an increase from 2023 in the proportion of leaders who neither agree nor disagree that using DfE guidance or services on GOV.UK had saved them time (47% in 2025 compared with 38% in 2023), and corresponding decreases in the proportion who agreed (17% in 2025 compared with 22% in 2023) and disagreed (22% in 2025 compared with 28% in 2023). As shown in Table 10.4, this change is largely driven by primary leaders more likely to have a neutral view on whether these services had saved them time in 2025 (49%) compared with 2023 (38%).

Table 10.4 Extent to which leaders agree or disagree that using the guidance or services on GOV.UK saves time 2025 vs. 2023, by phase (Leaders)

	Primary 2025	Primary 2023	Secondary 2025	Secondary 2023
NET Agree	17%	22%*	20%	22%
Neither agree nor disagree	49%*	38%	41%	36%
NET Disagree	22%	28%*	24%	26%

J3_2. Primary leaders 2025/2023 (n=456/526); Secondary leaders 2025/2023 (n=339/244).

*Indicates a significantly higher difference by phase between 2025 and 2023.

Source: Technology in Schools Survey 2025 (Leaders survey).

Chapter 11 Conclusions

A digital strategy is crucial for schools on multiple levels: to help ensure that technology meets the needs of their staff and students; enhance learning experiences, prepare students for future work, plan for how the school will implement, maintain and evaluate it, and more broadly, adapt the technology used to changing circumstances. The research found that schools with a digital strategy in place were less likely to face a number of barriers to increased update of technology. While the overall incidence of having a digital strategy has not changed significantly since 2023, more primary schools now have a standalone digital strategy than in 2023 indicating incremental progress. This suggests primaries are being more structured and strategic in their approach to technology use in their schools, supporting more effective integration, into both teaching and school operations. The findings also show that schools are engaging teachers more in strategic decisions about technology compared with 2023 – the trickle-down effects of this are increased likelihood that technology is relevant, effective to both teacher and pupil needs, and that there is greater buy in to change.

Technological foundations, including infrastructure, are also improving with more schools aware of, and meeting with, DfE's published digital and technology standards, a finding consistent in both phases. Secondaries continue to have more advanced technology infrastructure than primaries. On the whole, fewer schools face restrictions to technology based on broadband or WiFi connectivity, however barriers to increased uptake of technology are still evident, with twice as many leaders now citing safeguarding and data concerns. IT leads remain reasonably positive about the core aspects of technology infrastructure, although less so for Wi-Fi connectivity, limiting the benefits that could be realised.

Overall attitudes towards school-use of technology remain positive. Teachers are seeing that technology is increasingly supporting them well with tasks and many teachers and leaders believe technology has reduced their workload over the last 3 years. Equally, many feel it will continue to reduce workload over the next 3 years, suggesting that technological developments can reduce burden on teachers. Those who are starting to use AI see benefits with time-saving and with creating new or personalised teaching materials.

While the message on workload is positive, barriers noted by leaders to increased technology use remain. In particular, safeguarding and data protection concerns have increased since 2023. This trend, in combination with increased AI adoption, highlights the need for integrated approaches to digital safety, encompassing the right technical infrastructure, school / trust policy development, and staff training.

Some schools still report that the technology available does not sufficiently meet their needs, or that it is not affordable. There are also indications that some staff are becoming less confident about their own ability to use existing tools such as AI. Awareness of built-

in accessibility features was high for secondary leaders, but there has been a fall in awareness for primary leaders. There is also a reduction in the proportion of staff receiving training on the use of educational technology. Such drops in confidence in using technology suggest that supporting staff capability should remain a priority for schools, trusts and government.

As the numbers of pupils with SEND rises⁵⁴, having access to the right assistive technology becomes increasingly important. More teachers say they have greater access to assistive technology in 2025 compared to 2023, with most leaders reporting that staff at their school provided support to pupils to use accessibility features. But despite this increased availability, confidence on the suitability of AT amongst teachers is low with around a third of teachers and IT leads uncertain if the AT used is fit for purpose or not. This highlights gaps in the knowledge, training and implementation-of-AT in the school workforce. Over the next 3 years, most schools or trusts have plans to invest in supporting pupils with SEND. Bridging these knowledge gaps could be key to enhancing the effectiveness of future investments.

Schools and teachers are using AI to varying extents. The general trend from qualitative interviews is toward increased use. Most commonly AI is used for lesson planning, with teachers granted more flexibility in how to use it than pupils; younger teachers are leading the way on this. The relatively high proportion of ‘don’t know’ responses on school restrictions around AI (for both pupils and teachers) points to a gap in communication, clarity, or AI policy implementation within schools. Arguably, this is to be expected given the speed of AI development in recent times, especially the ability to generate new content. With only one-fifth of schools having a policy in place on the safe and appropriate use of AI, it underscores the importance of departmental guidance as AI likely becomes more integrated into different aspects of school operations, not just teaching. The Department has recently published [support materials to help schools and colleges use AI safely and effectively](#). The materials balance the need for staff and student safety with the opportunities AI creates, responding to the current cautious approach to student use by schools, likely influenced by safeguarding concerns and the lack of established teaching practices with GenAI.

Differences by phase of school

When specifically considering the findings through the lens of school phase, the following stories emerge: primaries are making progress in strategic planning, but secondaries continue to have stronger strategic digital maturity. Both phases show improvement in underpinning technology infrastructure, with primaries transitioning to the cloud faster, but secondaries having more robust architecture. Secondary schools are more exposed to pupil-related AI risks – likely due to the ages of pupils, proficiency with technology, and

⁵⁴ [Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

greater tech use at this phase of schooling - and are more proactive in their AI policy development compared to primaries who are cautious but engaged. Both phases of school note that technology helps with reducing workload, and both are optimistic about technology's future benefits.

Areas for possible support and development

- Providing ongoing support and guidance for schools to develop a digital strategy continues to be beneficial, particularly for primary schools within the LA-maintained sector. An increasing majority of primary LA-maintained schools report that decisions regarding technology investments are made at the school level. However, these schools are less likely than secondary schools to have in-house technical support. This makes it even more crucial to support them in creating a robust digital strategy to guide their spending decisions effectively.
- While progress is being made, continued support is needed to help schools meet all digital and technology standards and to raise awareness. Tailored messaging by school phase could be particularly effective. For primary schools, efforts could focus on increasing awareness, while for secondary schools - who are more likely to be actively working towards meeting these standards - messaging could emphasise the promotion of available tools, such as 'Plan Technology for Your School'.⁵⁵ The department could consider how it could continue targeted infrastructure investment and provide tailored support to schools not currently meeting the digital and technology standards, especially in rural and LA-maintained settings.
- Although the provision of cyber security training is becoming more commonplace, there is an opportunity to enhance support or tailor messaging specifically for smaller primary schools, which are the least likely to be delivering such training.
- Cost and budget constraints continue to be significant barriers to increased uptake of technology in schools. Clearer signposting to information on funding support for education technology, as well as guidance on cost-efficient options, would be beneficial. While the GOV.UK website is widely used, relatively few school leaders felt it helped their school save money. Enhancing this platform to provide key information on procuring affordable technology could better support schools in managing their budgets effectively.
- Growing concerns about data security could be addressed through targeted guidance and resources, ensuring that the technology used in schools is both secure and compliant with all safeguarding requirements.

⁵⁵ '[Plan Technology for your School](#)' is a free DfE-service that lets schools in England assess their current digital set up, get tailored recommendations, and align with the core digital and technology standards, including leadership and governance.

- To better support pupils with SEND in accessing technology, there is an opportunity to raise awareness of built-in accessibility features in primary schools. Additionally, more schools could benefit from routinely evaluating whether their existing accessibility tools are fit for purpose. Providing guidance on how to effectively assess these tools would be of value.
- With the availability of new technologies, and the advancement of AI, the corresponding fall in the proportion of staff receiving any training on technology is of note. The benefits of staff training could be further promoted, specifically on the use of assistive technology and technology for workload management (only around half of schools provide this training at the moment). As technology shows potential to significantly reduce workload over the next 3 years, an increase in training and efforts to build staff confidence in using technology will be essential to fully realise these benefits. The department could consider how it can further support schools when developing their AI policies, for example, through model policies, ethical frameworks, or practical guidance to manage and use AI use safely and effectively for both staff and students.
- The decline in schools with a plan or mechanism in place to monitor the effectiveness of technology suggests a need to explore how schools assess impact and what support they require to embed evaluation into practice. The DfE funded EdTech Evidence Board pilot⁵⁶ will explore evidence of AI products that work well and may go some way to helping schools assess impact (albeit on AI specifically) so they are more confident that they are choosing products that work well for them and for their classrooms.

⁵⁶ [Education Secretary outlines plans to modernise education sector - GOV.UK](#) and [Edtech Evidence Board Project - Chartered College of Teaching](#)

Appendix 1: Survey sample details

Table A.1: Number of schools and respondents per role type in the survey sample

Number of schools	Number of leader surveys	Number of teacher surveys	Number of IT lead surveys
1,634	795	1,211	489

Table A.2: Number of schools and respondents per phase in the survey sample

Survey type	Primary N	Primary %	Secondary N	Secondary %
Leader survey	456	57%	339	43%
Teacher survey	797	66%	414	34%
IT lead survey	237	48%	252	52%

Sample Profile

The profile of the schools which responded to the survey was compared with the national profile of schools. This then informed the data weighting approach that was undertaken. Further information on the school profile of the responses received can be found in the tables in this appendix.

Respondent roles

For the leader survey, most respondents were Executive Headteachers / Executive Principals or Headteachers / Principals, followed by School Business Managers and Assistant Headteachers / Principals and Deputy Headteachers / Principals.

Table A.3. Respondent roles (leader survey) - unweighted

Leader role	Number of responses	% of responses
Headteacher / Principal / Head of School	515	65%
School Business Manager	81	10%
Assistant Headteacher / Assistant Principal	54	7%
Executive Headteacher / Executive Principal / CEO /	53	7%
Vice Principal / Deputy Headteacher	44	6%
IT Manager / Director (spontaneous)	14	2%
Business / Operations Manager (spontaneous)	3	<0.5%
Other	31	4%

Source: Leader survey 2025. Base: All leaders (n=795)

Table A.4. Respondent roles (teacher survey) - unweighted

Teacher role	Number of responses	% of responses
Qualified teacher (QTS / QTLS) on the Upper Pay Range	375	31%
Qualified teacher (QTS / QTLS) on the Main Pay Range who is not serving statutory induction	245	20%
Senior Leader	183	15%
Head of Department	128	11%
Head of Subject	106	9%
ECT: Qualified teacher who is serving statutory induction	59	5%
Head of Key Stage	54	4%
Head of Year	44	4%
Other	16	1%
Key Stage currently taught	Number of responses	% of responses
Early Years Foundation Stage	147	12%
Key Stage 1	244	20%
Key Stage 2	361	30%
Key Stage 3	540	45%
Key Stage 4	550	45%
Key Stage 5	269	22%
Subject area (secondary teachers)	Number of responses	% of responses
English	69	6%
Science	68	6%
Maths	57	5%
Physical Education	42	3%
History	25	2%

Modern Foreign Languages	23	2%
Art or Drama	22	2%
Geography	20	2%
Design & Technology	19	2%
IT or Computer Science	14	1%
Music	11	1%
Business Studies	8	1%
Psychology (spontaneous)	4	<0.5%
Religious Studies	6	<0.5%
No specialism	6	<0.5%
Other	20	2%

Source: Teacher survey 2025. Base: All teachers (n=1,211)

Table A.5. Respondent roles (IT lead survey)

	Number of responses	% of Responses
IT lead / manager / coordinator	166	34%
Network manager	77	16%
(Internal) IT technician / support	68	14%
Subject leader for computing / IT	54	11%
(Outsourced / external) IT technician / support	44	9%
Business / office manager	16	3%
Assistant Headteacher / Assistant Principal	14	3%
Headteacher / Principal / Head of School	14	3%
Vice Principal / Deputy Headteacher	9	2%
Teacher	6	1%
Digital lead	5	1%
Executive Headteacher / Executive Principal / CEO	3	1%
School Administrator	2	<0.5%
Curriculum lead	2	<0.5%
SENCo	1	<0.5%
Other	8	2%

Source: IT Lead survey 2025. Base (n=489)

Table A.6. Role of others who contributed to the survey (IT lead survey)

	Number of responses	% of Responses
IT lead / manager / coordinator	56	11%
Headteacher / Principal / Head of School	37	8%
(Internal) IT technician / support	36	7%
(Outsourced / external) IT technician / support	29	6%
Network manager	28	6%
Business/Office manager	18	4%
Teacher	18	4%
School Administrator	17	3%
Subject leader for computing / IT	16	3%
Assistant Headteacher / Assistant Principal	9	2%
Executive Headteacher / Executive Principal / CEO	9	2%
Vice Principal / Deputy Headteacher	6	1%
SENCo	5	1%
Digital lead	5	1%
Middle leader	4	1%
Curriculum lead	4	1%
E-learning lead	3	1%
Learning support assistant	1	<0.5%
Other	4	1%
No-one else contributed	270	55%

Source: IT Lead survey 2025. Base (n=489)

Table A.7. Survey sample details: Region by survey type, unweighted)

	Primary National profile of schools	Primary Leader survey	Primary Teacher survey	Primary IT Lead survey	Primary National profile of schools	Primary Leader survey	Primary Teacher survey	Primary IT Lead survey
East Midlands	10%	6%	6%	9%	9%	5%	6%	6%
East of England	12%	10%	13%	9%	12%	16%	13%	10%
London	11%	14%	12%	15%	14%	15%	12%	11%
North East	5%	6%	7%	5%	5%	7%	7%	7%
North West	15%	14%	15%	14%	14%	12%	10%	15%

South East	16%	17%	17%	19%	15%	15%	22%	18%
South West	11%	13%	10%	11%	10%	8%	9%	9%
West Midlands	11%	9%	8%	8%	12%	13%	7%	12%
Yorkshire and Humber	11%	12%	13%	9%	9%	9%	13%	13%

Source: Leader, teacher and IT Lead surveys 2025. National profile data from Get information about schools [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://get-information-schools.service.gov.uk)

Table A.8. School profile (national and by survey type, unweighted)

	National profile	Leader survey	Teacher survey	IT Lead survey
School type				
Academies	47%	56%	55%	58%
LA-maintained	53%	44%	45%	42%
OFSTED				
Outstanding	10%	11%	13%	10%
Good	74%	75%	74%	74%
Requires improvement	7%	7%	7%	7%
Serious weaknesses / special measures	<0.5%	<0.5%	<0.5%	<0.5%
Not known	9%	7%	6%	8%
Free school meals (%)				
1 st quintile (most deprived)	19%	18%	20%	19%
2 nd quintile	19%	19%	19%	21%
3 rd quintile	19%	23%	22%	22%
4 th quintile	20%	19%	18%	22%
5 th quintile (least deprived)	19%	18%	20%	14%
Not known	3%	2%	1%	2%
Size within phase (number of pupils)				
Primary (150 or less)	17%	9%	8%	7%
Primary (151-250)	27%	20%	20%	13%
Primary (251-500)	30%	20%	30%	20%
Primary (501+)	6%	11%	7%	7%
Primary Unknown	2%	3%	1%	1%
Secondary (500 or less)	1%	3%	3%	2%
Secondary (501-1000)	7%	15%	13%	17%
Secondary (1001-1500)	6%	19%	12%	25%
Secondary (1501+)	2%	6%	6%	7%
Secondary Unknown	<0.5%	1%	<0.5%	1%

Source: Leader, teacher and IT Lead surveys 2025. National profile data from Get information about schools [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://get-information-schools.service.gov.uk)

Table A9. Investment plans by whether standards are in place

	All	Full fibre connection Yes	Full fibre connection No	Back-up broadband Yes	Back-up broadband: No	Centrally managed switching Yes	Centrally managed switching No	At least 1 UPS Yes	At least 1 UPS No	Wi-Fi 6 Yes	Wi-Fi 6 No
End user devices: staff	44%	51%*	43%	59%*	44%	49%*	49%	53%*	45%	53%*	43%
End user devices: pupils	38%	44%*	36%	61%*	34%*	43%*	40%	55%*	28%*	47%*	37%
Network infrastructure / hardware	28%	32%*	34%	44%*	28%	26%	38%*	39%*	25%	26%	43%*
Servers / storage, inc. cloud	26%	32%*	14%	31%	29%	31%*	26%	35%*	23%	29%	29%
Filtering and Monitoring	23%	22%	42%*	29%*	23%	30%*	20%	28%*	22%	27%*	22%
Training for teachers specifically on using AI^	20%	21%	23%	28%*	19%	29%*	12%*	24%	19%	23%	16%
Artificial Intelligence (AI) enabled tools for teachers^	20%	23%	13%	28%*	17%*	27%*	11%*	24%*	15%*	23%	14%*
Wi-Fi	20%	17%	43%*	25%	19%	15%*	31%*	19%	25%*	12%*	38%*
Audio visual equipment	19%	22%	22%	25%	21%	21%	21%	27%*	16%	23%	21%
Broadband	19%	16%*	48%*	21%	21%	24%*	20%	21%	22%	20%	23%

	All	Full fibre connection Yes	Full fibre connection No	Back-up broadband Yes	Back-up broadband: No	Centrally managed switching Yes	Centrally managed switching No	At least 1 UPS Yes	At least 1 UPS No	Wi-Fi 6 Yes	Wi-Fi 6 No
Digital curriculum resources	19%	19%	18%	12%*	22%*	20%	14%	19%	18%	16%	18%
Cyber security, firewalls	16%	15%	19%	22%*	14%	20%*	11%*	23%*	8%*	16%	17%
Training for teachers on using technology in the classroom	15%	14%	24%	12%	16%	21%*	6%*	18%	12%	17%*	10%*
Back-office systems / software	13%	14%	17%	20%*	13%	18%*	8%*	19%*	9%	14%	11%
Network Management Tool	8%	9%	5%	12%*	7%	9%	8%	10%	7%	9%	8%
AI enabled tools for pupils^	8%	10%*	0%	7%	7%	10%*	2%*	8%	6%	7%	6%
Assistive Technology devices	6%	5%	4%	3%	5%	5%	2%*	6%	2%	4%*	5%
None / no plans	10%	13%*	3%	5%*	12%*	8%	16%*	4%*	16%*	7%*	15%*

F3 and A1_1, A1_6-10. IT leads (n=489)

*Indicates significant difference from the average. ^indicates new options for 2025.

Source: Technology in Schools Survey 2025 (It leads survey)



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