

# Improve your library: a self-evaluation process for secondary school libraries and learning resource centres

## SUPPORT BOOKLET

department for

**education and skills**

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## Section 1:

### Introduction

#### A THE RESOURCES

This support booklet contains resources to assist you in carrying out the evaluation of your school LRC. For each strand you will find:

#### A1 Indicators

A chart that lists a series of **indicators** (column one below) and then suggests **types of evidence** (column two) you can collect to find out at what level your LRC is currently performing. The charts then suggest ways in which you can collect this evidence, for example using relevant policy documentation; work produced by pupils; observation of activity in the LRC; and questioning pupils and staff (column three). Where we have provided ready-made checklists or sets of questions these are also noted in column three. For example:

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. How good is pupils' knowledge of various information sources and effective search strategies?	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess written work with checklists 1ai/ii</li> <li>&gt; Observe with checklists 1ai/ii</li> <li>&gt; Interview using questions for pupils 1a</li> </ul>
v. Are pupils able to transfer research and study skills between different subject areas?	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils in different subjects</li> <li>&gt; Views of teachers</li> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Observed pupils in the LRC doing different subjects</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review selections of pupils' work in different subjects</li> <li>&gt; Interview using questions for staff 1a</li> <li>&gt; Interview using questions for pupils 1a</li> <li>&gt; Observe specific pupils doing different subjects (e.g. during homework clubs)</li> </ul>

#### A2 Level Descriptors

These are five descriptions of how an LRC should be performing at each of the levels (excellent, good, intermediate, emergent and needs development). These descriptors are intended to help you decide which best matches the situation in your school and to allow you to see how you might improve LRC provision and move up to the next level. For example:

#### Description of a typical LRC at each level

- LEVEL 2 – GOOD**
- 65-79% of pupils display good knowledge, in relation to their ability, of a variety of information sources and search strategies.
  - 65-79% of pupils are able to effectively apply a range of information handling strategies (e.g. note taking, evaluating information sources) to produce good work in relation to their ability.
  - 65-79% of pupils are able to research independently in the LRC, usually finding relevant and appropriate information.
  - 65-79% of pupils make progress in developing a range of research and study skills both in the short term (a single lesson or series of LRC-based lessons) and in the longer term as they progress through the school.
  - 65-79% of pupils are able to transfer the skills they have developed across different subjects.

The other four levels are treated in similar fashion.

**Level 3** 'Intermediate' and **Level 4** 'emergent' taken together, are equivalent to the Ofsted level of 'satisfactory'. We have provided two descriptions covering the Ofsted satisfactory level to enable a clearer and more manageable focus on development.

**Level 5** 'Needs development' equates to the Ofsted level 'poor'.

#### A3 Actions for Improvement

These are which should help your LRC to perform better if it is found to require improvement. Some of the suggestions can be implemented by the LRC staff, but others will require input from other people, such as, the headteacher, teachers, governors or Schools Library Service.

Alongside the Actions for Improvement are **examples of good practice** drawn from real school libraries. For example:

Suggested actions for improvement	Examples of good practice
<ul style="list-style-type: none"> <li>● Work towards introducing a whole-school research and study skills policy to ensure that information skills are taught in a coherent, co-ordinated way across the whole curriculum.</li> <li>● Carry out a curriculum audit to identify research and study skills and determine where action is needed.</li> <li>● Provide INSET on research and study skills to raise awareness amongst teaching staff.</li> </ul>	<p><i>“When teachers ask to book the library, I ask for information about the types of information skills they plan to cover and the resources they will be using (and a copy of the lesson plan if possible). This means that I can see where the main gaps are in terms of subjects making use of the library and also types of information skills which are not adequately covered ...”</i></p> <p><i>“Last year, I ran an INSET session for staff with support from the Schools Library Service. This looked at effective strategies for teaching information skills and looking at how they can be most effectively integrated into the curriculum ...”</i></p>

### Further advice

Dubber, Geoff, *Developing Information Skills Through the Secondary School Library*, Swindon: SLA, 1999 (2004 edition pending.)

Lewis, Maureen, and Wray, David, *Extending Literacy: Children Reading and Writing Non-fiction*, Routledge, 1997

Lewis, Maureen, and Wray, David, *Literacy in the Secondary School*, David Fulton 2000.

Standards and Effectiveness Unit, “Using the Library/Learning Centre”, in *Literacy Across the Curriculum*, DfES, 2001.

Tilke, Anthony, “Skills for Learning”, in *Library Association Guidelines for Secondary School Libraries*, London: Library Association, 1998.

Your local schools library service or public library service may be able to provide advice on information skills strategy and INSET.

## B COLLECTING THE EVIDENCE

### B1 General advice on collecting evidence

You will need to decide what evidence to collect to show how well the LRC is performing. We have offered various suggestions about what evidence to collect and when, but it is important that you collect evidence that fits in with your own work and suits the needs of your school. *Four* general guidelines in collecting evidence are:

- keep it simple – go for the minimum amount of evidence that will demonstrate what you want to know
- be systematic in collecting evidence
- try to use different types of evidence for each indicator
- try to make sure that you gather evidence across different year groups (not just concentrating on Key Stage 3)

Six ways of collecting evidence are described below. Tools such as sets of questions and observation sheets are offered to help you in this process. These can be found immediately after the indicators chart for your chosen strand in the next section of this booklet.

For some strands you will need to take account of the age and ability of pupils when evaluating responses. Some of the tools for Key Question 1 are divided according to the year group.

### B2 Observation

You should be able to gather evidence by observation in the LRC, but don't neglect other locations in the school where LRC-linked activities take place.

Some points to consider:

- do a number of observations when pupils of different ages and abilities are using the LRC (to see the impact of the LRC across the whole school)
- try to observe lessons in a number of subject areas
- if the LRC is open outside normal school hours it may be useful to observe then too
- remember to take account of the age and ability of pupils
- observation can be difficult if you are on your own running the LRC, but it can provide good evidence. You are more likely to succeed if your observations are well-focussed and limited in scope.

There are no simplistic solutions about when to observe:

- you will have to fit observation sessions to the demands and needs of the school
- several observations over a short period will give you a deep view, but
- single observations on a regular basis will provide a more representative picture
- observation can be done by LRC staff
- alternatively, you may be able to enlist teachers, a librarian from another school or SLS, or another critical friend to do observations
- as a rule of thumb, aim for a minimum of 10 observation sessions for your strand – but this is not a magic number!

Checklists are provided where appropriate in the next section to help you do observations in a systematic way.

### **B3 Assessing pupils' written work**

Examples of pupils' work are another vital form of evidence, showing that activities focused on pupils are having (or not having) the desired effect. Again, there is no ideal number of examples, but a 10% sample drawn from across different levels of ability should be informative. You may wish to keep all this evidence for future reference (if it is generated under the control of the LRC) but an example of work at each of the main levels of work identified is probably enough. If these examples are selected carefully they will eventually enable you to compare levels of output against previous years.

We have provided checklists to help you focus when looking at pupils' written drafts or finished work. Try to assess work from a number of different subjects and year groups and to include work produced by pupils of differing abilities and levels of motivation. You will probably need to enlist help from teaching staff to get access to some pupils' work.

### **B4 Talking to pupils**

Interviews can give you a lot of rich evidence for evaluation – or can be a waste of time. If people end up just ticking boxes – wouldn't a questionnaire be better?

Some points when doing interviews:

#### **Arranging interviews**

- pupils can be interviewed individually or in groups. It is often more productive to get pupils together in small groups (ideally 4 to 6), because their interaction may produce interesting insights and information
- interviews can be arranged on the spot in the LRC – if the pupils agree to participate
- teachers may release groups of pupils to be interviewed during a lesson, if they see this as relevant
- interviews can be conducted by LRC staff, but you may not get honest answers to questions about liking/disliking the LRC (or its staff!)
- teachers, a librarian from another school or from the SLS, or another critical friend may be willing to do some interviews
- try to interview a range of pupils – ages, abilities, genders, ethnic origins etc.
- try to identify and interview non-users as well as regular users of the LRC, where appropriate.
- you can use the interview schedules provided or your own versions if preferred.

#### **Conducting the interviews**

Always try to read the questions as written, but:

- adapt the interview questions provided for different ages or abilities where necessary
- if you change a question, keep a note of the change (you can only compare replies if you ask the same question)

#### **Recording the interviews**

- the big mistake by inexperienced interviewers is forgetting to write down the answers! Record the answers in as close to the words used as you can manage
- tape recording seems like a simple option but some pupils may find it off-putting
- if you decide to tape record, remember that it takes about 5 hours to fully transcribe an hour of tape – and you won't know who said what in a group.

### How many?

Interviews with about 20 pupils should start to give you useful information – again there is no magical ideal.

Interview schedules can be found after the **indicators** chart for your chosen strand in the next section of this booklet.

### B5 Questionnaire surveys of pupils

Questionnaires are a good way of getting small amounts of information from a number of people and comparing the results. Two drawbacks are that even quite young pupils may be over-exposed to questionnaires and that they may respond flippantly. This can of course happen in interviews too but is more easily detected then!

There is less leeway in framing questionnaire questions than in interviews. It is easy to pose an ambiguous or confusing question and if you do, there is usually no scope for detecting this (unlike the interview, where pupils can ask what you mean).

Here are some ground rules for designing questionnaires:

- Give attention to the structure of the questionnaire
  - start with a straightforward question to get the recipient to start replying
  - move from the general to the specific in each section (usually)
  - try to ensure some variety in the types of question asked
  - draw skidpaths if there are alternative routes (of the type ‘if ‘Yes’ go on to question x’) to make sure that every eventuality is covered. Then choose whether to leave these in to help people move through the questionnaire
  - group related topics into modules
  - make the structure clear to the respondent by using headings
- Choose the question types to fit the purpose. The main options are:
  - closed questions – ‘yes’ and ‘no’ boxes, or a ranking or rating scale (e.g. ‘tick one box on a scale from one to five’). If you use tick boxes, make sure that each category is distinct and that **all** eventualities are covered
  - open questions – at simplest this may be a ‘Why is this?’ after a closed question; the intention is that the pupils should reply in their own words (don’t forget to analyse these and that categorisation/synthesis takes time)

- Offer clear and consistent instructions for completing the questionnaire (easily forgotten if questions are considered individually)
- Pay careful attention to question wording – will the pupils understand what you are asking? Try out questions on two or three pupils in the same age range as your target group, but exclude them from the survey because you may have biased their responses by using them as a test bed.

We have provided sets of questions for various indicators in the next section. You may want to adapt the questions provided for different age groups or for use with other indicators.

### B6 Interviews and questionnaire surveys with teachers

Most (but not all) of the points made in B4 and B5 above also apply to teachers. In addition:

- you will have to choose contact time carefully. It may be possible to get teachers to fill in a **brief** questionnaire at a staff meeting. Alternatively, you may be able to do a group interview then, but you will probably need help in recording the replies
- the staff room is not a good place to conduct interviews (unless these are prearranged for when the room is empty). Staff are likely to resent intrusion on their break-time and you are inviting a flow of flippant comments from anyone else there
- make it clear to the teachers why you want information from them
- try to get responses from a range of subject departments, if appropriate.

If you are working on a project with specific teachers’ you may wish to interview them at the beginning and end to establish a baseline and collect evidence of progress.

If you are trying to get teachers’ views more generally, 5 to 10 interviews with teachers will usually suffice. A 20% sample of teachers will usually be fine for a general questionnaire survey, providing that you can get around 70% of them to respond.

Once again, examples of interview schedules and questionnaires for teachers are included after the **indicators** chart for your chosen strand in the next section.

## B7 Other types of evidence

Other types of evidence showing that work is being planned at a particular level (and involves the LRC) include:

- policy and strategic planning documents e.g. LRC Policies and Improvement Plans, SIPs, ICT Strategies, Literacy Strategies, Homework Policies
- routine planning documents e.g. teachers' schemes of work, lesson plans
- publicity material e.g. posters, leaflets.

You should add a brief commentary indicating which level you believe the evidence illustrates and why.

Photographs of activities can also be used to show how activities are being tackled. Remember to obtain parental permission.

## C USING THE INFORMATION TO IMPROVE LRC PROVISION

Evaluation is not an end in itself, but should be used to bring about practical improvements. The **actions for improvement** charts in each strand, suggest some of the ways in which an LRC can try to improve. You can also examine the **level descriptor** for LRCs at the next level up from yours to see what you need to do to reach this level. The evidence collected and the resulting evaluation can help to:

### C1 Improve the LRC

Self-evaluation should contribute to:

- *planning*: self-evaluation can inform improvement planning by allowing LRC staff to identify key strengths and weaknesses and then prioritize needs and set targets. These should be linked to actions in the SIP.
- *budgeting*: the evidence collected through self-evaluation can help to inform priorities for budget planning and indicate where greater investment is needed.
- *improving working practices*: the evaluation might suggest specific changes which can be introduced e.g. different opening hours, improving guiding. These should then be monitored to see how successful they are and whether they make a difference to the LRC service.

- *staffing*: self-evaluation can indicate ways to use staff more effectively, show when and where greater support is needed, and highlight areas where further professional development is needed to allow the LRC staff to do their work more effectively.
- *bidding for funding*: the information can provide evidence to support bids for additional funding, both internally and from external organisations.

### C2 Encourage better use of the LRC

Self-evaluation can demonstrate the contribution of the LRC to teaching and learning to teachers. This should help teachers to understand the strengths of the LRC and show how they might make better use of it in lesson planning and activities. This in turn can help to improve teaching and learning.

### C3 Promote the LRC

Self-evaluation can contribute evidence for:

- *Publicity*: evidence can be used to raise awareness of the importance of the LRC amongst teachers and to promote LRC use within the school.
- *Advocacy*: self-evaluation can be used to highlight the importance of the LRC within the school. Evidence can also be used locally or nationally by school librarians, teachers or groups representing their interests, such as the SLA or CILIP.
- *Reporting*: the evidence collected can be incorporated into the LRC's annual report to show current success and standing.

### C4 Prepare for Inspection

OFSTED inspectors are now expected to judge the impact of the LRC and its staff on pupils' learning and standards; to explore any apparent under use; and evaluate the quality of plans and the standards seen in observed use. Self-evaluation can help the school to demonstrate the impact its LRC has on learning and standards.

## Section 2: The modules

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. How good is pupils' knowledge of various information sources and effective search strategies?	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess written work with checklists E and F</li> <li>&gt; Observe with checklists C and D</li> <li>&gt; Interview using questions for pupils A</li> </ul>
ii. How effectively are information handling strategies employed? (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information)	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Pupil assessment</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess written work with checklists E and F</li> <li>&gt; Observe with checklists C and D</li> <li>&gt; Interview using questions for pupils A</li> <li>&gt; Assess output from LRC-based activities and award marks</li> </ul>
iii. Are pupils able to independently undertake research in the LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist C and D</li> <li>&gt; Interview using questions for pupils A</li> </ul>
iv. Do pupils make progress in developing research and study skills in both the short and long term? (e.g. meeting the progressive research and study skills objectives outlined for Years 7 to 9 in <i>The Framework for Teaching English</i> )	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils over time</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Views of teachers</li> <li>&gt; Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess written work with checklists E and F</li> <li>&gt; Observe with checklists C and D</li> <li>&gt; Interview using questions for staff B</li> <li>&gt; Interview using questions for pupils A</li> </ul>
v. Are pupils able to transfer research and study skills between different subject areas?	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils in different subjects</li> <li>&gt; Views of teachers</li> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Observed activities of pupils in the LRC doing different subjects</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess selections of pupils' work in different subjects</li> <li>&gt; Interview using questions for staff B</li> <li>&gt; Interview using questions for pupils A</li> <li>&gt; Observe specific pupils doing different subjects (e.g. during homework clubs)</li> </ul>

Ways of collecting evidence: general

i & ii above: views of teaching staff should be noted if these are volunteered when they accompany groups of pupils or when the teachers are working in the LRC. Systematic questioning of teachers is unlikely to help for this strand.

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● 80% or more pupils display good knowledge, in relation to their ability, of a variety of information sources and search strategies.</li> <li>● 80% or more pupils are able to effectively apply a range of information handling strategies (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information) to produce high quality work in relation to their ability.</li> <li>● 80% or more of the pupils are able to research independently in the LRC successfully finding a range of relevant and appropriate information. They are very confident working independently.</li> <li>● 80% or more pupils make progress in developing a range of research and study skills both in the short term (a single lesson or series of LRC-based lessons) and in the longer term as they progress through the school.</li> <li>● Pupils routinely transfer the skills they have developed across different subjects.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● 65-79% of pupils display good knowledge, in relation to their ability, of a variety of information sources and search strategies.</li> <li>● 65-79% of pupils are able to effectively apply a range of information handling strategies (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information) to produce good work in relation to their ability.</li> <li>● 65-79% of pupils are able to research independently in the LRC, usually finding relevant and appropriate information. Most of these are confident when working independently.</li> <li>● 65-79% of pupils make progress in developing a range of research and study skills both in the short term (a single lesson or series of LRC-based lessons) and in the longer term as they progress through the school.</li> <li>● 65-79% of pupils are able to transfer the skills they have developed across different subjects.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● 55-64% of the pupils display good knowledge, in relation to their ability, of a limited range of information sources and search strategies.</li> <li>● 55-64% of the pupils are able to apply some information handling strategies to produce good work in relation to their ability.</li> <li>● Over half the pupils are able to do independent research in the LRC but need some support to find sufficient relevant and appropriate information. Some are not confident when working independently.</li> <li>● 55-64% of the pupils make progress in developing some research and study skills in the short term (a single lesson or series of LRC-based lessons) although there is less evidence of long-term progress.</li> <li>● Many pupils experience some difficulties in transferring the skills they have developed across different subjects.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● About half the pupils display satisfactory knowledge, in relation to their ability, of a limited range of information sources and search strategies.</li> <li>● 40-54% are able to apply a limited range of information handling strategies to produce satisfactory work in relation to their ability.</li> <li>● 40-54% of pupils are able to do some independent research in the LRC but need supervision to find sufficient relevant and appropriate information. Many are not confident to work independently.</li> <li>● Over half the pupils make some progress in developing a few research and study skills in the short term (a single lesson or series of LRC-based lessons); a few continue to develop their skills in the longer term as they progress through the school.</li> <li>● Pupils often experience difficulties in transferring the skills they have developed across different subjects.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● Pupils' knowledge of information sources and search strategies is limited.</li> <li>● Less than 40% of pupils are able to apply information handling strategies to their work.</li> <li>● Few pupils are able to successfully undertake independent research in the LRC.</li> <li>● Less than 40% pupils make obvious progress in developing research and study skills, especially in the longer term, as they progress through the school.</li> <li>● Most pupils are unable to transfer any skills they have developed across different subjects.</li> </ul>

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

### Suggested actions for improvement

- Work towards introducing a whole-school research and study skills policy to ensure that information skills are taught in a coherent way across the curriculum. Use the *Literacy across the Curriculum* materials to support your planning and discussions.
- Work with the Literacy Co-ordinator and try to link into any *Literacy across the Curriculum* initiatives focused on research and study skills.
- Carry out a curriculum audit to identify research and study skills and determine where action is needed and where the LRC can contribute to improvement.
- Provide INSET on research and study skills to raise awareness amongst teaching staff.
- Write support sheets/prompt cards/online help pages to enable pupils to work more independently in the LRC.
- Work with a few teachers to prepare pupils for research before they come to the LRC. In the classroom, pupils could formulate key words and consider which sources to use. They would then be able to begin their research in the LRC without much support.

### Further advice

Drury, Claire, *Search and Discover: Active Library and Information Skills*, Carel Press, 2000.

Dubber, Geoff, *Developing Information Skills Through the Secondary School Library*, SLA, 1999 (2004 edition pending).

Lewis, Maureen, and Wray, David, *Extending Literacy: Children Reading and Writing Non-fiction*, Routledge, 1997.

Lewis, Maureen, and Wray, David, *Literacy in the Secondary School*, David Fulton 2000.

Standards and Effectiveness Unit, "Using the Library/Learning Centre", in *Literacy Across the Curriculum*, DfES, 2001.

Tilke, Anthony, "Skills for Learning", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998.

Your local SLS or public library service may be able to provide advice on information skills strategy and INSET.

### Examples of good practice

*"I approached a number of subject teachers and asked whether I could observe one of their Year 7 lessons when they were teaching some aspects of information skills. In this way, I was able to get a better idea of how information skills were taught by different departments and compare the approaches used. I plan to use some of these with pupils in the library and also hope to provide some ideas for staff to share, perhaps at a staff meeting."*

*"When teachers ask to book the library, I ask for information about the types of information skills they plan to cover and the resources they will be using (and a copy of the lesson plan if possible). This means that I can see where the main gaps are in terms of subjects making use of the library and also types of information skills which are not adequately covered throughout the school for different year groups. For example, there is quite heavy and varied use of the library in Year 7, but after that most subjects primarily use the ICT resources with small groups of pupils."*

*"After the whole school INSET on Literacy Across the Curriculum it was agreed that I would work with a number of Subject Departments to plan research tasks with them using the Research and Study Skills Objectives for Years 7, 8 and 9."*

## THE TOOLS

### A QUESTIONS FOR USE IN INTERVIEWS WITH PUPILS

*These are suggestions! Don't forget that the reason for asking pupils questions is **to find out which level(s) they are reaching**. Please choose a range of questions and adapt them to help you to do this. You may want to add questions of your own, if these will help you to gauge the pupil levels.*

*The comments in italic below are not part of the question.*

#### Pupils' research and study skills

##### Basics:

- How do you use the [OPAC/LRC catalogue – use the term preferred in your school] to see if the LRC has a particular book or what there is on the subject? What do you do if the LRC doesn't have the book you want?
- If you are looking at a non-fiction book to find specific facts, how do you go about it?
- If you are given a page of written information, how do you find the particular content you need?
- Do you take notes when you are looking for information? What sort of notes?

##### Effective searching:

- How do you decide which sources of information are the best ones for a particular task?
- What are the main steps you take, in which order, when you search for information on the Internet? [*Keywords? Focusing the search? Gauging quality?*]

##### Search strategies: [*listen for evidence of an effective strategy*]

- If you are doing research on a topic, what are the main steps you go through?

OR

- You are trying to find out about [insert a topic relevant to the subject being studied/age of pupil]. Where are you going to look and what will you look for? [Repeat question with a different, but still relevant topic.]

##### Independent LRC work:

- Do you work on your own in the LRC? How often?
- Do you ever get stuck or have trouble finding something in the LRC? If so, what do you do?
- Do you ever work in the LRC outside lesson time? [If yes] What sort of work?
- What work have you done on information skills this year? In what subjects?

##### During information skills sessions:

- Have you ever done something similar to this in another subject/before?
- If you had tried this last year, would you have done it differently?
- Is the information skills work part of the lesson or added on?

### B INTERVIEW QUESTIONS FOR TEACHING OR LRC STAFF

*Again, these are suggestions!*

*The aim is **to find out what level(s) pupils are reaching**.*

##### Progress over time:

Has this group of pupils made any progress in developing research and study skills over the past year?

For example:

- Are they any more confident in their use of various information sources?
- Are they able to extract particular information?
- Can they combine information from a number of sources?
- Are they able to work independently?
- Can they distinguish between fact and opinion, bias and objectivity?
- Can they assess the value and relevance of information?

In what ways?

##### Transfer of skills:

Is there any sign of this group of pupils transferring research and study skills from other subjects or from information skills sessions? *If yes, please give examples.*

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

**C OBSERVATION CHECKLIST** (for use with pupils in any year group)

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
is able to use the catalogue OPAC.				
can locate the books/information identified in the LRC.				
is able to use contents and indexes.				
is able to search for information on a CD ROM/the Internet.				
can use reading strategies to extract information.				
can make concise notes of key points.				
can combine information from more than one source.				
can discard inappropriate sources of information.				
shows initiative and takes responsibility for learning, not automatically asking the LRC staff for help.				
is confident in using LRC resources.				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

**D OBSERVATION CHECKLIST** (Year group specific: based on the Framework for Teaching English)

Ability shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
<b>YEAR 8</b>				
knows how to locate sources for a given task and find relevant information in them e.g. skimming, use of index, glossary, keywords, hotlinks.				
uses appropriate reading strategies to extract particular information e.g. highlighting, scanning.				
makes brief, clearly organised notes of key points for later use.				
<b>YEAR 8</b>				
As for Year 7, also:				
makes notes in different ways choosing a form which suits the purpose e.g. diagrammatic, abbreviating				
<b>YEAR 9</b>				
As for Year 7, also:				
reviews and extends own strategies for locating, appraising and extracting relevant information.				
synthesises information from a range of sources.				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

**E WRITTEN WORK CHECKLIST** (for use with pupils in any year group)

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
uses a range of information sources (indicated by bibliography).				
is aware of information sources available beyond the school.				
can extract relevant information.				
is aware of how information is presented for different audiences.				
can distinguish between fact and opinion, bias and objectivity.				
combines information from more than one source.				
organises and presents information coherently and clearly.				
chooses information sources best suited to the task.				
shows initiative in going beyond the basic task set e.g. using resources outside the LRC.				

NB Various written tasks are likely to show different aspects of abilities/awareness. You will need to select the skills that are appropriate for the written task being analysed. Then enter individual pupil levels in the appropriate columns.

This checklist is designed to record assessments of individual pupils, but it can also be used to record the overall abilities of a group of pupils.

**1a:** Pupils' research and study skills (including related elements of Literacy Across the Curriculum)

**F WRITTEN WORK CHECKLIST** (Year group specific: based on the Framework for Teaching English)

Ability shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
<b>YEAR 7</b>				
can locate sources for a given task and find relevant information in them.				
compares and contrasts the ways information is presented in different forms e.g. webpage, diagrams, prose.				
makes brief, clearly organised notes of key points for later use.				
appraises the value and relevance of information found and acknowledge sources.				
<b>YEAR 8</b>				
combines information from various sources into one coherent document.				
undertakes independent research, applying knowledge of how texts and ICT databases are organised and acknowledging sources.				
makes notes in a form which suits the purpose e.g. diagrammatic, abbreviating				
<b>YEAR 9</b>				
synthesises information from a range of sources, shaping material to meet the reader's needs.				
uses notes for representing information for specific purposes.				
evaluates the relevance, reliability and validity of information available through print, ICT and other media sources.				

NB Some of these abilities will only be identifiable if pupils:

- 1 hand in their notes with their completed work
- 2 record their search strategies for the assignment.

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Do pupils read a wide range of challenging material?	<ul style="list-style-type: none"> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Pupil reading logs</li> <li>&gt; Views of teachers</li> <li>&gt; Pupil borrowing records</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for pupils G</li> <li>&gt; Analyse pupil reading logs</li> <li>&gt; Question teachers about pupils' reading using H</li> <li>&gt; Analyse samples of pupil loan records to see borrowing patterns over time</li> </ul>
ii. Do pupils respond imaginatively and critically to what they have read?	<ul style="list-style-type: none"> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Views of teachers (not just English teachers)</li> <li>&gt; Work produced by pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for pupils G</li> <li>&gt; Analyse pupil book reviews</li> <li>&gt; Question teachers about pupils' reading using H</li> <li>&gt; Assess selection of pupils' written work (e.g. creative writing based on stories or poems they have read)</li> </ul>
iii. Do pupils enjoy reading?	<ul style="list-style-type: none"> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Views of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for pupils G</li> <li>&gt; Record views of LRC staff at team meeting</li> </ul>
iv. Do pupils show progression in their reading – extending the range and level of material chosen?	<ul style="list-style-type: none"> <li>&gt; Work produced by pupils</li> <li>&gt; Statistics of use</li> <li>&gt; Participation in reading clubs</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse book reviews</li> <li>&gt; Selectively record ranges of loans to show types and levels of material that is read over time</li> <li>&gt; Monitor the range and level used in reading clubs</li> </ul>

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>80% or more pupils read a wide range of material, fiction and non fiction, which is challenging in relation to their age and ability. The majority of pupils enjoy reading.</li> <li>The majority of pupils are able to articulate personal and critical responses to what they have read. They can justify their views and can produce creative/imaginative work in response to their reading.</li> <li>80% or more pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>65-79% of pupils read a range of material, fiction and non fiction, which is challenging in relation to their age and ability. The majority of pupils enjoy reading.</li> <li>65-79% of pupils are able to articulate personal and critical responses to what they have read. They can usually justify their views and can produce creative/imaginative work in response to their reading.</li> <li>65-79% of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>Over half the pupils read a range of material, fiction and non fiction, some of which is challenging in relation to their age and ability. Over half the pupils report that they like to read.</li> <li>55-64% of pupils can articulate personal responses to what they have read. Most of these can respond critically, justifying their views, and can produce some imaginative work.</li> <li>More than half of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>40-54% of pupils read a range of material, some of which is challenging in relation to their age and ability. 40-50% of pupils report that they like to read.</li> <li>About half the pupils can articulate a personal response to what they have read. Many of these can respond critically, justifying their views.</li> <li>Around half of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). Around the same proportion also choose increasingly challenging material over time.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>Few pupils read a range of challenging material.</li> <li>Few pupils report that they enjoy reading</li> <li>Few pupils are able to respond critically or imaginatively to what they have read.</li> <li>Few pupils extend their choice of reading material as they progress through the school or choose increasingly challenging material.</li> </ul>

### Suggested actions for improvement

- Provide opportunities for pupils to give personal responses to texts, both in lessons and in extracurricular activities e.g. reading clubs.
- Work with departments such as drama, art and music to provide opportunities for pupils to respond imaginatively to what they have read in different ways.
- Provide “What to read next” or “If you have enjoyed x try y” ideas that extend pupils' reading. These can be put on the website or displayed in printed form.
- Set up an informal reading mentoring scheme for example by encouraging older or more advanced readers to make recommendations to younger or less advanced readers.

### Further advice

The Head of English or your local SLS or public library service may be able to provide suggestions for supporting reading skills in the LRC.

### Examples of good practice

*“I encourage pupils to write book reviews for the library. There are some keen readers who enjoy doing this regularly and other pupils see the reviews on the library notice boards and that encourages them to read the books and also to write their own reviews. There is sometimes a theme, like romance books around Valentine's Day.”*

*“As part of our Book Week, I scheduled a session with one of the art teachers. She led a workshop which involved pupils making shadow puppets of characters from books they had read. Several A-Level art students helped out and the session finished with a short shadow theatre performance they had devised.”*

*“Sixth formers are matched with pupils from lower down the school to help them with reading and encourage them to be more interested in books. It works both ways! The sixth formers gain confidence and become more aware of what the library has to offer.”*

The Head of English or your local SLS or public library service may be able to provide suggestions for supporting reading skills in the LRC.

## THE TOOLS

### G QUESTIONS FOR USE IN INTERVIEWS WITH PUPILS

*These are suggestions!*

*Don't forget that the reason for asking pupils questions is **to find out which level(s) they are reaching**. Please choose a range of questions and adapt them to help you to do this. You may want to add questions of your own, if these will help you to gauge the pupil levels.*

#### Reading:

- Do you like reading? If so, what sorts of things do you like to read?
  - Do you have a favourite author or book?
- How do you find out about books or other materials that might interest you?
- How do you decide which books or other materials to read?
  - Do you prefer to read books by authors you have read before? If yes, why is this?
  - Do you like any particular types of books or other materials?
- Is what you read now any different from the sort of things you were reading last year?
  - Can you give some examples please?

#### Specific books:

- Did you enjoy reading this book? Why was this?
  - Tell me about what happens in this book.
  - Have you read any similar books? In what ways were they similar?
  - What are the best and worst things about this book?
  - What do you think happens next (after the end of a story)?
  - How might the story have ended differently?
  - Which ending do you prefer?

### H INTERVIEW QUESTIONS FOR TEACHING AND LRC STAFF

- Do these pupils usually choose material that challenges them or do they play it safe?
- Do you think that they have made progress in what they are reading since you first encountered them?
- How many of the pupils do you think really enjoy reading? How do they show this?
- Are there signs that these pupils respond imaginatively to what they read? Can you give some examples?

## 1c: Pupils' progress in LRC-based activities

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. How effectively does the LRC build on the skills and abilities that pupils bring with them from their primary schools?	<ul style="list-style-type: none"> <li>➤ Perceptions of pupils</li> <li>➤ References to links with feeder schools in LRC Documents</li> <li>➤ Examples of liaison activities focused on pupils' skills and abilities (e.g. programmes for induction, pupil visits to do research in the LRC)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interview using questions for pupils I</li> <li>➤ Extracts from LRC planning documents and other documents relating to links with feeder schools to find out about pupils' information skills and LRC use</li> <li>➤ Keep examples of activities, programmes etc. and analyse them to see how continuity is achieved.</li> </ul>
ii. Is there a structured LRC induction programme which is built on as pupils move through the school?	<ul style="list-style-type: none"> <li>➤ Examples of initial and later induction programmes/activities</li> <li>➤ Examples of top-up sessions for new pupils etc</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make records of activities (e.g. photos, activity objectives and programmes) concentrating on transition stages (e.g. Year 7, Year 10, Sixth Form)</li> <li>➤ Keep lesson plans/schemes of work and materials (e.g. worksheets) (to illustrate reinforcement as pupils move up through the school)</li> </ul>
iii. Do pupils display increasing confidence to work independently and collaboratively in the LRC?	<ul style="list-style-type: none"> <li>➤ Observed activities in the LRC</li> <li>➤ Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe with checklist K</li> <li>➤ Interview using questions for pupils I</li> </ul>
iv. Do pupils of different gender or ethnic background progress equally well within the LRC?	<ul style="list-style-type: none"> <li>➤ LRC work produced by pupils</li> <li>➤ Observed activities in the LRC</li> <li>➤ Views of teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review selections of work produced by pupils of different genders based on the same LRC-based tasks</li> <li>➤ Assess selections of work produced by pupils of different ethnic backgrounds based on the same LRC-based tasks</li> <li>➤ Observe pupils of different genders or ethnic backgrounds when set the same LRC-based tasks using checklist I</li> <li>➤ Interview using questions for staff J</li> </ul>
v. How well do pupils with SEN, EAL or who are Gifted and Talented achieve?	<ul style="list-style-type: none"> <li>➤ LRC work produced by pupils</li> <li>➤ Observed activities in the LRC</li> <li>➤ Views of teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assess selections of work produced by SEN, EAL, Gifted and Talented pupils</li> <li>➤ Observe SEN, EAL, Gifted and Talented pupils using checklist K</li> <li>➤ Interview using questions for staff J</li> </ul>

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● LRC staff make systematic efforts to ascertain what skills and abilities pupils bring with them from their primary schools (e.g. through discussions with primary staff; observation of pupils in the LRC). All LRC-based sessions are designed to build on these skills. 80% or more of Year 7 pupils improve on their entry level skills.</li> <li>● There is a structured LRC induction programme providing support at the key transition stages (e.g. Year 7, Year 10, Sixth Form), supplemented by regular opportunities for research and study teaching in at least 80% of the subject areas. Attention is given to promoting progression and continuity.</li> <li>● 80% or more pupils display increasing confidence when working independently and collaboratively in the LRC as they move through the school, being increasingly willing to think and learn for themselves.</li> <li>● Progress is very good, irrespective of gender or ethnic background and for those with SEN, having English as an Additional Language or who are Gifted and Talented.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● LRC staff try to find out what skills and abilities pupils bring with them from their primary schools (e.g. through discussions with primary staff; observation of pupils in the LRC). LRC-based sessions are designed to build on these skills. 65-79% of Year 7 pupils improve on their entry level skills.</li> <li>● There is a structured LRC induction programme, built on at regular intervals as pupils progress through the school and some study skills teaching in many subject areas. Planning includes consideration of progression and continuity.</li> <li>● 65-79% of pupils make good progress, irrespective of agenda or ethnic background, including those with SEN, having English as an Additional Language or who are Gifted and Talented.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● LRC staff try to find out what skills and abilities pupils bring with them from their primary schools once they have arrived. LRC-based sessions are usually designed to build on these skills. 55-64% of Year 7 pupils improve on some of their entry level skills.</li> <li>● There is an LRC induction programme for Year 7 pupils and for some VI form pupils (where there is one). A number of subject departments provide some opportunities for research and study skills teaching. Some elements of progression are built into the LRC activities.</li> <li>● 55-64% of pupils display some increase in confidence to work independently and collaboratively in the LRC.</li> <li>● 55-64% of pupils make progress, irrespective of gender or ethnic background with SEN, having English as an Additional Language or who are gifted and talented.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● LRC staff assume that pupils bring skills and abilities with them from their primary schools. LRC-based sessions usually assume a few prior skills. About half of Year 7 pupils improve on some of their entry level skills.</li> <li>● There is a LRC induction programme for Year 7 pupils and opportunities for research and study skills teaching in two or three subject areas. Some attempts are made to build in progression.</li> <li>● About half the pupils display some increase in confidence to work independently and collaboratively in the LRC.</li> <li>● Students from some gender and ethnic backgrounds make better progress in LRC activities than others.</li> <li>● Only about half of the pupils with SEN, having English as an Additional Language or who are Gifted and Talented are able to make progress.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● LRC staff make little effort to find out what skills and abilities pupils bring with them from their primary schools. Few Year 7 pupils improve on their entry level skills.</li> <li>● LRC induction is very limited and there are few opportunities for research and study skills teaching in subject areas. Exercises are planned and delivered in an ad-hoc manner and are rarely able to build on skills already acquired.</li> <li>● Pupils make little visible progress in their confidence to work independently or collaboratively in the LRC.</li> <li>● Progress made by pupils with SEN, having English as an Additional Language or who are Gifted and Talented is limited in scope and to small numbers.</li> </ul>

## Suggested actions for improvement

- Set up activity-based class visits from feeder schools and observe how primary pupils use the LRC and do research. Build the LRC induction on this information.
- Spend the first session with Year 7 pupils observing them to ascertain their skills and abilities. Build from there.
- Work with the SENCO, EAL Co-ordinator and Gifted and Talented Co-ordinator to identify strategies to help all pupils to achieve.
- Work with teachers to develop support and extension materials for pupils of different abilities and ethnic backgrounds.
- Introduce a structured LRC induction programme to provide support at transition stages such as Year 7, Year 10 and Year 12.
- Ensure induction is reinforced by later LRC-based activities in a range of subjects.

## Examples of good practice

*“I was writing a new Year 7 information skills programme and decided that I wanted to find out what pupils were learning about research and library use in our feeder schools. I wrote down a few questions and contacted 3 feeder schools. I already had contacts in these schools. I did a telephone interview with the teacher in charge of the library in each school. It was really helpful and made me demand more of the pupils when they arrived.”*

*“I recently carried out an audit of the library stock with the SEN Co-ordinator. We looked at where there were gaps in the current provision and have worked out a plan to improve the collection to make sure it meets the needs of SEN pupils.”*

*“At the beginning of Year 12, a number of subject teachers bring their classes to the library to introduce them to the resources they will need during their course. The teachers meet with me before and we discuss the things they might point out to students. We deliver half of the session each. They talk about the resources, then I remind students about how long they can borrow books for etc.”*

*“The library is part of the whole school induction programme. Information is sent to pupils before they arrive at the school; they visit the library as part of their tour of the school and during their first few days I visit each class at some point to introduce myself. There is also a series of induction sessions during the first term when pupils learn how to use the library.”*

## Further advice

Ball, Frances, *Supporting Special Educational Needs in the Secondary School LRC*, SLA, 2002.

Cottrell, Jenny, “How Can the School Library Help Children with Learning Difficulties?”, *School Librarian* 45(2), pp. 68-73.

Dubber, Geoff, *Library Induction: Introducing Students and Staff to the Secondary School Library*, SLA, 2001.

Qualifications and Curriculum Authority, *Guidance for Teaching Gifted and Talented Pupils*, 2001 [available at [http://www.nc.uk.net/gt/geberal/03\\_teachers.htm](http://www.nc.uk.net/gt/geberal/03_teachers.htm)].

Qualifications and Curriculum Authority, *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties*, 2001 [available at <http://www.nc.uk.net/ld/>].

Teaching staff, especially the SENCO and EAL and Gifted and Talented Co-ordinators may be able to provide advice on teaching strategies. Your local SLS or public library service may be able to advise on resources for pupils whose needs are not adequately met by the standard library stock.

## THE TOOLS

### I INTERVIEW QUESTIONS FOR PUPILS

*N.B. The comments and suggestions in italics are not part of the questions.*

- Did you find the LRC in this school very different from your last primary school library?
  - *If yes, in what ways?*
  - *If yes, did anyone explain to you how the LRC is organized when you started?*
- When you started at this school, did anyone check on what you already knew about finding and using information and about using libraries? How did they do this?
- Do you ever go to the LRC to work outside lesson-time on your own or with other people?
  - *If yes, do you ever have problems in finding information or materials in the LRC? What do you do if this happens?*

*The questions below can be asked of the same group of pupils on two or more occasions, or of pupils from different year groups, to provide evidence of how pupils progress as they move through the school.*

*Replies should be obtained from equal numbers of girls and boys each time to enable their relative rates of progress to be monitored.*

*These questions can also be used to monitor the relative rates of progress of children with different ethnic origins, pupils with SEN, EAL or who are Gifted and Talented. We recommend that you concentrate on one aspect of progress monitoring at a time.*

- Describe what you do when you are set a research task, for example....?
- What do you do if you can't find the information/resources you need?
- Do you ever come back to the LRC in your own time to carry on with work you have started during a lesson?

### J INTERVIEW QUESTIONS FOR TEACHERS WHO ACCOMPANY GROUPS OF PUPILS TO THE LRC

- Do you think that this group of pupils is making good or adequate progress in LRC-based work?
  - *If yes, how well are they progressing?*
  - *If yes, in what ways are they progressing?*
  - *If yes, do they show signs of growing in confidence over time? In what ways?*
  - *If yes, do you think that the boys and girls are making equal progress?*
  - *If appropriate (depending on the make-up of the group), are SEN/EAL pupils or pupils who are Gifted and Talented making as much progress as other pupils?*
- *If no, to any of these questions, why do you think this is?*

**1c:** Pupils' progress in LRC-based activities

## K OBSERVATION CHECKLIST

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
helps other pupils to learn, including those of other gender/ethnic groups.				
is able to organise work, devising search strategies and manage time well.				
is self-motivated and does not automatically ask LRC staff or teachers for help.				
appears to be confident when working independently in the LRC				
appears to be confident when working with others in the LRC				
works well in groups, including groups involving other gender/ethnic groups.				
chooses methods of working best suited to the needs and the task set.				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed. Ideally, this checklist should be applied to the same group of pupils at least twice and the findings compared to show whether pupils have made progress. If this is not possible, an alternative would be to observe pupils from two or more year groups to demonstrate progress through the school.

If the focus is on the comparative progress of genders, different ethnic groups, or on SEN, EAL, or Gifted and Talented pupils it will be necessary to identify all the scores for each of these groups. This can most easily and effectively be achieved by concentrating on one group at a time.

## 2a: Pupils' attitudes towards and behaviour in the LRC

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Do pupils form constructive and harmonious relationships with one another, LRC staff and volunteers while working in the LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist N</li> <li>&gt; Administer questionnaire for pupils L</li> </ul>
ii. Do pupils help each other to learn in the LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Views of teachers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist N</li> <li>&gt; Administer questionnaire for pupils L</li> <li>&gt; Interview using questions for staff who bring pupils into the LRC M</li> </ul>
iii. Do pupils behave responsibly in the LRC (e.g. are they trustworthy and do they show respect for property, in particular LRC resources)?	<ul style="list-style-type: none"> <li>&gt; Perceptions of pupils</li> <li>&gt; Observed activities in the LRC</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist N</li> <li>&gt; Administer questionnaire for pupils L</li> </ul>
iv. Do pupils take responsibility and show initiative in the LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Pupil involvement in LRC activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist N</li> <li>&gt; Administer questionnaire for pupils L</li> <li>&gt; Make extracts from LRC council/committee records showing involvement of pupils in the selection of LRC resources, helping to organise activities, etc.</li> <li>&gt; Keep records of pupil librarian activities (e.g. timetables; photos)</li> </ul>
v. Do pupils behave with consideration for others, in the LRC whether they are in formal class groups or coming to the LRC in out-of-hours activity?	<ul style="list-style-type: none"> <li>&gt; Observed activities in LRC</li> <li>&gt; Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist N</li> <li>&gt; Administer questionnaire for pupils L</li> </ul>

Ways of collecting evidence: general

- i, iv & v above: views of teaching staff should be noted if these are volunteered when they accompany groups of pupils or when the teachers are working in the LRC. Systematic questioning of teachers is unlikely to help for this strand.
- i-iv above: a termly LRC staff review session of these four indicators, highlighting and recording LRC staff views on the attitudes and behaviour of different groups of pupils, will provide evidence over time.

**Key Question 2: How well are pupils' attitudes, values and personal qualities developed?**  
**2a: Pupils' attitudes towards and behaviour in the LRC**

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● 80% or more pupils form constructive relationships with one another and with LRC staff, on most occasions working together in a co-operative and courteous manner.</li> <li>● Pupils habitually help each other to learn. They are very confident working collaboratively</li> <li>● Pupils nearly always show respect for LRC facilities and resources.</li> <li>● Pupils are regularly provided with and take up structured opportunities to exercise responsibility and show initiative, for example by becoming pupil-librarians, helping other pupils to learn or helping to organise activities.</li> <li>● Most pupils behave very well, showing consideration for others on most occasions.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● 65-79% of pupils are able to form constructive relationships with one another and with LRC staff, often working together in a co-operative and courteous manner.</li> <li>● Pupils often help each other to learn. They are confident working collaboratively</li> <li>● Most pupils usually show respect for LRC facilities and resources.</li> <li>● Pupils are often provided with opportunities to exercise responsibility and show initiative, for example by helping other pupils to learn or organising LRC-based activities. Pupils often take up such opportunities</li> <li>● 65-79% of pupils behave well, usually showing consideration for others.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● 55-64% of pupils are able to form constructive relationships with one another and with LRC staff, intermittently working together in a co-operative and courteous manner.</li> <li>● Some pupils help each other to learn. They are fairly confident working collaboratively</li> <li>● Most pupils are able to show respect for LRC facilities and resources but may not do so consistently.</li> <li>● Pupils are provided with opportunities to exercise responsibility and show initiative though this may be on an ad-hoc basis. Some students respond positively.</li> <li>● 55-64% of pupils behave well, often showing consideration for others</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● About half the pupils are able to form constructive relationships with one another and with LRC staff, intermittently working together in a co-operative and courteous way.</li> <li>● Pupils occasionally help each other to learn. Only some are confident working collaboratively.</li> <li>● Many pupils show some respect for LRC facilities and resources but some do not.</li> <li>● There are some attempts to involve pupils in decision-making relating to the development of the LRC.</li> <li>● Standards of pupil behaviour are variable and up to half may show lack of consideration for others.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● Few pupils form constructive relationships with one another or help each other to learn.</li> <li>● Relationships between pupils and LRC staff are sometimes poor.</li> <li>● Many pupils sometimes fail to show respect for LRC facilities or resources.</li> <li>● Pupils are provided with few opportunities to exercise responsibility and show initiative</li> <li>● Standards of behaviour are often poor and there are many instances of lack of consideration for others.</li> </ul>

## Suggested actions for improvement

- Exploit other opportunities to involve pupils in the development of the LRC, for example organising displays, selecting resources from the SLS or library suppliers and appointing pupil-librarians.
- Provide opportunities for pupils to exercise responsibility in the LRC, for example introduce pupil-librarians who are provided with training and a recognised role in the development of the LRC.
- Establish an LRC Code of Conduct, based on the whole school Behaviour Policy and devised with input from pupils.
- Encourage pupils to help each other to learn through peer support and mentoring schemes. This works particularly well for ICT.

## Examples of good practice

*“We have two Year 11 Stewards on duty every lunchtime. They check pupils have passes to allow them to come into the library and generally help the library staff to manage pupils. This is really useful as there can be 60 pupils in the library when it is full! It also frees up library staff and allows them to spend time actually helping pupils rather than just dealing with very minor behavioural issues.”*

*“I’ve had pupil-librarians involved in running the library for a number of years. I speak to pupils before they are appointed to make sure they are aware of what is involved, but I don’t just expect them to get on with it; we have a training programme. They need to be taught how the library works, how it is organized etc. Then they can be taught about how to help other pupils to learn. They are particularly good at helping those using the computers. At the end of the training they get a certificate and a librarian badge. These are very prized awards in the school.”*

*“When I joined the school, the library had lots of strict ‘dos’ and ‘don’ts’. I wanted to get right away from that, so I asked the pupils to help to devise a set of library guidelines. This was done as part of Year 7 PHSE. It was a useful exercise for me to see how pupils thought they should behave in the library; even at Year 7, they had very mature ideas! The guidelines were ‘launched’ in a Year 7 assembly. I think it helped those pupils involved to feel they have a greater stake in the library.”*

*“We run a buddy system. Students from Year 12 are matched with pupils in Year 7. It’s primarily to help them develop their reading skills, but it also helps in other ways, for example, they gain confidence and self-esteem. It’s also useful for the Year 12s; they get to spend time in the library regularly, which makes them more aware of what’s available here. It’s often the Year 12s who had difficulties themselves when they were lower down the school who make the best ‘buddies’; they naturally have an understanding of the problems pupils face—often a better understanding than the staff!”*

## Further advice

Drury, Claire, and Dubber, Geoff, *Managing Behaviour in the Secondary School Library*, SLA, 2001.

Tilke, Anthony, *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 22-23.

Your local SLS or public library service may be able to provide advice on establishing a library committee, appointing and training pupil-librarians and producing a LRC Code of Conduct.

## THE TOOLS

### L QUESTIONNAIRE FOR PUPILS

#### Using the LRC

1 Do you work with other pupils in the LRC apart from during lessons?

No       Yes

*If no – go on to question 2*

1.1 *If yes, what sorts of work do you do together?*

1.2 Do you help each other to learn?

No       Yes

*If yes, how?*

2 Do you help in any way with the running of the LRC?

No       Yes

*If no – go on to question 3*

2.1 *If yes, what do you do to help?*

3 Do you have a chance to make suggestions about LRC resources, displays or events or other aspects of how the LRC is run?

No       Yes

3.1 *If yes, have you made any suggestions? What were they?*

4 Is the LRC different from other areas of the school?

No       Yes

4.1 *If so, in what ways?*

5 What are the main rules about how to behave in the LRC?

6 Is the LRC a good place to work?

No       Yes

6.1 *Why is this?*

Thank you for filling in this questionnaire. Please give it to:

2a: Pupils' attitudes towards and behaviour in the LRC

**M DISCUSSION QUESTIONS FOR LRC STAFF**

- Do pupils generally behave and work well together in the LRC?
- Do pupils try to help each other to learn when the occasion arises? If so, in what ways?
- How do pupils usually behave towards the LRC and its staff?
- If any of these aspects are unsatisfactory, what can be done to improve pupils' behaviour in the LRC?

**N OBSERVATION CHECKLIST**

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
works well with other pupils.				
assists other pupils in using LRC resources.				
is willing to share resources.				
shows respect towards LRC staff and volunteers.				
is courteous towards other pupils.				
asks for help from LRC staff/volunteers when appropriate.				
does not engage in disruptive behaviour.				
complies with LRC rules/guidelines (e.g. working quietly, showing passes if appropriate)				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Do LRC resources provide pupils with information about and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; principles which distinguish right from wrong; and appreciation of their own and other cultural traditions?	<ul style="list-style-type: none"> <li>&gt; Stock/issue records</li> <li>&gt; References to these topics in LRC policy documents</li> <li>&gt; References to aspects of the school's Race Equality Policy in LRC policy documents</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Examples of LRC displays and activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify examples from stock lists and issue records showing coverage of these topics</li> <li>&gt; Make extracts from LRC policy documents relating to these aspects of collection development.</li> <li>&gt; Make extracts from the LRC policy documents to show commitment to these topics</li> <li>&gt; Interview using questions for pupils O</li> <li>&gt; Keep records of activities (e.g. photos, leaflets, records of responses by pupils)</li> </ul>
ii. Do pupils understand and respect individual differences, particularly feelings, values and beliefs – resisting oppressive behaviour (e.g. bullying, racism)?	<ul style="list-style-type: none"> <li>&gt; Examples of observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist Q</li> <li>&gt; Interview using questions for pupils O</li> </ul>
iii. Do pupils display a sense of pride in and ownership of the school LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Perceptions of LRC staff</li> <li>&gt; Examples of pupil involvement in LRC development</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist Q</li> <li>&gt; Interview using questions for pupils O</li> <li>&gt; Discuss in LRC team meeting using questions for LRC staff P</li> <li>&gt; Make extracts from LRC committee records illustrating involvement of pupils in e.g. the selecting LRC resources</li> <li>&gt; Analyse pupil remarks in LRC comments book</li> </ul>
iv. Do LRC staff insist on high standards of behaviour in the LRC?	<ul style="list-style-type: none"> <li>&gt; Observed activities in the LRC</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Perceptions of LRC staff</li> <li>&gt; References to pupil behaviour in LRC code of conduct</li> <li>&gt; References to LRC in School Behaviour Policy</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist Q</li> <li>&gt; Interview using questions for pupils O</li> <li>&gt; Discuss in LRC team meeting using questions for LRC staff P</li> <li>&gt; Make extracts from LRC code of conduct and School Behaviour Policy</li> </ul>

**Key Question 2: How well are pupils' attitudes, values and personal qualities developed?**

**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>The LRC has plentiful resources, which are current and of a high quality, that provide pupils with information and insights into feelings, values and beliefs; support spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and show pupils positive examples of their own and other cultural traditions.</li> <li>80% or more pupils understand and respect individual differences, particularly feelings, values and beliefs; they are provided with regular opportunities to discuss feelings values and beliefs through reading groups and other activities; they do not engage in oppressive behaviour in the LRC e.g. bullying or racism.</li> <li>Pupils are proud of the LRC, talking about it positively, displaying an interest in its resources and facilities, and actively contributing to LRC-based activities.</li> <li>LRC staff handle any discipline problems in a effective and consistent manner, reinforcing their high expectations of the pupils.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>The LRC has a good selection of current resources which provide pupils with information and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and show pupils positive examples of their own and other cultural traditions.</li> <li>65-79% of pupils understand and respect individual differences, particularly feelings, values and beliefs; they are provided with opportunities to discuss feelings values and beliefs through reading groups or other activities; pupils do not engage in oppressive behaviour in the LRC e.g. bullying, racism.</li> <li>Most pupils are proud of the LRC and show respect for the facilities and resources.</li> <li>LRC staff handle most discipline problems in an effective and consistent manner, reinforcing their high expectations of the pupils.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>The LRC has a good selection of resources (although some may not be up-to-date or of the highest quality), which provide pupils with information and insights into feelings, values and beliefs; support spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and show pupils positive examples of their own and other cultural traditions.</li> <li>55-64% of pupils understand and respect individual differences, particularly feelings, values and beliefs; they are provided with some opportunities to discuss feelings values and beliefs through reading groups or other activities; there are practically no instances of oppressive behaviour e.g. bullying and racism.</li> <li>Pupils usually demonstrate a sense of ownership of the LRC and only a small number fail to show respect for the facilities and resources.</li> <li>LRC staff usually handle the discipline problems that arise in an effective manner but may not be consistent in their expectations of pupil behaviour.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>The LRC has a satisfactory selection of (mostly up-to-date) resources to provide pupils with information and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and show pupils positive examples of their own and other cultural traditions.</li> <li>About half of the pupils clearly understand and respect individual differences, particularly feelings, values and beliefs, but others display less sensitivity; they are provided with few opportunities to discuss feelings values and beliefs through reading groups or other activities; there are isolated instances of oppressive behaviour e.g. bullying or racism.</li> <li>Pupils sometimes demonstrate a sense of ownership of the LRC but, on occasions, a number fail to show respect for the facilities and resources.</li> <li>LRC staff sometimes have difficulties in handling the discipline problems that arise and may not be consistent in their expectations of pupil behaviour.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>The LRC has few resources which provide pupils with information and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and show positive examples of their own and other cultural traditions.</li> <li>Many pupils fail to understand and respect individual differences, particularly feelings, values and beliefs; they are very rarely provided with opportunities to discuss feelings values and beliefs; there are instances of oppressive behaviour e.g. bullying and racism.</li> <li>Pupils rarely demonstrate a sense of ownership of the LRC and many fail to show respect for the facilities and resources.</li> <li>LRC staff often have difficulties in handling the discipline problems that arise and are not consistent in their expectations of pupil behaviour.</li> </ul>

**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

### Suggested actions for improvement

- Ensure the collection development policy demonstrates a commitment to providing resources which provide pupils with knowledge and insights into cultures, values and beliefs, help to develop spiritual awareness and self-knowledge and promote principles which distinguish right from wrong. Prioritise the purchase of these resources where necessary.
- Establish a book group to provide opportunities for discussion of these issues.
- Write an LRC Code of Conduct dealing with oppressive behaviour e.g. bullying and racism devised with input from pupils. It should be based on any relevant school policies.
- Establish a LRC committee, with pupil representation from each year group and some real pupil power, to develop a sense of ownership.
- Ensure all LRC staff receive training and support from SMT and teaching staff in managing pupil behaviour.

### Further advice

Your local SLS or public library service may be able to provide advice on establishing a LRC Code of Conduct; writing a collection development policy; and suggesting stock which provides pupils with knowledge and insights into cultures, values and beliefs, help to develop spiritual awareness and self-knowledge and promote principles which distinguish right from wrong.

### Examples of good practice

*“I was aware that the school library resources didn't really reflect the cultural make-up of the school. I couldn't afford to buy a range of resources out of the school budget, so I decided the best option was to look at what materials the SLS could provide. I visited the SLS centre with three Year 10 pupils. I deliberately chose those from ethnic backgrounds which I wanted to target. Involving them made it much easier to get an idea of the types of resources that might appeal to pupils. Obviously the expertise of the SLS staff was useful, but they wouldn't have been able to spread the word around the school afterwards in the way the pupils did!”*

*“Our school ran a mock election last year. I offered each of the 'candidates' display space in the library and used it as an opportunity to promote the books on government, politics, law etc—an area of the library that is not normally heavily used!”*

*“A high percentage of our pupils are Muslim, so I thought it was important to do something in the library to celebrate Ramadan. I did a wall display and promoted books about Islam. On the day the pupils came back into school after Eid, we had a party in the library with Indian music, nibbles etc. I relied on the pupils themselves to do most of the actual organising and a number of teachers came along.”*

*“The Library and its staff are part of the whole school behaviour policy. This means that library staff are able to apply the same sanctions and give the same rewards as teaching staff. This helps to put us on an equal footing in the pupils' eyes. Being able to award merits is a useful 'bribe' to get pupils to help out, reshelving books etc.”*

**Key Question 2: How well are pupils' attitudes, values and personal qualities developed?**

**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

## THE TOOLS

### O INTERVIEW QUESTIONS FOR PUPILS

- How would you describe the LRC to someone new to the school?
- Who is the LRC mainly intended for? Should all pupils be allowed to use it? Should any pupils get priority in the LRC?
- Do pupils with disabilities have any problems in using the LRC? Do you help them to use any of the resources? How do you help?
- Where would you look in the LRC for information about different cultures and beliefs?
- Do LRC staff insist that pupils behave well in the LRC?
- What do you do if someone is behaving badly in the LRC?

### P INTERVIEW QUESTIONS FOR LRC STAFF

- Do pupils generally appear proud of the LRC? Can you give examples?
- Do pupils generally show respect for and take good care of the LRC and its resources?
- Do pupils show respect for LRC staff and for other pupils working in the LRC?
- Do pupils ever engage in oppressive behaviour, for example, bullying?
- How do you ensure high standards of behaviour in the LRC?

**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

**Q OBSERVATION CHECKLIST**

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
works well with other pupils of all abilities, gender, ethnic origins etc.				
assists other pupils in using LRC resources.				
shows respect towards LRC staff and volunteers.				
respects individual differences and does not engage in aggressive behaviour.				
shows interest in and is actively involved in activities in the LRC (e.g. offering to help)				
shows respect for and takes good care of LRC resources.				

Record the individual scores for pupils in the grid above to arrive at an overall level.

**Key Question 2: How well are pupils' attitudes, values and personal qualities developed?**  
**2b:** The LRC's contribution to pupils' spiritual, moral, social and cultural development

**3a:** The quality of teaching provided by LRC staff

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Do LRC staff show good knowledge and understanding of research and study skills, uses of ICT, and reader development?	<ul style="list-style-type: none"> <li>&gt; Observed activities of LRC staff</li> <li>&gt; Self-perceptions of LRC staff</li> <li>&gt; Staff qualifications/training and/or experience in these areas</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe with checklist T</li> <li>&gt; Interview using questions for staff S</li> <li>&gt; Make record of qualifications, training and experience of LRC staff in these areas</li> </ul>
ii. Do LRC staff show knowledge and understanding of how pupils learn, including learning styles?	<ul style="list-style-type: none"> <li>&gt; Self-perceptions of LRC staff</li> <li>&gt; Staff qualifications/training and/or experience in education</li> <li>&gt; Lesson/session plans</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for staff S</li> <li>&gt; Make record of relevant qualifications, training and experience of LRC staff</li> <li>&gt; Review lesson plans to see how well they reflect an understanding of how pupils learn, including learning styles</li> </ul>
iii. Do LRC staff use a variety of appropriate teaching methods which enable the full range of pupils to learn effectively?	<ul style="list-style-type: none"> <li>&gt; Lesson/session plans</li> <li>&gt; Observation of LRC staff</li> <li>&gt; Perceptions of pupils</li> <li>&gt; Work produced by pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review lesson/session plans to see how well they encompass different teaching methods</li> <li>&gt; Observe using checklist T</li> <li>&gt; Interview using questions for pupils R</li> <li>&gt; Review examples of work produced to see whether the full range of pupils make progress</li> </ul>
iv. Do LRC staff engage and challenge pupils?	<ul style="list-style-type: none"> <li>&gt; Observed activities of LRC staff</li> <li>&gt; Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe using checklist T</li> <li>&gt; Interview using questions for pupils R</li> </ul>
v. Do LRC staff manage classes, groups and individual pupils well?	<ul style="list-style-type: none"> <li>&gt; Observed activities of LRC staff</li> <li>&gt; Self-perceptions of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Observe using checklist T</li> <li>&gt; Interview using questions for staff S</li> </ul>
vi. Do LRC staff plan and evaluate their teaching and identify ways in which teaching and learning might be improved?	<ul style="list-style-type: none"> <li>&gt; Lesson plans</li> <li>&gt; Evaluation documentation (e.g. pupil questionnaires, notes of feedback)</li> <li>&gt; Self-perceptions of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review clarity of learning objectives in lesson plans</li> <li>&gt; Identify examples of revisions to lessons/activities based on evaluation</li> <li>&gt; LRC staff complete reflective logs after teaching sessions</li> </ul>

It will be desirable to observe a range of LRC-taught sessions.

## Key Question 3: How effective are teaching and learning?

**3a:** The quality of teaching provided by LRC staff

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● LRC staff display excellent knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as insight into how pupils learn. Their understanding of learning styles enables them to respond appropriately to the needs of individuals.</li> <li>● A wide variety of appropriate teaching methods and resources is employed by LRC staff to enable the full range of pupils to learn effectively, achieving high standards in relation to their ability.</li> <li>● LRC staff engage and challenge 80% or more of the pupils, expecting the most of them, so as to deepen their knowledge and understanding.</li> <li>● LRC staff manage classes, groups and individual pupils extremely well and consistently achieve very high standards of behaviour from 80% or more of the pupils.</li> <li>● Clear learning objectives are set for all LRC-based lessons and LRC staff systematically reflect on their teaching and identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is frequently sought to help evaluation and development.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● LRC staff display a good level of knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as some understanding of how pupils learn and of learning styles. They are able to respond appropriately to the needs of individuals in most instances.</li> <li>● A variety of appropriate teaching methods and resources is employed to enable many different groups of pupils to learn effectively and achieve well.</li> <li>● LRC staff succeed in engaging and challenging 65-79% of pupils.</li> <li>● LRC staff usually manage classes, groups and individual pupils well and achieve good standards of behaviour fairly consistently with 65-79% of pupils.</li> <li>● Clear learning objectives are set for most LRC-based lessons and LRC staff usually reflect on their teaching and identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is regularly sought to help evaluation and development.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● LRC staff display good knowledge of research and study skills, uses of ICT, and reader development, but only a basic understanding of how pupils learn and learning styles. They are able to respond appropriately to the needs of individuals in many instances.</li> <li>● A range of teaching methods and resources is employed enabling 55-64% of pupils to learn effectively.</li> <li>● LRC staff make serious efforts to interest, engage and challenge pupils. They succeed with 55-64% of their pupils.</li> <li>● LRC staff often manage classes, groups and individual pupils well. They achieve good standards of behaviour with many pupils but not consistently.</li> <li>● Clear learning objectives are set for many LRC-based lessons and LRC staff usually reflect on their teaching and identify ways in which teaching and learning staff is sometimes sought to help evaluation and development.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● LRC staff display adequate knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as a basic understanding of learning styles. This usually allows them to respond to the needs of individuals in 50% or more instances.</li> <li>● LRC staff have some training in teaching methods, although this may not have been formalised, as well as a basic understanding of learning styles.</li> <li>● LRC staff attempt to interest, engage and challenge pupils. They succeed with 40-54% of pupils.</li> <li>● A limited number of different teaching methods and resources is employed.</li> <li>● LRC staff manage some classes, groups and individual pupils effectively, achieving good standard of behaviour with 40-54% of pupils.</li> <li>● Objectives are set out for many LRC-based lessons but may not be clear or focused on pupils' learning outcomes. LRC staff sometimes reflect on their teaching and identify ways in which teaching and learning might be improved. However, feedback from pupils and teaching staff is rarely sought.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● LRC staff do not display enough depth of subject knowledge, nor understanding or insight into how pupils learn. This prevents them from supporting pupils effectively.</li> <li>● A very limited number of teaching methods and resources is employed, making it difficult for some groups of pupils to learn effectively and achieve.</li> <li>● LRC staff make few attempts to interest, engage or challenge pupils and therefore demands made of pupils are frequently inadequate.</li> <li>● LRC staff often do not manage pupils well and some pupils do not behave well in the LRC.</li> <li>● Objectives are set for some LRC-based lessons but these may not be clear or focused on pupils' learning outcomes. LRC staff rarely reflect on teaching or identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is rarely sought.</li> </ul>

**3a:** The quality of teaching provided by LRC staff

### Suggested actions for improvement

- Ensure all LRC staff receive training to ensure they have the knowledge and skills to assist pupils in identifying and accessing information from the LRC and elsewhere; to instruct pupils in evaluating, interpreting and communicating information in different formats; to instruct pupils in using ICT etc.
- Ensure all LRC staff receive training to ensure they are able to manage classes, groups and individual pupils well.
- Maintain staff awareness of the range of methods of teaching which can be used to meet the needs of all pupils, for example, through participation in INSET.

### Examples of good practice

*“I was given the opportunity to attend a course offered to teaching staff to learn more about different learning styles and how I could adjust my teaching to meet the needs of pupils who prefer to learn in different ways, for example, encouraging pupils to move around the library; providing opportunities for collaborative working; and concept mapping. This also made me think about the types of resources provided in the library.”*

*“I arranged with a few of the teachers to observe their lessons to see how they handled pupils with different interests, of different abilities etc. As I’ve had no training in teaching techniques, it was really interesting and I picked up a few ideas which I plan to try out in the library. It made me think about how the experience of learning in the library differs from that in the classroom for many pupils and what techniques I might use to encourage those types of learning the library is most suited to, like independent exploration.”*

*“The Curriculum Support staff provide me with information about individual pupils, classes and year groups. This helps me to plan how the library can best support pupils: what resources I need to provide and what teaching techniques might work best.”*

*“Whenever possible, I spend some time observing a class I don’t know very well before they come into the library so I have a better idea of their needs and previous knowledge. This helps me to plan what level to pitch the session at and what approaches might interest the pupils most.”*

### Further advice

Drury, Claire, and Dubber, Geoff, *Managing Behaviour in the Secondary School Library*, SLA, 2001.

Dubber, Geoff (1995), *Teaching Information Skills*, SLA, 1995.

Standards and Effectiveness Unit, “Using the Library/Learning Centre”, in *Literacy Across the Curriculum*, DfES, 2001.

Tilke, Anthony, “Skills for Learning”, in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998.

Your local SLS or public library service may be able to provide advice or training for library staff.

## THE TOOLS

### R INTERVIEW QUESTIONS FOR PUPILS

When the LRC staff [use local term] is/are teaching you:

- Do you always do the same sort of things or are you given a range of things to do? *If a range*, what sort of things do you do?
- Do all the pupils get involved in the sessions run by the LRC? Why is this?
- Are the LRC lessons usually easy, or do they make you think?
- Do the LRC staff give you feedback during LRC lessons? If so, does this usually help you to get on with the work? Does everyone get feedback or does anyone get missed out?

### S INTERVIEW QUESTIONS FOR LRC STAFF INVOLVED IN TEACHING

I'd like to ask you about three areas of teaching and learning that concern the LRC:

- How well informed are you about research and study skills? How have you acquired this knowledge? *(Any formal training?)*
- How well informed are you about using ICT to obtain information? Again, how have you acquired this knowledge? *(Any formal training?)*
- How well informed are you about developing young people as readers? Once again, how have you acquired this knowledge? *(Any formal training?)*

Turning to what you know from the education literature and from any training you may have received about how pupils learn:

- Do you try to use what you know about how pupils learn in your sessions with them? If so, in what ways?
- What account, if any, do you take of pupils' preferred learning styles when designing your teaching sessions? Can you give an example please?
- To what extent are you able to use varied teaching methods when working with pupils? Do you think that a variety of methods helps pupils to learn? If so, in what ways does this help?

On more general aspects of teaching:

- In general, how well do you think you manage classes, groups and individual pupils when you are trying to get them to learn?
- Do you usually plan your teaching well?
- What do you do to evaluate your own teaching?
- Do you use any evaluation feedback in thinking about how teaching and learning might be improved? If so, can you give an example please?

**3a:** The quality of teaching provided by LRC staff

## T OBSERVATION CHECKLIST

Knowledge/ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
shares clear learning objectives for the lesson with the pupils.				
shows knowledge and understanding of research and study skills, uses of ICT, and of reader development, as appropriate.				
uses a variety of methods appropriate to the learning objectives of the lesson and to the ages/abilities of the pupils.				
uses appropriate language and communicates clearly.				
manages the group and individual pupils well.				
is able to engage pupils.				
challenges all pupils to perform well, when appropriate.				
encourages pupils to overcome difficulties.				
responds to the needs of individual pupils as they arise.				
insists on high standards of behaviour.				

Not all of these aspects of ability/awareness will be demonstrated in one teaching session. The observer should select in advance which of these elements to concentrate on and assess in a session (a maximum of six elements per session is advised).

Observation can be conducted by another member of LRC staff, a teacher who you feel comfortable with or a member of SLS staff.

This checklist can also be used as a self-evaluation tool.

**3b:** Co-operation between LRC staff and teaching staff to ensure effective learning

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Do LRC staff and teachers plan and teach collaboratively for LRC-based lessons and courses?	<ul style="list-style-type: none"> <li>&gt; Lesson plans</li> <li>&gt; Discussions between teaching and LRC staff</li> <li>&gt; Log of lessons taught collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess whether lesson plans have clear objectives and show co-operative planning</li> <li>&gt; Review records of discussions for examples of collaboration</li> <li>&gt; Analyse collaborative log to see time spent on collaboration, range of collaborative activity and subject spread</li> </ul>
ii. Do LRC and teaching staff collaborate to ensure that research and study skills are taught and assessed in appropriate places in the curriculum	<ul style="list-style-type: none"> <li>&gt; Records of LRC input/representation at appropriate meetings e.g. Curriculum, Heads of Department and working parties e.g. ICT, Literacy</li> <li>&gt; References to research and study skills in schemes of work for all subjects and year groups etc.</li> <li>&gt; Planning and review discussions between teaching and LRC staff</li> <li>&gt; Records of LRC staff co-operation with teachers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse LRC staff inputs/references to collaboration in minutes or other records of meetings</li> <li>&gt; Make extracts from schemes of work for various subjects and year groups etc.</li> <li>&gt; Analyse how and where research and study skills are taught and assessed in the curriculum using schemes of work from a range of subjects and year groups</li> <li>&gt; Analyse records of discussions</li> <li>&gt; Keep collaboration log showing time spent in collaborative planning/teaching/assessment and where this occurs in the curriculum</li> </ul>
iii. Do departments include effective LRC use in their schemes of work and homework tasks?	<ul style="list-style-type: none"> <li>&gt; Schemes of work and departmental policies</li> <li>&gt; Discussions between teaching and LRC staff</li> <li>&gt; Homework tasks</li> <li>&gt; Homework policies</li> <li>&gt; Liaison procedures</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse schemes of work, homework tasks, school homework policies for indications of LRC use</li> <li>&gt; Analyse records of discussions of LRC use</li> <li>&gt; Identify procedures for keeping LRC staff up to date e.g. designated member of department staff</li> </ul>
iv. Do LRC staff work in partnership with the SENCO, Gifted and Talented Co-ordinator and EAL Coordinator to ensure the needs of all pupils are met?	<ul style="list-style-type: none"> <li>&gt; Planning and review discussions between teaching and LRC staff</li> <li>&gt; Inclusion Policy and other documents</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse records of discussions with SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator</li> <li>&gt; Review Inclusion Policy and other documentation for references to LRC role in helping to meet the needs of all children</li> </ul>
v. Are teachers involved in the selection of LRC resources and in the development of the LRC and its role within the school?	<ul style="list-style-type: none"> <li>&gt; Discussions between teaching and LRC staff</li> <li>&gt; Staff contribution to LRC committee or other arrangements for resource selection e.g. supplier visits</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Record examples of discussions showing how teachers are involved</li> <li>&gt; Cite examples of teacher involvement in selection from committee minutes or other arrangements</li> <li>&gt; Select examples of teachers' written resource suggestions</li> </ul>
vi. Is there an effective induction programme to the LRC for all staff new to the school?	<ul style="list-style-type: none"> <li>&gt; Induction programme, induction handouts, LRC Handbook etc</li> <li>&gt; Views of new teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep copies of programmes, handouts, plans for sessions, LRC Handbook etc.</li> <li>&gt; Interview new teachers using questions for staff U</li> </ul>
vii. Do LRC staff lead INSET and more informal training for teaching staff?	<ul style="list-style-type: none"> <li>&gt; INSET programmes, handouts</li> <li>&gt; Views of teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep copies of programmes, handouts, INSET evaluation forms</li> <li>&gt; Interview teachers using questions for staff U</li> </ul>

## Key Question 3: How effective are teaching and learning?

**3b:** Co-operation between LRC staff and teaching staff to ensure effective learning

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● LRC and subject staff from a number of different Departments plan and teach both single LRC lessons and longer courses collaboratively as a matter of course. Time for collaboration is sufficient to build high quality learning experiences</li> <li>● LRC staff regularly work with teachers from many Subject Departments to ensure that research and study skills are integrated throughout the curriculum and across most year groups. LRC staff regularly deliver sessions on research skills alongside teachers. Teachers frequently assess these skills when marking work.</li> <li>● References to active use of the LRC regularly feature in the schemes of work and homework tasks of 80% or more of the subject departments. LRC staff take every opportunity to ensure that this happens systematically.</li> <li>● Learning support staff, the SENCO, the Gifted and Talented Co-ordinator and the EAL Co-ordinator work in close partnership with LRC staff to support pupils and to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, gifted and talented pupils and those for whom English is an additional language.</li> <li>● There are systems in place to regularly involve teachers in the development of the LRC's role and resources (e.g. representative Library Committee) and to ensure that LRC staff are kept fully up to date with changing needs in all subject areas.</li> <li>● There is a very effective induction programme for all new staff and LRC staff regularly lead INSET and provide additional support and training for teaching staff.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● LRC and subject staff from a number of different Departments regularly plan single LRC lessons together and there are a few examples of longer collaborative courses being arranged. There is some collaborative teaching. Time for collaboration is just sufficient to build high quality learning experiences</li> <li>● LRC staff regularly work with teachers from some Subject Departments to integrate research and study skills into a number of areas of the curriculum and across most year groups. LRC staff sometimes deliver sessions on research skills alongside teachers. Teachers regularly assess these skills when marking work.</li> <li>● References to use of the LRC feature in the schemes of work and homework tasks of more than 65% of subject departments. LRC staff take opportunities to ensure that this happens systematically.</li> <li>● Learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator are consulted to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, Gifted and Talented pupils and those for whom English is an additional language.</li> <li>● There are arrangements in place to involve teachers in the development of the LRC's role and resources and to ensure that LRC staff are kept up to date with changing needs in most subject areas.</li> <li>● There are arrangements for the induction of new staff and LRC staff sometimes provide INSET for teaching staff, as well as providing support on an individual basis.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● LRC staff regularly plan single LRC lessons with subject staff from a couple of Departments and there are a couple of examples of longer collaborative courses being arranged. There is some collaborative teaching. Time for collaboration is limited.</li> <li>● LRC staff are sometimes able to work with teachers from different Subject Departments to integrate research and study skills into a small number of areas of the curriculum and across some year groups. LRC staff occasionally deliver sessions on research skills alongside teachers. Teachers occasionally assess research and study skills when marking work.</li> <li>● References to use of the LRC feature in the schemes of work and homework tasks of 55-64% of subject departments. LRC staff encourage this to happen.</li> <li>● Learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator are sporadically consulted to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, Gifted and Talented pupils and those for whom English is an additional language.</li> <li>● Teachers from a small number of Departments regularly contribute to the development of the LRC and its resources. There are arrangements in place with some subject areas to ensure that LRC staff are kept up to date with changing needs.</li> <li>● New staff are offered inductions, information about the LRC and training, on an ad hoc basis. LRC staff occasionally provide INSET for existing teaching staff.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● LRC and subject staff from one or two Departments plan collaboratively to arrange single LRC lessons. There is very little collaborative teaching. Time for collaboration is very limited.</li> <li>● LRC staff are sometimes able to work with teachers from one or two Subject Departments to integrate research and study skills into a couple of areas of the curriculum and across some year groups. Teachers do not usually assess these skills when marking work.</li> <li>● References to use of the LRC feature in some schemes of work. LRC staff try to encourage this to happen.</li> <li>● There are instances of learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator working in partnership with LRC staff.</li> <li>● The LRC staff are usually informed of Departments 'changing needs, although this often take place on an informal basis. Similarly teachers' involvement in the development of the LRC and its resources is ad-hoc, not systematic.</li> <li>● New staff are provided with information about the LRC and sometimes induction on an ad hoc basis and LRC staff rarely offer training for teaching staff.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● LRC and subject staff rarely or teach plan collaboratively. No time is available for collaboration.</li> <li>● LRC staff are very occasionally able to work with teachers from one or two Subject Departments to integrate research and study skills into one or two areas of the curriculum and across some year groups. Teachers do not usually assess these skills when marking work.</li> <li>● References to use of the LRC rarely feature in schemes of work and there is little communication between LRC staff and learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator.</li> <li>● Few teachers make a contribution to the development of the LRC, its role or resources. LRC staff are not usually kept up to date with changing plans and needs.</li> <li>● New staff are not provided with induction or with sufficient information about the LRC and training is rarely offered to teaching staff.</li> </ul>

**3b:** Co-operation between LRC staff and teaching staff to ensure effective learning

### Suggested actions for improvement

- Work with staff in a number of departments to plan and teach both single LRC lessons and longer courses.
- Establish arrangements for LRC staff to attend Departmental meetings to discuss where, in their schemes of work, they would teach and consolidate the research and study skills objectives in the *Framework for Teaching English* Years 7, 8 and 9.
- Set up pilot projects with one or two subject departments to integrate some key skills into topics that they are teaching. The skills can be taught in the LRC alongside the content when they are needed.
- Ensure there is LRC representation and input at curriculum committee and other relevant meetings.
- Ensure the LRC has a key role in homework by references to the LRC in the whole school and departmental Homework Policies.
- Work closely with the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator to ensure the needs of these groups of pupils are met.
- Involve teachers in the development of resources e.g. departmental input into the weeding and selection of resources, teacher representation on the LRC Committee.
- Establish a structured induction programme for all new staff.
- Provide INSET in response to the needs of teaching staff.

### Further advice

Dubber, Geoff, *Library Induction: Introducing Students and Staff to the Secondary School Library*, SLA, 2001.

Your local SLS or public library service may be able to provide advice on developing induction programmes and INSET.

### Examples of good practice

*“I wanted to involve departments other than English in the library, so worked with the Maths department to develop a session introducing pupils to Dewey numbers.”*

*“I regularly plan lessons with teaching staff using the standard lesson plan format used in the school. This means that I am involved in all stages of the planning, delivery and evaluation of sessions, including the resources used, homework etc.”*

*“The library booking forms ask teachers to provide details of the information skills they anticipate covering during the session and the resources they will need. This means that I can suggest alternatives and add in ideas if necessary. Teachers probably wouldn’t ask for input automatically, but they seem to find many of the ideas useful—there are often aspects of the library services and information resources they know very little about.”*

*“Last year I ran an INSET session for staff with support from the School Library Service. This looked at effective strategies for teaching information skills and how they can be effectively integrated into the curriculum. I was surprised just how popular this proved. Staff who used the library said that it had given them new ideas and those I rarely saw have begun to use resources. I know that several departments discussed it later at meetings and identified how to incorporate some of the ideas into their schemes of work”*

## Key Question 3: How effective are teaching and learning?

**3b:** Co-operation between LRC staff and teaching staff to ensure effective learning

## THE TOOLS

### U INTERVIEW QUESTIONS FOR TEACHING STAFF

- Did you receive any induction to the LRC when you first joined the school? *If so,*
  - Was this adequate?
  - Would you have liked any further training or information at this stage?
- Did you have any training in LRC use and research and study skills before joining this school? *If so, what sort of training?*
- Are there any areas of work involving the LRC where you would welcome further training?
- Are there any areas where you feel there ought to be more co-operation between teachers and the LRC?
- Do you have any input into the selection of LRC resources?
  - If so, how does this process work?
  - Would you like more input?
- Do you plan lessons with LRC staff? *If so, please describe how this process works.*
  - Are there any ways in which it might be improved?

## 3c: Pupils' attitudes towards and progress in LRC-based work

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Are pupils productive and able to sustain concentration/keep on task?	<ul style="list-style-type: none"> <li>&gt; LRC-based work produced by pupils</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Select examples of pieces of work produced during a given time e.g. a lesson, a six-week module, to show productivity</li> <li>&gt; Observe with checklist X</li> <li>&gt; Interview using questions for staff W</li> </ul>
ii. Do pupils apply intellectual and/or creative effort in their work in the LRC?	<ul style="list-style-type: none"> <li>&gt; LRC-based work produced by pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Select examples of pupils' work demonstrating intellectual or creative effort</li> </ul>
iii. Do pupils understand what they are doing, how well they have done and how they can improve?	<ul style="list-style-type: none"> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Pupil self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for pupils V</li> <li>&gt; See 'further information'</li> </ul>
iv. Do pupils successfully complete learning tasks and achieve the expected learning outcomes in lesson plans and schemes of work i.e. acquire new knowledge, skills, ideas, in LRC-based activity?	<ul style="list-style-type: none"> <li>&gt; LRC-based work produced by pupils</li> <li>&gt; Self-perceptions of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse selection of pupils' work using checklist, based on learning outcomes specified in lesson plan or scheme of work</li> <li>&gt; Identify examples of work where pupils appear to have demonstrated new knowledge and skills</li> <li>&gt; Interview using questions for pupils V</li> <li>&gt; Interview using questions for staff W</li> </ul>
v. Do pupils apply and further develop these new skills and knowledge effectively in different subjects and situations?	<ul style="list-style-type: none"> <li>&gt; Views of staff</li> <li>&gt; Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Interview using questions for staff W</li> <li>&gt; Interview using questions for pupils V</li> </ul>

## Key Question 3: How effective are teaching and learning?

3c: Pupils' attitudes towards and progress in LRC-based work

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● More than 80% of pupils are productive, sustain concentration, keep on task and display ample evidence of intellectual and creative effort in their work.</li> <li>● Pupils successfully complete most learning tasks set in the LRC and achieve the expected learning outcomes set out in lesson plans and schemes of work regularly acquiring new skills which they are able to apply effectively in most subjects and situations.</li> <li>● Pupils have a very good understanding of how they are doing, how well they have done and how they can improve.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● More than 65% of pupils are productive, maintain concentration, keep on task and display some evidence of intellectual and creative effort in their work.</li> <li>● Pupils usually complete most of their learning tasks in the LRC and achieve most of the expected learning outcomes set out in lesson plans and schemes of work. Pupils have opportunities to acquire new skills which most are able to apply effectively in a variety of subjects and situations.</li> <li>● Most pupils have an understanding of how they are doing, how well they have done and how they can improve.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● 55-64% of pupils are productive, maintain concentration and display evidence of intellectual or creative effort in their work, but others do not always remain on task.</li> <li>● Pupils usually complete many of their learning tasks in the LRC and achieve 60% or more of the expected learning outcomes set out in lesson plans and schemes of work. Pupils acquire new skills, but some may experience difficulties applying these effectively to other subjects and situations.</li> <li>● Many pupils have an understanding of how they are doing, how well they have done and how they can improve, but this understanding is sometimes limited.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● Some pupils are productive, maintain concentration and display evidence of intellectual or creative effort in their work, but others do not always remain on task.</li> <li>● Pupils usually complete over half of their learning tasks and achieve at least some of the expected learning outcomes set out in lesson plans and schemes of work. Most pupils acquire new skills, but many may experience difficulties applying these effectively in other subjects and situations.</li> <li>● Pupils' understanding of how they are doing, how well they have done, and how they can improve is limited in many cases.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● Few pupils are productive, maintain concentration, remain on task or display evidence of intellectual or creative effort in their work.</li> <li>● Most pupils make little progress in learning tasks and do not often achieve the learning outcomes set out in lesson plans and schemes of work. Pupils have few opportunities to acquire new skills.</li> <li>● Few pupils have an understanding of how they are doing, how well they have done, and how they can improve.</li> </ul>

## 3c: Pupils' attitudes towards and progress in LRC-based work

## Suggested actions for improvement

- Encourage pupils to reflect on how they are doing and how they can improve, for example through self-assessment.
- Experiment with novel methods of teaching to meet the needs of less motivated pupils.
- Discuss strategies for keeping pupils on task with teachers.

## Further advice

Centre for Information Research (CIRT), *School Library Evaluation Tools* [available at <http://www.cie.uce.ac.uk/cirt/past/semtools.htm>].

Scott, Elspeth, *Measuring Success: How Effective is Your School Library Resource Centre?*, SLA, 2001, p. 32.

Williams, Dorothy, and Wavell, Caroline, *The Impact of the School Library Resource Centre on Learning*, Library and Information Commission Research Report 112, Robert Gordon University, 2001 (Appendices).

Your local SLS or public library service may be able to provide advice on information skills strategy.

## Examples of good practice

*“Pupils are encouraged to evaluate each piece of work they do to reflect on the problems they experienced; what went well; and how they might improve in the future. We use the same format for work completed in the library that teachers use elsewhere in the school so pupils are used to the process.”*

*“I keep a record of the use of the library by classes so I can see when the same group of students uses the library in different subjects. I can then try to refer to ideas and skills pupils have come across before and build on these. It can be quite time consuming, perhaps I could look at using a spreadsheet to make it easier.”*

*“At the end of any session in the library, I get pupils to reflect on what they have done and to share the knowledge they have gained. I do this by getting pupils to spend a few minutes in pairs telling their partner about something new they have learnt. I then ask a few pupils to share this information with the rest of the group. It's not always easy to remember to allow enough time at the end of the lesson, but it usually works really well and finishes off the session nicely.”*

*“Our pupils have made a video of the school library to send to our feeder schools. We tried to involve less well-motivated pupils to show them what the library has to offer. It was something they really enjoyed doing as it was a bit different to 'normal' lessons.”*

## THE TOOLS

### V INTERVIEW QUESTIONS FOR PUPILS

- Do you think that the work you do in the LRC is important?  
*If so, what does it help you to do?*
- Do you understand what you are expected to do when you are working in the LRC?
- What do you do if you don't understand something or have a problem completing an activity you have been set?
- Do you usually manage to complete the tasks you are set in the LRC?  
*If not, why do you think this is?*
- Are the sorts of things you learn in the LRC useful in your other school work? *If so, in what ways?*
- Teachers and LRC staff talk about pupils 'transferring research and study skills to other subjects and situations.' Do you think you do this?  
*If so, in what ways?*

### W INTERVIEW QUESTIONS FOR TEACHING OR LRC STAFF FOLLOWING AN ACTIVITY IN THE LRC/USING LRC RESOURCES

- Did you think that the tasks and activities set met the demands of all pupils?
- Did pupils show interest and enthusiasm for the tasks set?  
*If so, please give examples.*
- Did pupils sustain concentration and stay on task when working on LRC-based tasks?
- Did pupils achieve the expected learning outcomes in the lesson plan/scheme of work?  
– *If not, why do you think this was?*
- Is there any evidence of pupils applying skills and knowledge developed during previous lessons to a new task? *If so, please give examples.*
- Is there any evidence of pupils applying research and study skills they have developed in other subjects to this one? *If so, please give examples.*

**3c:** Pupils' attitudes towards and progress in LRC-based work

**X OBSERVATION CHECKLIST**

Ability/awareness shown:	Strong>>>			>>>Weak
	Good	Satisfactory	Limited	Little or none
applies intellectual and creative effort in work.				
is productive.				
remains on task throughout the lesson.				
is absorbed in the work.				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

**4a:** Opportunity for enrichment through out-of-hours activities provided by the LRC

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Does the LRC provide a broad range of opportunities which meet the interests, aptitudes and learning needs of pupils?	<ul style="list-style-type: none"> <li>&gt; Planning documentation</li> <li>&gt; Views of pupils</li> <li>&gt; Attendance records for out-of-hours activities</li> <li>&gt; Pupil comments during out-of-hours activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse reference to out-of-hours activities involving the LRC in LRC policy, whole school policies etc.</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Analyse attendance by year group, gender etc.</li> <li>&gt; Record pupil comments on the scope and suitability of out-of-hours activities</li> </ul>
ii. Do LRC resources effectively support pupils' recreational and leisure interests and needs?	<ul style="list-style-type: none"> <li>&gt; Pupils' reported recreational and leisure interests</li> <li>&gt; Pupils' views</li> <li>&gt; Stock and loan records</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Review stock levels and loans in relation to frequently reported recreational and leisure interests of different year groups</li> </ul>
iii. Is the full range of opportunities on offer effectively promoted to pupils?	<ul style="list-style-type: none"> <li>&gt; Views of pupils</li> <li>&gt; Publicity programme and materials</li> <li>&gt; promotional activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Review posters, leaflets, photographs of displays etc. to assess the range of promotional opportunities covered</li> </ul>
iv. Is the LRC socially inclusive by ensuring equality of access and opportunity for all pupils?	<ul style="list-style-type: none"> <li>&gt; LRC policy</li> <li>&gt; Views of pupils</li> <li>&gt; Actions of LRC staff</li> <li>&gt; Levels of use of LRC</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review for references to equality of access and opportunity</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Review records of LRC staff actions aimed at ensuring equality</li> <li>&gt; Analyse usage records by year group, gender, etc.</li> </ul>
v. Does the LRC offer support for learning outside the school day?	<ul style="list-style-type: none"> <li>&gt; LRC plan</li> <li>&gt; Pupil participation in homework clubs/study support provision and other learning provision e.g. summer literacy schemes</li> <li>&gt; Pupil use of the LRC outside the school day</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review LRC plan for references to such activities</li> <li>&gt; Analyse attendance records</li> <li>&gt; Analyse LRC use outside the school day</li> <li>&gt; Keep examples of activities e.g. publicity material, photographs</li> </ul>
vi. How effectively does the LRC provide information relating to careers and further study?	<ul style="list-style-type: none"> <li>&gt; LRC and Careers planning documentation</li> <li>&gt; Views of pupils</li> <li>&gt; Views of teacher i/c careers and careers service staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review for references to maintaining/developing careers provision</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Ask careers staff whether the careers and vocational information in the LRC is accurate and relevant, and whether it caters for all pupils. Probe for gaps in coverage</li> </ul>

## Key Question 4: How well does LRC provision meet pupils' needs?

**4a:** Opportunity for enrichment through out-of-hours activities provided by the LRC

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● The LRC offers an extremely broad range of worthwhile opportunities designed to meet the interests, aptitudes and learning needs of 80% or more of the pupils, including those with special educational needs.</li> <li>● The LRC offers a wide range of resources that effectively support the recreational and leisure needs of pupils.</li> <li>● There is equality of access and opportunity for all pupils and procedures are in place to ensure that all pupils are made aware of the full range of opportunities on offer.</li> <li>● The LRC makes a substantial contribution to the school's enrichment programme through its out-of-hours provision, for example excellent study support facilities.</li> <li>● The LRC offers a wide range of work-related and study support resources and support, which meets the needs of most pupils very well.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● The LRC provides a range of out-of-hours opportunities designed to meet the interests, aptitudes and particular needs of 65-79% of pupils.</li> <li>● The LRC offers a range of resources that effectively support some of the recreational and leisure needs of most pupils.</li> <li>● There is equality of access and opportunity and procedures are in place to ensure that pupils are made aware of the full range of opportunities on offer.</li> <li>● The LRC adds significantly to the school's enrichment programme through its out-of-hours provision, for example study support outside normal school hours.</li> <li>● The LRC offers a wide range of work-related and further study resources and support, which meets the needs of most pupils well.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● The LRC provides a range of out-of-hours opportunities designed to meet the interests, aptitudes and learning needs of 55-64% of pupils.</li> <li>● The LRC offers a range of resources that support some of the recreational and leisure needs of many pupils.</li> <li>● There is generally equality of access and opportunity. Pupils are usually made aware of the full range of opportunities on offer.</li> <li>● The LRC adds to the school's enrichment programme mainly through provision at lunch times.</li> <li>● The LRC offers a range of work-related and further study resources and support which meets the needs of most pupils adequately.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● The LRC provides some out-of-hours opportunities for 40-54% of pupils with different interests, aptitudes and learning needs.</li> <li>● The LRC offers some resources that support some of the recreational and leisure needs of about half the pupils.</li> <li>● There are some inequalities of access and opportunity, but pupils are usually informed of the opportunities on offer.</li> <li>● The LRC makes a contribution to the school's enrichment programme, but only during normal school hours.</li> <li>● The LRC offers a range of work-related and further study resources and support which meets the needs of some pupils adequately and others to a limited extent.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● The LRC offers few out-of-hours opportunities for pupils and little is done to ensure that pupils are made aware of those opportunities which are on offer.</li> <li>● The LRC does not make a sustained effort to support the recreational and leisure needs of the pupils.</li> <li>● The LRC adds little to the school's enrichment programme.</li> <li>● The LRC offers only a limited range of work-related and further study resources and support which meet few of the needs of pupils.</li> </ul>

**4a:** Opportunity for enrichment through out-of-hours activities provided by the LRC

### Suggested actions for improvement

- Ensure that a range of out-of-hours activities is provided in the LRC to meet the needs of all pupils.
- Run some cultural enrichment activities in the LRC such as performance poetry and drama.
- Establish a Homework Club or Study Support facility.
- Ensure out-of-hours activities are effectively promoted.
- Prioritise the purchase of resources which support pupils' recreational and leisure needs.
- Work with the teacher in charge of careers and the local Careers/Connexions Service to improve the provision of careers, vocational and further study information.

### Examples of good practice

*“There is an after school club which targets SEN pupils, but is not exclusive to them. It is run by one of the learning support assistants with support from the SENCO, but it is held in the library, uses library resources and, of course, library staff regularly become involved in what is going on. To encourage pupils, especially those who may not be well motivated, to stay after school, the emphasis has to be on fun and there are art and crafts activities, play reading and games as well as story reading sessions.”*

*“The library is open before and after school each day. This means that pupils who arrive early or stay after school have somewhere to do homework, read, use the computers etc. They know that there will be someone on hand to help them if they need it, but they can also work independently or with their friends.”*

*“I work closely with the Careers Co-ordinator to ensure the careers library is well stocked, organised effectively and pupils know how to use it to find information about education, training and employment opportunities. I lead sessions with Year 9 and Year 12 explaining how to use the careers library. The careers books are entered on the Library Management System so pupils can search for titles and borrow in the same way they do for normal library books.”*

### Further advice

Hobsons, *CIOLA Directory*, Hobsons (published annually).

Department for Education and Skills, *The Study Support Toolkit*, 2000 [available at <http://www.standards.dfes.gov.uk/studysupport/howdo/toolkit/>]

Department for Education and Skills, *Code of Practice for Secondary Schools*, 2000 [available at [http://www.standards.dfes.gov.uk/studysupport/howdo/cofp\\_secondary/](http://www.standards.dfes.gov.uk/studysupport/howdo/cofp_secondary/)]

De Saez, Eileen Elliot, *Promoting the School Library*, SLA, 2000.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996.

Your local SLS or public library service may be able to provide advice on homework club provision and resources to support pupils' leisure needs.

## THE TOOLS

*N.B. These survey questions are suggestions: you may need to edit or adapt them for different Year Groups etc. Questions 1-5 are for the indicators in strand 4a (question 5 only applies where the careers collection is part of the LRC); questions 6 and 7 relate to the indicators in strand 4b; questions 8 to 11 are for the indicators in strand 4c.*

*When laying out your version of the questionnaire, make sure that you leave enough space for answers.*

### Y LRC USER SURVEY OF PUPILS

Using the LRC outside lesson times:

1 Do you use the LRC outside lesson times?

No       Yes

*If no – please go on to question 2*

1.1 *If yes, On average, how often do you use the LRC apart from lessons?*

Every school day     

Up to once a week     

A few times in a Term     

Less than once a Term     

No regular pattern     

Other, please say what     

*Please tick one box only above*

1.2 *If yes, What sorts of things do you do in the LRC outside lesson time?*

1.3 How useful is the LRC when you are doing homework? In what ways?

1.4 How well does the LRC cover your own interests or things that you are trying to find out, apart from lessons and homework?

1.5 Would you like the LRC to offer any other resources or activities? If so, what? *(keep it legal please!)*

*Please go on to question 3.*

2 *For people who don't use the LRC outside lesson times: Are there any changes to the LRC and what it does that would get you to use it outside lessons? If so, what changes?*

3 Do you usually know what activities are taking place in the LRC?

No       Yes

3.1 *If no – What could staff do to make sure that you know about LRC activities?*

3.2 If yes – How do you usually find out what is going on in the LRC?

Any other ways?

4 Who is the LRC mainly intended for?

4.1 Are there any groups of pupils who don't use the LRC? If so, which groups?

4.2 Why do you think that these groups don't use the LRC?

5 Do you ever use the careers and further study information in the LRC?

No  Yes

*If no – why is this?*

If yes – how useful do you find this information? In what ways?

Turning to what is in the LRC:

6 Please tick **all the boxes that you agree with:**

- I have a good idea of what is in the LRC and what the staff can do for me
- I can usually find the schoolwork or homework books I want in the LRC
- There is plenty of interesting reading material there
- I can usually find the schoolwork or homework information I want there
- The LRC is a good place to get information on other things that I am interested in
- Most of the books in the LRC are up to date
- There is enough material in the LRC that reflects life in my own local community
- It is clear where things are and how they are arranged in the LRC
- I can nearly always find where things are in the LRC
- There are usually enough computers in the LRC
- I can usually get access to websites when I need them using the LRC computers

6.1 If you think that the LRC does poorly in any of these listed areas, which ones?

6.2 What could the LRC do to improve in these areas?

**4a:** Opportunity for enrichment through out-of-hours activities provided by the LRC

7 When was the last time that you **couldn't find** something you were looking for in the LRC?

7.1 What were you looking for?

7.2 What did you do to try to find it?

Now, thinking about the space and layout of the LRC:

8 Is there usually enough space in the LRC for you to do different things, such as read, work with your friends, or use a computer?

No       Yes

*If no* – What do you have problems doing? When does this happen?

9 Is the LRC always open when you need it and can you always get in?

No       Yes

*If no* – When can't you use it?

10 What do you think of the way the LRC is furnished and decorated?

10.1 Do you like the library/LRC displays?

11 Do you like working in the LRC? Why?

Thank you for completing this user survey. Please return it to

**4b:** How well the provision of LRC resources meets the needs of the school's pupils and staff

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Are LRC spending decisions linked to priorities set out in the SIP and in School Policies?	<ul style="list-style-type: none"> <li>&gt; LRC improvement plan/SIP</li> <li>&gt; LRC budget/purchasing records</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Compare priorities in development plans and stock purchased</li> </ul>
ii. Are resources, including access to technology, adequate in terms of quantity, range, quality, relevance, currency, condition and cultural relevance?	<ul style="list-style-type: none"> <li>&gt; Stock records</li> <li>&gt; Purchasing records</li> <li>&gt; Schemes of work</li> <li>&gt; School roll</li> <li>&gt; Local and national guidelines</li> <li>&gt; Views of staff</li> <li>&gt; Views of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review these records for evidence of quantity, range, quality, relevance, currency, condition and cultural relevance of stock</li> <li>&gt; Check resources against schemes of work to monitor the relation to what is currently taught</li> <li>&gt; Review guidelines to assess extent applied in LRC</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Interview using questions for staff Z</li> </ul>
iii. Reading materials: does the LRC provide access to a plentiful supply of material catering for all levels of reading ability and interest?	<ul style="list-style-type: none"> <li>&gt; Stock records</li> <li>&gt; Views of pupils</li> <li>&gt; Reading lists</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse stocklists to demonstrate amount of material and how well it caters for different reading interests and ability levels, including fiction and non-fiction in a variety of formats e.g. electronic books, graphic novels, magazines, materials for SEN and Gifted and Talented</li> <li>&gt; Keep examples of reading lists produced to cover different reading interests and ability levels</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> </ul>
iv. Are resources regularly weeded and updated?	<ul style="list-style-type: none"> <li>&gt; Records of weeded and updated stock</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Calculate annual stock weeding and replacement rates</li> </ul>
v. Are resources well organized to meet the needs of pupils and staff?	<ul style="list-style-type: none"> <li>&gt; Description of methods of organizing resources</li> <li>&gt; LRC guides</li> <li>&gt; Views of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review whether resources are classified according to standard system, with adequate guiding, computerized management system, OPAC terminals etc.</li> <li>&gt; Keep copies of LRC guides, plans of layout</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Interview using questions for staff Z</li> </ul>
vi. Is effective use made of new technology?	<ul style="list-style-type: none"> <li>&gt; LRC and whole school planning documents (e.g. ICT strategy)</li> <li>&gt; Planning for LRC-based lessons</li> <li>&gt; Observed LRC-based lessons and extra-curricular activities</li> <li>&gt; Views of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse use of ICT in the LRC envisaged in planning documents</li> <li>&gt; Review lesson plans to see how ICT use is envisaged</li> <li>&gt; Observe lessons and out-of- hours activities focusing on how ICT is used by different year groups etc.</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Interview using questions for staff Z</li> </ul>
vii. Is effective use made of resources from outside agencies e.g. SLS (where this service is on offer)?	<ul style="list-style-type: none"> <li>&gt; References to use of resources from outside agencies</li> <li>&gt; LRC planning documents</li> <li>&gt; Service provision agreements with SLS, other agencies</li> <li>&gt; Issue records and other records of use</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse documents to see what use is envisaged</li> <li>&gt; Analyse records to see how resources are used</li> </ul>
viii. Are LRC resources adequately promoted throughout the school?	<ul style="list-style-type: none"> <li>&gt; Promotional materials</li> <li>&gt; Views of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep examples of posters, leaflets, records of talks etc.</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Interview using questions for staff Z</li> </ul>

## Key Question 4: How well does LRC provision meet pupils' needs?

**4b:** How well the provision of LRC resources meets the needs of the school's pupils and staff

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>• The LRC budget allows the LRC to be maintained and developed to a high standard, according to actions set out in the improvement plan.</li> <li>• The learning resources support the full range of needs and interests shown by the school's pupils and staff. The resources are excellent in terms of quantity, quality, relevance, condition and cultural relevance. There is a range of resources to support teaching and professional development.</li> <li>• The material available caters very well for all levels of pupil reading ability and for a very wide range of reading interests: there is a lot of both fiction and non-fiction in a range of different formats, for the full range of pupils at the school. In particular, there are plentiful resources to stretch Gifted and Talented pupils and materials to encourage reluctant readers</li> <li>• Resources are frequently and systematically weeded and updated to ensure currency.</li> <li>• The LRC is efficiently and effectively organised. Resources are classified according to a standard system, with excellent guiding, including guides targeting particular subject areas, topics, age groups etc.</li> <li>• Resources are catalogued and issued using a computerised management system, networked beyond the LRC itself and with plentiful OPAC terminals.</li> <li>• The school as a whole makes the best possible strategic use of LRC resources, including new technology. This is achieved through effective LRC timetabling, training in the use of new software, very well designed LRC information systems and adequate technical support.</li> <li>• Effective use is made of resources from a range of outside agencies e.g. SLS.</li> <li>• The LRC has a high profile in the school and local community and resources are very well promoted to both pupils and staff through a variety of methods including the Intranet site, newsletters and displays.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>• The LRC budget is sufficient to maintain and develop the LRC according to actions set out in the development plan.</li> <li>• The learning resources support most of the needs and interests of the school's pupils and staff. The resources are good in terms of quantity, quality, relevance, condition and cultural relevance. There is a limited range of resources to support teaching and professional development.</li> <li>• The material available caters for various levels of reading and for a range of reading interests: there is a good amount of both fiction and non-fiction covering this range. There are a number of resources to encourage reluctant readers and to stretch Gifted and Talented pupils.</li> <li>• They are systematically weeded and updated to ensure currency.</li> <li>• The LRC is well organised. Resources are classified according to a standard system, with good guiding, subject guides etc.</li> <li>• Resources are catalogued and issued using a computerised management system with an adequate number of OPAC terminals</li> <li>• The school as a whole makes good strategic use of LRC resources, including new technology, for example through efficient LRC timetabling and well designed LRC information systems.</li> <li>• Effective use is made of resources from some outside agencies e.g. SLS.</li> <li>• The LRC has a high profile in the school and resources are promoted throughout the school to both pupils and staff.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>• The LRC budget is sufficient to maintain the LRC and to implement some of the key priorities set out in the development plan.</li> <li>• The learning resources support many of the needs and interests of 55-64% of the school's pupils and staff. The resources are good in terms of quantity, quality, relevance, condition and cultural relevance. There are a few resources to support teaching development, mainly relevant to trainee teachers or NQTs. Some use is made of SLS resources.</li> <li>• The material available caters for various levels of reading and for a range of reading interests, although not in quantity and the range of formats is limited e.g. few electronic or graphic books. Some groups, such as Gifted and Talented pupils, are not so well provided for. There is both fiction and non-fiction covering this range but the collections are not equally strong.</li> <li>• They are fairly systematically weeded and updated to ensure currency.</li> <li>• The LRC is organised to support independent use of the resources available. Resources are classified according to a standard system with good general guiding and some specific subject guides.</li> <li>• Resources are catalogued and issued using a computerised management system, but there are few OPAC terminals in the LRC.</li> <li>• Many parts of the school make good use of LRC resources including new technology.</li> <li>• The LRC is promoted within the school to staff and pupils but not across all subject areas or year groups. The LRC has a high profile in some areas of the curriculum.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>• The LRC budget is sufficient to maintain the LRC, but there are very limited resources available for new developments.</li> <li>• The learning resources support some of the interests and needs of 40-54% of the school's pupils and staff. They are of satisfactory quantity, quality, relevance, condition and cultural relevance. Little use is made of outside agencies.</li> <li>• The material available caters for some levels of reading interest and ability, with limited amounts of both fiction and non-fiction being provided. The range of formats is limited.</li> <li>• Resources are weeded and updated to ensure currency, although this is not be done on a systematic basis.</li> <li>• The LRC is organised to support pupils in making independent use of the resources available. Resources are classified according to a standard system, with adequate guiding.</li> <li>• Many parts of the school make satisfactory use of LRC resources, including new technology.</li> <li>• The LRC is promoted within the school to encourage use by pupils, but not systematically.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>• The LRC budget is insufficient to maintain and develop the LRC and the quantity of learning resources provided is not adequate to support the school's pupils and staff and many are of poor quality, irrelevant or in poor condition.</li> <li>• The material available caters for a limited range of levels of reading interest and ability.</li> <li>• The resources are not updated to ensure currency.</li> <li>• The LRC is not organised to support pupils in making independent use of its resources.</li> <li>• The school as a whole makes poor use of LRC resources and the LRC does not have a high profile in the school. Resources are not well promoted to pupils or staff.</li> </ul>

**4b:** How well the provision of LRC resources meets the needs of the school's pupils and staff

### Suggested actions for improvement

- Ensure sufficient funding is provided to enable the LRC to be maintained and developed and that resources are adequate in terms of quantity, currency, range, quality, relevance and condition compared with local or national guidelines.
- Ask for schemes of work and check LRC resources against them
- Institute a rolling programme of stock-weeding with departments
- Identify gaps through a stock audit and prioritise the purchase of resources which will meet the needs of pupils with different levels of reading ability and support their reading for enjoyment.
- Improve the organisation of resources e.g. introduce a computerised library management system.
- Make effective use of the SLS to provide resources for pupils whose needs are not adequately met by the standard LRC stock
- Introduce a LRC timetabling system to allow teachers to book the LRC for use with classes.

### Further advice

Taking the annual LRC budget divided by number of pupils, a minimum of £8.00 per pupil is recommended (ASCEL/CILIP joint report, March 2002). In addition, it is recommended that there are at least: 13 books per pupil in Years 7-11; 17 books per sixth form student; and that 10% of stock is replaced annually (CILIP). More information about whole school book needs can be found in The Publishers' Association *Book Check Assessor* <http://www.books-raise-standards.co.uk/bca.pdf>

Barnett, Delvene and Dubber, Geoff, *Balancing the Books: Managing the Secondary School Library Budget*, SLA, 2002.

De Saez, Eileen Elliot, *Promoting the School Library*, Swindon: SLA, 2000.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996.

Lemaire, Kathy, *Shelf Life, Shelf Matters: Managing Resources in the School Library*, SLA, 2001

Scott, Elspeth, *Managing the Internet in the Primary and Secondary School Library*, SLA, 2000

Tilke, Anthony, "Management of learning resources", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 40-51.

Your local SLS or public library service may be able to provide advice on the provision and organisation of resources.

### Examples of good practice

*"Students who are sent to the library from lessons have a slip which I have to sign. This means I can keep a check on what topics pupils have difficulty finding resources on. I can then follow this up with the teacher who sent them and discuss purchasing resources in this area, possible Internet sites, using the SLS etc."*

*"The library has a 'Quick Reads' section. This was originally aimed at SEN pupils and the selection was chosen with the help of the SENCO, but it has proved popular with a range of pupils. Many use it when they want a book they can finish in a single lesson or in their lunch hour."*

*"When I was first appointed, I quickly became aware that much of the library stock was dated and at too high a level for the reading ability of the majority of our pupils. I devoted a substantial portion of the library funds to remedying this, for example by buying easy reads, film and TV tie-ins etc."*

*"It's really important that pupils and staff know what resources are available to them. I use a variety of methods, including termly lists sent to all teachers of new books in their subject area; posters around the school; a 'New Books' page on the library intranet site; and a 'New Books' shelf by the library issue desk."*

*"The worst image the library can have is as a place full of tatty, out-of-date books. That's why I try to weed the stock regularly. Our pupils aren't great book buyers, so anything that isn't in too poor a condition, I sell off – 10p a time."*

**4b:** How well the provision of LRC resources meets the needs of the school's pupils and staff

## THE TOOLS

**See also LRC User Survey for Pupils Y in strand 4a above – this covers the whole of Key Question 4**

### Z INTERVIEW QUESTIONS FOR TEACHING STAFF

- What do you think of the LRC resources for your subject area?
  - Is there a wide enough range of good quality material?
  - Is it generally up-to-date and in good condition?
  - Does the material adequately cater for the range of pupils and for the cultural diversity of the school?
- Do you know about the LRC booking arrangements for classes and small groups of pupils?
  - Are these arrangements adequate for you?
- Do you feel that you know your way around most of what is in the LRC?
  - Is there anything that we have or do that you would like to know more about?
- Do you actively promote use of the LRC by pupils?
  - *If yes*, In what ways?
- Does the LRC do enough to promote itself to pupils?
  - If no, what else should be done?

**4c:** How well the LRC accommodation allows the curriculum to be taught

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Is the accommodation large enough in relation to the population of the school?	<ul style="list-style-type: none"> <li>&gt; Description of size, location and layout of school LRC</li> <li>&gt; Local or national guidelines (see further advice)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Conduct audit with accommodation checklist AA</li> <li>&gt; Review size, layout and location against local or national guidelines</li> </ul>
ii. Is the LRC accessible to all pupils?	<ul style="list-style-type: none"> <li>&gt; Description of location and layout of LRC</li> <li>&gt; Disability Plan or other relevant school plans</li> <li>&gt; Views of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Conduct audit with accommodation checklist AA</li> <li>&gt; Identify references to LRC in plans</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Ask staff for views on convenience of opening hours and on physical access</li> </ul>
iii. Is the space well organised? Is there flexibility for different types of use (e.g. quiet reading, ICT)? Is there space for classes, groups and individual pupils?	<ul style="list-style-type: none"> <li>&gt; Description of layout of LRC</li> <li>&gt; Examples of ways in which the space is used</li> <li>&gt; Views of pupils</li> <li>&gt; Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Conduct audit with accommodation checklist AA</li> <li>&gt; Keep LRC timetable, photographs</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Conduct a series of occasional spot checks of levels of use of spaces at different times of day/week over one or more terms</li> <li>&gt; Ask staff for views on suitability of layout, space allocation for their purposes</li> </ul>
iv. Are the furnishing and décor (including displays) suitable?	<ul style="list-style-type: none"> <li>&gt; Description of furnishings, décor and display areas</li> <li>&gt; Views of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Conduct audit with accommodation checklist AA</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> </ul>
v. What steps are taken to ensure pupils' welfare, health and safety in the LRC?	<ul style="list-style-type: none"> <li>&gt; Evidence of compliance with school health and safety policy and other guidelines</li> <li>&gt; School Health and Safety documents</li> <li>&gt; Records of Health and Safety inspections and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify references to LRC in school H &amp; S documents</li> <li>&gt; Keep notes of steps taken to comply with school H &amp; S policy, including inspection recommendations</li> </ul>
vi. Is the LRC open at convenient times for pupils and staff?	<ul style="list-style-type: none"> <li>&gt; Records LRC use</li> <li>&gt; Views of staff</li> <li>&gt; Views of pupils</li> <li>&gt; Frequency with which the space is used for other purposes during the school day</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse use records by year group, time of day/week</li> <li>&gt; Administer user satisfaction survey Y to pupils</li> <li>&gt; Log the LRC use for non-LRC purposes during the school day over one or three terms (e.g. classroom, sixth form recreational area)</li> </ul>

**Key Question 4: How well does LRC provision meet pupils' needs?**

**4c:** How well the LRC accommodation allows the curriculum to be taught

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>The excellent LRC accommodation allows the curriculum to be taught highly effectively.</li> <li>The LRC is large enough to accommodate classes and groups of pupils alongside individuals using the facilities on a formal or informal basis. It is very well located within the school and easily accessible to all pupils.</li> <li>The furnishing and décor are very welcoming, meeting the needs of most pupils and the space is well organised to provide a range of working environments e.g. ICT, private study, group work and reading areas.</li> <li>It is open and accessible to all pupils throughout and beyond the school day.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>The LRC accommodation allows the curriculum to be taught effectively.</li> <li>It is sufficient in size to accommodate classes or groups of pupils alongside individuals using the facilities on most occasions. It is suitably located within the school and accessible to most pupils.</li> <li>The furnishing and décor are appropriate to meet the needs of most pupils and the space is well organised, for instance, there are areas for ICT, group work and reading.</li> <li>It is open throughout and beyond the school day, although access may be restricted to a particular class or groups of pupils at some times of the day.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>The LRC accommodation allows parts of the curriculum (certain types of activity) to be taught effectively.</li> <li>It is sufficient in size to accommodate at least one whole class alongside individual pupils. It is suitably located in the school and accessible to many pupils.</li> <li>The furnishing and décor meet the needs of many pupils. Good use is made of the available space to accommodate different activities.</li> <li>The LRC is open to pupils throughout the school day and regularly beyond the school day (e.g. twice a week).</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>The LRC accommodation allows the curriculum to be taught satisfactorily.</li> <li>It is fairly accessible but not centrally located within the school and sufficient in size to accommodate a whole class as well as individual pupils.</li> <li>The furnishing and décor are satisfactory and the space is fairly well organised, for example, providing areas for two different purposes such as ICT and reading.</li> <li>It is usually open to pupils throughout the school day. although it may be closed for staff/governors' meetings from time to time. It is occasionally open beyond the school day.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>The LRC accommodation can prevent the curriculum being taught effectively on occasions.</li> <li>It may be used for other purposes e.g. as a classroom, and may be poorly located within the school.</li> <li>There may be difficulties accommodating a whole class of pupils.</li> <li>The furnishing and décor are not the most appropriate to meet the needs of pupils and the space may be poorly organised, limiting the use of the LRC for certain activities such as ICT.</li> <li>Opening hours and access are restricted, even during the school day.</li> </ul>

**4c:** How well the LRC accommodation allows the curriculum to be taught

### Suggested actions for improvement

- Ensure the LRC is used for other purposes e.g. classroom, meetings only when this is unavoidable, or outside the school day for promotion purposes.
- Arrange regular displays of pupils' work as well as information about the LRC and its resources and materials to promote reading.
- Consider how the space might be reorganised and used more effectively.
- Improve LRC guiding.
- Experiment with different LRC opening times to discover which best meet the needs of pupils and staff.

### Further advice

Charlton, Leonore, *Planning and Designing a Secondary School Library Resource Centre*, SLA, 2002.

Department for Education and Skills, *Area Guidelines for Schools*, DfES, 2002 [available at [http://www.teachernet.gov.uk/\\_doc/2661/AG%20Intro%20\(P2\).pdf](http://www.teachernet.gov.uk/_doc/2661/AG%20Intro%20(P2).pdf)].

Tilke, Anthony, "Management of Accommodation", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 31-39.

Your local SLS or public library service may be able to provide advice on library design and guiding.

### Examples of good practice

*“The library used to be a single large room which could seat about 50 pupils. Obviously, this was more than would ever be needed for a single class, so we decided to keep a large central space for classes and group work, but also to have areas designed for reading and quiet study. The former has comfy chairs, coffee tables etc. These are not formally screened off, but are divided from the main library by several rows of shelving. Of course, noise can travel, but there are distinct ‘atmospheres’ in the different areas of the library.”*

*“The sixth formers have their own study room. This means that the main library is always available for classes and younger pupils throughout the day.”*

*“We did try experimenting with opening the library after school, but as most of our pupils are bussed in and out, that wasn’t very successful. However, opening before school has been more successful. Some of the buses arrive quite early and other pupils are dropped off by parents on their way to work.”*

*“I always open the library on INSET days and just before the start of term when a lot of staff come into school. This is really the only opportunity they get to look at the resources at their leisure.”*

## THE TOOLS

**See also** LRC User Survey for Pupils Y **in strand 4a above – this covers the whole of Key Question 4**

### AA ACCOMMODATION CHECKLIST

*The focus of this review of the main aspects of LRC accommodation should be the needs of the school and its pupils, and it can be usefully informed by national and local recommendations or guidelines.*

*Recommendations and further details are available in the 'Management of Accommodation' chapter in the **Library Association Guidelines for Secondary School Libraries**, prepared by Anthony Tilke (1998) and in the Department for Education and Skills Area Guidelines for Schools (2002) ([http://www.teachernet.gov.uk/\\_doc/2661/AG%20Intro%20\(P2\).pdf](http://www.teachernet.gov.uk/_doc/2661/AG%20Intro%20(P2).pdf)).*

*'LRC' is used in this Accommodation Checklist to indicate one or more LRC sites within the school.*

#### 1. Area (metres<sup>2</sup>)

- Number of rooms/sites:
- Layout:

#### 2. Location of the LRC within the school

- Which floor is it on?
- Is it in a prominent position?
- Is it accessible for all pupils?

#### 3. Signing and guiding

- Is the LRC signposted within the school?
- Are there signs within the LRC (e.g. at the entrance, on bays, on shelves) to indicate where information is located?
- Is there a map of the LRC?
- Are signs easy to read for all pupils? (Size, colour etc.)

#### 4. Use of the LRC

- Is the space used for other purposes (e.g. classroom, Sixth Form area, meeting room)?
- For how many hours per week is access to the LRC restricted? For what reasons?

#### 5. Décor

- Is the décor attractive and appealing?
- Is there adequate lighting/natural light?

#### 6. Furniture

- Shelving (amount available, height, type of shelving)
- Storage available for other materials (e.g. CD ROMs, videos, maps, periodicals, pamphlets)
- Issue counter
- Computing facilities

#### 7. Seating

- Number of study places
- Are different types of seating available (e.g. low chairs, study carrels, tables for group work)?

#### 8. Organisation of space

- Can a whole class use the LRC alongside individual pupils studying in the LRC?
- Is there space available for group work?
- Is there an area for quiet, individual work, away from computers and other distractions?
- Is there an area for less formal activities e.g. reading for enjoyment?
- Is there an area for ICT activities?

#### 9. Displays

Are there displays of:

- pupils' work
- information about new materials
- reading promotion
- LRC activities and facilities
- guidelines for LRC use?

#### 10. Security

- Is the main counter well positioned to see most areas?
- What security systems are installed?

#### 11. LRC administration/management space

- Size
- Suitability for LRC management and administration tasks.

## 5a: The LRC's role in promoting reading for enjoyment

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Does the LRC actively promote reading for enjoyment?	<ul style="list-style-type: none"> <li>&gt; Records of reading promotion events and activities in the LRC</li> <li>&gt; Records of pupil involvement in these activities</li> <li>&gt; LRC policy and planning documents</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep examples of advertising, photos, planning documentation etc for book/reading clubs, storytelling, book weeks/author visits, competitions, special events (e.g. World Book Day, Carnegie Shadowing, Readathon etc), where LRC features</li> <li>&gt; Analyse numbers and range of pupils involved in activities</li> <li>&gt; Identify references to promotion in LRC policy/plan</li> </ul>
ii. Do LRC staff take a key role in reader development work, encouraging pupils to read widely and confidently?	<ul style="list-style-type: none"> <li>&gt; LRC planning and policy documentations</li> <li>&gt; Observed activities in the LRC</li> <li>&gt; Views of pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify references to reader development work in LRC plans</li> <li>&gt; Note examples of LRC activity</li> <li>&gt; Record pupil comments on the breadth of their reading</li> </ul>
iii. Is the role of the LRC in reading valued across the school?	<ul style="list-style-type: none"> <li>&gt; School and subject planning documents (e.g. school extra-curricular plans)</li> <li>&gt; Views of pupils</li> <li>&gt; Views of teachers</li> <li>&gt; Views of SMT</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify references to LRC role in promoting reading for enjoyment in planning documents</li> <li>&gt; Interview using questions for pupils BB</li> <li>&gt; Ask teachers and SMT members about the role of the LRC in encouraging reading</li> </ul>
iv. Does the LRC provide support materials to encourage the full range of pupils to read? (e.g. booklists, bookmarked websites, Summer Reading Game)?	<ul style="list-style-type: none"> <li>&gt; the range of support materials available, (e.g. reading games, story/poetry tapes, pupils' book recommendations, screen savers promoting books)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep examples of reading lists produced to cover different reading interests and ability levels</li> <li>&gt; Keep examples of different types of support materials that LRC makes available</li> </ul>

## Key Question 5: How well are pupils guided and supported?

## 5a: The LRC's role in promoting reading for enjoyment

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>The LRC staff actively promote reading for enjoyment of both fiction and non fiction to groups of pupils and individuals, both on an informal day-to-day basis, for example through conversations about reading, posters, the LRC intranet site and through a programme of regular special events such as Book Weeks, author/illustrator visits, competitions, challenges and other activities.</li> <li>There is a wide variety of ongoing activities such as book talks, book clubs and displays to encourage all pupils to read widely and confidently and to discuss books they have read.</li> <li>The LRC staff work closely with teaching staff, in particular the Literacy Co-ordinator, to devise strategies to promote reading for enjoyment.</li> <li>The contribution of the LRC in encouraging and promoting reading is valued throughout the school.</li> <li>Support and extension materials, on-line and in printed form, are systematically provided for individuals and groups of pupils.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>The LRC staff actively promote reading for enjoyment of both fiction and non fiction to groups of pupils and individuals both on an informal day-to-day basis (conversations, posters etc.) and through regular special events such as Book Weeks, author/illustrator visits, competitions and other activities.</li> <li>There are ongoing activities such as book clubs and displays to encourage pupils to read widely and to discuss books they have read.</li> <li>The LRC staff regularly work together with teaching staff to devise strategies to promote reading for enjoyment.</li> <li>Most teachers and pupils value the contribution of the LRC in encouraging and promoting reading.</li> <li>Support and extension materials are usually provided for pupils where appropriate; many are available both on-line and in print.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>The LRC staff actively promote reading for enjoyment, mainly of fiction, to individual pupils on an informal day-to-day basis although more creative approaches are not usually tried. There are a number of special events such as book weeks and author visits.</li> <li>There are some ongoing activities such as book clubs and displays but these mainly appeal to specific groups of pupils.</li> <li>The LRC staff regularly devise strategies to promote reading for enjoyment, sometimes working with individual teachers to do so.</li> <li>The LRC is usually recognised as contributing to encouraging and promoting reading.</li> <li>Support materials are provided for some groups of pupils e.g. reluctant boys, but are not routinely available to encourage all pupils to read.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>The LRC staff promote reading for enjoyment to individual pupils on an informal day-to-day basis and there may be occasional special events such as Book Weeks. Overall, promotion tends to be sporadic.</li> <li>There is a limited number of ongoing activities such as book clubs and displays for some groups of pupils</li> <li>The LRC staff sometimes devise strategies to promote reading for enjoyment, but usually do so independently.</li> <li>The LRC is sometimes recognised as contributing to encouraging and promoting reading</li> <li>Support materials are provided for some groups of pupils on occasions and usually only in printed form.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>The LRC staff occasionally promote reading for enjoyment on an informal day-to-day basis and rarely through special events such as Book Weeks or reading clubs.</li> <li>LRC staff do not usually attempt to devise strategies to promote reading for enjoyment either independently or with teaching staff.</li> <li>The role of the LRC in encouraging and promoting reading is not usually recognised.</li> <li>Support materials to encourage reading, are rarely provided.</li> </ul>

## Suggested actions for improvement

- Plan events to promote reading for enjoyment e.g. Book Weeks, author visits.
- Establish a reading club.
- Shadow the national book awards.
- Work with teaching staff to ensure the LRC plays a key role in the promotion of reading.
- Work on promoting reading for enjoyment using non fiction and a range of different formats, for example, electronic books.

## Further advice

Birmingham Library and Information Services et al, *Stories from the Web*, <http://www.storiesfromtheweb.org/sfwhomepage.htm>

Book Trust, *Booktrusted.com website*, <http://www.booktrusted.com>

*Books for Keeps: The Children's Book Magazine*, Books for Keeps.

BOOX, *YouthBOOX website*, <http://www.boox.org.uk>

De Saez, Eileen Elliot, *Promoting the School Library*, SLA, 2000.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996.

Dubber, Geoff, *Running a Successful School Library Book Event*, SLA, 2000.

Irvin, Norah, and Cooper, Lesley, *Who Next? A Guide to Children's Authors*, LISU, 1999.

Your local SLS or public library service may be able to provide advice on reading promotion and stock to encourage reading for enjoyment.

## Examples of good practice

*“A new aspect of library use this year has been to invite an author to come and talk about their writing and ideas, and answer questions. This year I invited Geraldine McCaughrean, writer of fiction for teenagers, to come and talk to Year 7 in February. In addition I also invited Year 6 pupils from the Junior School. The visit was a wholehearted success. We heard where she found some of her ideas for her books, and all the pupils enjoyed playing her story-telling games. Her visit ended with book signing, as I had invited staff from the Bookstore to attend, bringing some books for sale.”*

*“Sixth formers are matched with pupils from lower down the school to help them with reading and encourage them to be more interested in books. It works both ways! The sixth formers gain confidence and become more aware of what the library has to offer.”*

*“I run a Booktrack scheme, to encourage pupils to read and discuss books. They collect badges at 10, 25, 50, 75 and a gold at 100+ books. A gold badge is given at school assembly and they have their photo in the school newspaper.”*

## THE TOOLS

### BB INTERVIEW QUESTIONS FOR PUPILS

Do you like reading?

*If no,*

- why is this?
- have you ever enjoyed reading?

*If yes,*

- how much reading do you do, apart from school work?
- what sorts of things do you like to read?
- does the LRC stock the types of books and other materials you like to read for enjoyment?
- does the LRC have the sorts of books and other material you like to read?
- how do you find out about the sorts of books or other materials you like to read? (*e.g. events, displays, friends recommend, LRC staff recommend*)
- do the LRC staff encourage you to read for enjoyment?
- If so, in what ways?
- do you get books to read for enjoyment from anywhere else apart from the LRC? (*e.g. public library, bookshop, friends*)
- Have you been to any reading events in the LRC? (*e.g. Book Week, reading club*)
- If so, have these encouraged you to read anything new?

## 5b: The LRC role in enhancing pupil learning

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Are LRC staff involved in monitoring pupils' learning in the LRC and in providing appropriate feedback about pupil learning to teachers/departments (i.e. The <i>Assessment for Learning</i> initiative)?	<ul style="list-style-type: none"> <li>➤ Feedback to individual teachers and/or departments on aspects of pupil learning in the LRC</li> </ul>	<ul style="list-style-type: none"> <li>➤ Keep records of feedback provided to teachers/departments</li> </ul>
ii. Do LRC staff provide pupils with feedback to help them decide where they are in their learning, where they need to go and how best to get there (i.e. the <i>Assessment for Learning</i> approach)?	<ul style="list-style-type: none"> <li>➤ Observed activities of LRC staff</li> <li>➤ Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe LRC staff performance in giving feedback</li> <li>➤ Interview using questions for pupils CC</li> </ul>
iii. Do LRC staff provide effective individual support to pupils of differing ages, abilities and needs?	<ul style="list-style-type: none"> <li>➤ Observed activities of LRC staff</li> <li>➤ Perceptions of pupils</li> <li>➤ Views of Learning Support staff who have observed/participated in LRC-led sessions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe LRC staff when giving individual support to pupils of differing ages, abilities and needs</li> <li>➤ Interview using questions for pupils CC</li> <li>➤ Ask Learning Support staff about individual support given by LRC staff</li> </ul>
iv. Does the LRC help to build pupils' confidence and self esteem?	<ul style="list-style-type: none"> <li>➤ Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interview using questions for pupils CC</li> </ul>
v. Do LRC staff work with the Literacy Co-ordinator to ensure that their work contributes to raising standards of literacy?	<ul style="list-style-type: none"> <li>➤ Evaluation of LRC staff contribution to literacy programmes/lessons</li> <li>➤ LRC planning documents</li> <li>➤ Views of teachers, in particular the Literacy Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>➤ Obtain oral or written feedback on contribution of LRC staff from Literacy Co-ordinator</li> <li>➤ Extracts from LRC policy documents on the raising of literacy standards</li> <li>➤ Ask teachers about the LRC contribution to literacy</li> </ul>

## Key Question 5: How well are pupils guided and supported?

## 5b: The LRC role in enhancing pupil learning

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● LRC staff systematically monitor pupils in the LRC to gather evidence about their learning. There are mechanisms in place to ensure that the evidence is consistently fed back to departments and teachers.</li> <li>● LRC Staff give high quality, specific feedback that provides pupils with insight into their strengths and weaknesses and enables them to progress.</li> <li>● LRC staff play a vital role in individual learner support, working effectively with pupils of all ages and abilities and with differing needs.</li> <li>● The LRC plays a very important role in building pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>● LRC staff work closely with the Literacy Co-ordinator to implement effective and well planned strategies in the LRC to promote high standards of literacy.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● LRC staff regularly monitor pupils in the LRC to gather evidence about their learning. There are mechanisms in place to ensure that the evidence is fed back to departments and teachers.</li> <li>● LRC Staff often give good feedback to pupils that provides them with insight into their strengths and weaknesses and helps them decide how to progress.</li> <li>● LRC staff play an important role in individual learner support, working effectively with pupils of differing ages, abilities and needs.</li> <li>● The LRC plays an important role in building pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>● There are effective strategies in place, planned with the Literacy Co-ordinator, to promote high standards of literacy through LRC activities.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● LRC staff monitor pupils in the LRC to gather evidence about their learning. They make opportunities to feed back to departments and teachers.</li> <li>● LRC staff give feedback to pupils that provides some insight into their strengths and weaknesses and usually helps them decide how to move forward.</li> <li>● LRC staff provide good individual learner support to some pupils. However they do not work equally effectively with pupils of all ages, abilities and needs.</li> <li>● The LRC plays a part in building pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>● LRC staff work with the Literacy Co-ordinator to promote higher standards of literacy, but this is often not planned systematically; the contribution is ad-hoc but pro-active.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● LRC staff sometimes monitor pupils in the LRC to gather evidence about their learning and they feed back to departments and teachers when the opportunity arises.</li> <li>● LRC staff give feedback to pupils but it may be of a general nature and not specific enough to help them decide where they are now and how best to move forward.</li> <li>● LRC staff provide satisfactory individual learner support to some pupils, working with a limited range of age, ability and needs.</li> <li>● The LRC plays a part in building some pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>● The LRC contributes to discussion about standards of literacy and is involved in some related activity with the Literacy Co-ordinator. The contribution is reactive and ad-hoc.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● LRC staff rarely monitor pupils in the LRC to gather evidence about their learning but do not usually feed back to departments or teachers.</li> <li>● LRC staff provide feedback to some pupils but it is usually of a general nature.</li> <li>● LRC staff provide some individual learner support for pupils, but only work effectively with some pupils, not the full range.</li> <li>● The LRC makes little contribution to building pupils' confidence and self-esteem through either curricular or out-of-hours opportunities.</li> <li>● There is little evidence to suggest that the LRC promotes higher standards of literacy.</li> </ul>

## 5b: The LRC role in enhancing pupil learning

## Suggested actions for improvement

- Participate in INSET on *Assessment for Learning* in your school (*Assessment for Learning* is a new KS3 initiative).
- Read through the *Assessment for Learning* principles available on TeacherNet. Consider how to apply these principles when you give support to individual pupils or to small groups.
- Work with one or two subject departments to agree how you will monitor pupils tackling subject work in the LRC; what information you will collect; and how you will feed it back to subject teachers.
- Work with learning support staff to review and extend the support you provide for pupils of differing abilities.
- Monitor the feedback that LRC staff give to pupils to ensure that it is positive and designed to build confidence and self-esteem.
- Work with the Literacy Co-ordinator to ensure that LRC stock and activities support the *Framework for Teaching English*.

## Further advice

DfES website and TeacherNet for information about *Assessment for Learning*.

Your Literacy Co-ordinator, Head of English and/or your local School Library Service may be able to provide suggestions for supporting literacy.

## Examples of good practice

*“When pupils arrive in Year 7 we give them a number of tasks to do so that we can see how well they can find their way round the library and use different resources and to show them that not everything is new; they already know how to do quite a lot. They receive a certificate listing what they can do which goes into their progress file. Pupils can add to their certificate at any time in Year 7 so they can see themselves improving.”*

*“We realized that we spent a lot of time telling pupils not to do things in the LRC and this was reinforced by the rules displayed on the doors and walls. This created quite a negative learning atmosphere. We decided to put up some positive notices about the behaviour we would appreciate and we try to give pupils unsolicited positive feedback when they are working in the library.”*

*“We run a buddy system. Students from Year 12 are matched with pupils in Year 7. It’s primarily to help them develop their reading skills, but it also helps in other ways, for example, they gain confidence and self-esteem. It’s also useful for the Year 12s; It’s often the Year 12s who had difficulties themselves when they were lower down the school who make the best ‘buddies’; they naturally have an understanding of the problems pupils face – often a better understanding than the staff!”*

## THE TOOLS

### CC INTERVIEW QUESTIONS FOR PUPILS

#### Getting help when you are working in the LRC

- Do you ever get stuck or need help in deciding what to do next or how to get there when you are working in the LRC?
  - If so, do the LRC staff try to help you?
  - Does what they say usually help?
    - *If not, why not?*
  - Do they help in the same ways as teachers?
  - Do the LRC staff help everyone or do some people get missed out?
- Do you like working in the LRC?
  - Why is this?
- Are you good at finding information or materials in the LRC?
- Do you ever help other people to find things in the LRC?

6: The effectiveness of the LRC's links with parents and the local community

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Are parents/carers satisfied with the facilities offered by the LRC?	<ul style="list-style-type: none"> <li>&gt; Records of procedures used by school to ascertain parents' views (e.g. questionnaire surveys; meetings)</li> <li>&gt; Parents' views expressed to LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse these records to identify views on the LRC</li> <li>&gt; Record of parents' comment/complaints</li> </ul>
ii. Are families involved with the work of the LRC?	<ul style="list-style-type: none"> <li>&gt; Records of parental involvement in the LRC (e.g. letters, newsletters, meetings, PTA involvement, records of parents borrowing LRC materials, using ICT facilities etc.)</li> <li>&gt; Records of activities devised for families (e.g. book fairs, IT courses, open evenings, parents' workshops etc.)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Analyse these records to show the level of parental involvement</li> <li>&gt; Record levels of parent attendance at special activities</li> <li>&gt; Note parent comments on these activities</li> <li>&gt; Keep timetables and other evidence of parent volunteer involvement</li> </ul>
iii. Have the LRC staff formed constructive relationships with other schools (primary, especially feeder schools, and secondary) and FE/HE institutions.	<ul style="list-style-type: none"> <li>&gt; Records of discussions, joint activities, agreements (e.g. resource sharing, pupil visits, joint research)</li> <li>&gt; Plans, programmes for induction, joint activities, pupil visits, etc.</li> <li>&gt; Views of colleagues in other schools and FE/HE institutions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review these records to show the number, range and success of relationships</li> <li>&gt; Keep examples of plans, programmes etc.</li> <li>&gt; Note comments of colleagues that reflect the nature of relationships</li> </ul>
iv. Have the LRC staff formed constructive relationships with other library providers e.g. the schools library service, public libraries?	<ul style="list-style-type: none"> <li>&gt; Plans, programmes, minutes of discussions, joint activities, class visits, resource sharing involving public libraries (including mobile libraries)</li> <li>&gt; SLS records of advice sought, training, meetings attended etc.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review these records to show the number, range and success of relationships</li> <li>&gt; Keep examples of plans, programmes etc.</li> <li>&gt; Ask SLS to report on relationship and to compare it with relationships in other schools</li> </ul>
v. What links does the LRC have with other community-based organisations and groups which contribute to pupils' learning e.g. community groups, religious organisations, employers?	<ul style="list-style-type: none"> <li>&gt; Records of discussions/agreements and collaborative activities e.g. mentoring or reading support scheme records, LRC facilities/activities open to local community</li> <li>&gt; Views of participants</li> <li>&gt; Resources/funding provided by local communities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review these records to show the number, range and nature of these links</li> <li>&gt; Record comments of participants that reflect on the success of these links</li> <li>&gt; Note the amounts of resources/funding provided</li> </ul>

Key Question 6: How effectively does the LRC work with parents and the community?

6: The effectiveness of the LRC's links with parents and the local community

## 6: The effectiveness of the LRC's links with parents and the local community

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● Procedures are in place to ascertain parents'/carers' views of the LRC on a regular basis and these demonstrate that nearly all are very pleased with the facilities and services on offer.</li> <li>● Some family members of pupils make use of the LRC facilities themselves and the LRC manager has developed a number of highly effective links with families, for example through their involvement as LRC volunteers; links with the PTA or parent-governors; inviting parents to LRC-based activities; or providing research and study or literacy workshops for parents.</li> <li>● LRC staff have developed very good arrangements with most feeder schools, for example regular class visits, resource sharing and joint activities and links with some FE and HE institutions, to ensure the smooth transfer of pupils. The LRC staff have also formed very constructive relationships with staff in a number of other schools, secondary and primary,</li> <li>● LRC staff actively network through the SLS, making very effective use of its services and activities; they have strong links with the local public library service.</li> <li>● LRC staff have developed links with community organisations such as employers, religious organisations and community groups. Through these links, the school LRC facilitates access to local, regional, national and global resources for pupils and staff. Members of the local community make a valuable contribution to the work of the LRC, for example through mentoring schemes and reading support.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● Attempts to ascertain parents'/carers' views of the LRC demonstrate that nearly all families are pleased with the facilities and services on offer.</li> <li>● The LRC manager has developed some good links with families, for example through their involvement as LRC volunteers; use of facilities; links with the PTA or parent-governors; or inviting parents to LRC-based activities.</li> <li>● LRC staff have built up good arrangements with most feeder schools, for example, class visits, and joint activities and links with some FE/HE institutions, to ensure the smooth transfer of pupils. They have also formed constructive relationships with staff in several other secondary schools.</li> <li>● They maintain strong links with the SLS, participating in activities, and they maintain active links with the local public library service.</li> <li>● LRC staff have developed links with community organisations such as employers, religious organisations and community groups to facilitate access to resources beyond the school for pupils and staff. Members of the local community contribute to the work of the LRC.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● Attempts to ascertain parents'/carers' views of the LRC demonstrate that most families are pleased with the facilities and services on offer.</li> <li>● The LRC manager has regularly explored links with families, for example, inviting parents to LRC-based activities.</li> <li>● There are good arrangements with some, but not all, feeder schools through class visits, and links with a couple of FE/HE institutions. LRC staff have some contact with staff in other secondary schools.</li> <li>● They have regular links with the SLS and with the local public library service.</li> <li>● LRC staff have some links with community organisations such as employers, religious organisations and community groups to facilitate access to resources beyond the school for pupils. Members of the local community occasionally contribute to the work of the LRC.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● Attempts to ascertain parents'/carers' views of the school LRC demonstrate that the majority of families are satisfied with the facilities and services on offer.</li> <li>● The LRC manager has occasionally explored informal links with families, for example, inviting parents to LRC-based activities.</li> <li>● There are satisfactory arrangements with a number of feeder schools, for example, through occasional class visits, to ensure the smooth transfer of pupils, and possibly some links with FE/HE institutions.</li> <li>● They have occasional links with the SLS and may have links with the local public library service and other community organisations such as employers and community groups.</li> <li>● Through these links, the LRC facilitates access to some resources beyond the school.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● There are few, if any, attempts to involve families in the work of the LRC.</li> <li>● Arrangements with feeder schools and HE/FE institutions to ensure the smooth transfer of pupils are poor.</li> <li>● The LRC staff have few links with staff in other schools, the local public library service or community organisations such as employers and community groups. Few of these links lead to any access to additional resources beyond the school.</li> <li>● LRC staff have little or no contact with the SLS.</li> </ul>

NB In areas where there is no SLS, equivalent activity will involve any local network of school librarians (formal or informal).

## 6: The effectiveness of the LRC's links with parents and the local community

### Suggested actions for improvement

- Ensure families are aware of the activities and facilities available in the LRC e.g. newsletters, meetings and other publicity.
- Involve families in the work of the LRC, for example, encouraging parents to volunteer to help the LRC staff, inviting families to events such as book fairs.
- Provide information to support parents who wish to help their child to learn e.g. workshops, booklets.
- Develop links with staff at other schools, especially feeder primaries e.g. joint activities, pupil visits, resource sharing
- Build links with SLS and other outside agencies for advice and the supply of additional resources.
- Develop links with staff at FE/HE institutions to enable the smooth transfer of pupils.
- Make links with the local public library service e.g. class visits, joint activities, visits by the local children's librarian.
- Involve the local community in the work of the LRC e.g. invite the local community to events, set up reading support schemes.

### Further advice

Your local SLS or public library service may be able to provide advice on providing support for parents and developing links with the local community.

### Examples of good practice

*“The SEN department runs family learning sessions for the parents of Year 7 children who need extra support. These are held in the library and involve library staff.”*

*“We ask for parent and grandparent volunteers for paired reading activities. Both the children and adults really enjoy this and through the course of the year they build up close relationships with each other. At the end of the sessions, they are allowed to do an activity like use the computers. This gives the children a chance to ‘teach’ the adults something.”*

*“It’s difficult to have regular contact with all our feeder schools, but I do know all the library assistants or teachers with responsibility for the library. I visit some schools each year, trying to rotate it. A couple are close enough for class visits to be arranged for pupils in Year 6.”*

*“Organised and held in the Library, this visit was hailed as ‘one of the best ‘art’ lessons we have ever had!’ by a pupil from Year 7. She, among others in the school, had been examining the Kate Greenaway shortlisted books using the criteria set for the judges. Then a pair of girls read each of the books to the Infant pupils from the local feeder school. We plan to repeat this next year – it worked so well – and hope to have time to invite two of our feeder schools.”*

*“Year 10 Health and Social care students are trained by a school librarian in storytelling basics. We then hold story sessions for invited local nursery groups/first school pupils in the public library on closed day.”*

**Key Question 7: How well is the LRC led and managed?**

**7a: Leadership and management of the LRC**

**7a: Leadership and management of the LRC**

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Does the work of the LRC reflect the explicit aims and values of the school and contribute towards school improvement?	<ul style="list-style-type: none"> <li>&gt; School Improvement plan and other school plans</li> <li>&gt; LRC plan</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify specific references to the LRC contribution in the SIP and other school plans</li> <li>&gt; Compare the LRC plan with the SIP and other school plans to see the extent of harmony/divergence</li> </ul>
ii. How supportive are the links between the headteacher/SMT, governing body and the LRC?	<ul style="list-style-type: none"> <li>&gt; Role of LRC manager's line manager</li> <li>&gt; SIP and other school development plans</li> <li>&gt; Links with governing bodies</li> <li>&gt; Meetings between LRC manager and his/her line manager</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Record whether the LRC manager, or line manager of the LRC manager, is part of the SMT and reports regularly to SMT on the LRC</li> <li>&gt; Note and assess significance of references to LRC in school development plan, whole school policies etc.</li> <li>&gt; Note if there is a designated link governor, reporting space for LRC in governors' meetings, other links</li> <li>&gt; Keep notes of meetings with line-manager to show extent of whole school issues discussion</li> </ul>
iii. Is the LRC manager able to contribute effectively to the overall management of the school?	<ul style="list-style-type: none"> <li>&gt; Position of LRC manager in school management structure</li> <li>&gt; Membership of relevant committees and working parties e.g. Literacy, Teaching and Learning, ICT, Curriculum, Heads of Department</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Keep structure diagram or other indication of the position (e.g. Head of Department status)</li> <li>&gt; Review committee etc. records to see the extent to which LRC staff contributions are minuted and acted upon</li> </ul>
iv. Does the LRC manager have clarity of vision and purpose which is communicated throughout the school?	<ul style="list-style-type: none"> <li>&gt; LRC policy and planning documents</li> <li>&gt; SIP and other school planning documents</li> <li>&gt; Records of Heads of Department, Curriculum and other meetings</li> <li>&gt; Views of Head of Departments</li> <li>&gt; LRC written vision statement</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review LRC plans to see how clearly the vision and purpose of the LRC is articulated and the extent to which whole school issues are addressed (e.g. literacy, research and study skills teaching)</li> <li>&gt; Review school plans to see whether references to the LRC reflect this vision and purpose</li> <li>&gt; Review meeting records to see to what extent the LRC vision is reflected in discussions</li> <li>&gt; Interview various Heads of Department to see whether they understand and accept the LRC vision</li> <li>&gt; Review any LRC vision statement to see whether it is brief, clear and accessible to staff and pupils</li> </ul>
v. Are there opportunities for staff and pupils to input into the development of the LRC (e.g. LRC committee?)	<ul style="list-style-type: none"> <li>&gt; LRC committee/council records</li> <li>&gt; School council records</li> <li>&gt; Staff meeting records</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review the records to see the extent of staff/pupil input to decisions</li> <li>&gt; Review the records to see the extent of pupil comments/suggestions on the LRC</li> <li>&gt; Review the records to see the extent of staff comments/suggestions on the LRC</li> <li>&gt; Analyse the extent to which suggestions are implemented</li> </ul>
vi. Is the LRC manager able to contribute effectively to the selection and management of learning resources throughout the school?	<ul style="list-style-type: none"> <li>&gt; School purchasing policy</li> <li>&gt; Job description of LRC manager</li> <li>&gt; Cross-curricular and curriculum planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Note any LRC manager involvement in purchasing policy</li> <li>&gt; Note whether there is specific reference to selecting and managing school learning resources (beyond the LRC)</li> <li>&gt; Identify any records of involvement of LRC manager in selecting and managing learning resources (beyond the LRC)</li> </ul>
vii. Does sound financial management of the LRC's delegated budget allow it to achieve its priorities?	<ul style="list-style-type: none"> <li>&gt; Job description for LRC manager</li> <li>&gt; Budget records for LRC</li> <li>&gt; Budget bid documents produced by the LRC</li> <li>&gt; Views of school budget manager</li> </ul>	<ul style="list-style-type: none"> <li>&gt; See whether job description includes specific financial management responsibility</li> <li>&gt; Analyse LRC budget to see the extent to which it finances LRC priorities, whether funds are in place at the beginning of the year, whether good discounts are obtained from suppliers, whether there is a coherently-based rolling expenditure programme.</li> <li>&gt; Seek views of school budget manager on these points.</li> </ul>

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>The LRC manager leads and manages the LRC very well. The work of the LRC, including its policy and planning documents, very closely reflect the aims and values of the school. The LRC contribution is clearly identified in the School Improvement Plan.</li> <li>Links between the headteacher and SMT and the LRC staff are mutually supportive and senior managers make a significant contribution to the LRC's development. The governing body helps to shape the direction of the LRC and has a good understanding of its strengths and weaknesses.</li> <li>The LRC manager is able to contribute highly effectively to the overall management of the school, including the selection and management of all learning resources, for example by his/her position in the school management structure and presence on all relevant whole school committees.</li> <li>He/she has great clarity of vision and purpose and communicates this effectively throughout the whole school. A brief and clear written vision statement is widely circulated to staff and pupils.</li> <li>Teaching staff and pupils have significant input into decisions about the development of the LRC, through an active LRC committee with representatives from all subject departments and other means, such as a pupil consultative committee and other informal liaison between teachers and LRC staff.</li> <li>Effective financial management of the delegated budget allows the LRC to achieve its priorities very well. Budget bids are very well prepared and based on very good evidence.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>The LRC manager leads and manages the LRC well. The work of the LRC, including its policy and planning documents, closely reflects the aims and values of the school. Aspects of the LRC contribution are identified in the School Improvement Plan.</li> <li>Links between the headteacher and SMT and the LRC staff are mutually supportive and make a positive contribution to the LRC's development. The governing body helps to shape the direction of the LRC and has an understanding of its strengths and weaknesses</li> <li>The LRC manager is able to contribute effectively to the overall management of the school, including the selection and management of school-wide learning resources, for example by his/her position in the school management structure and presence on many relevant whole school committees.</li> <li>He/she has clarity of vision and purpose on most issues and communicates this through the whole school. A written vision statement is available to staff.</li> <li>Teaching staff and pupils have input into decisions about the development of the LRC, through an LRC committee which meets regularly, and other formal and informal liaison between teachers and LRC staff.</li> <li>Sound financial management of the delegated budget allows the LRC to achieve its priorities effectively. Budget bids are carefully prepared and argued based on good evidence.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>LRC manager leads and manages the LRC fairly well. The work of the LRC, including its policy and planning documents, are generally based on the aims and values of the school. Aspects of the LRC contribution are mentioned in the School Improvement Plan.</li> <li>Links between the headteacher and SMT and the LRC staff are usually mutually supportive and senior management and the governing body make a contribution towards the LRC's development.</li> <li>The LRC manager is in a position to contribute to the overall management of the school, for example by his/her position in the school management structure and presence on relevant whole school committees. He/she has some input into the selection and management of school-wide learning resources.</li> <li>The LRC manager has some clarity of vision and purpose, especially on issues directly relating to the LRC.</li> <li>Teaching staff and pupils are consulted about the development of the LRC, formally, for example through an LRC committee/council as well as informally.</li> <li>Adequate financial management allows the LRC to achieve most of its priorities. Budget bids are carefully prepared and argued but evidence to support the bid is limited.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>The LRC manager leads and manages the LRC adequately, Much of the work of the LRC, and some of its planning and policy documents, are loosely based on the aims and values of the school. The LRC is referred to in passing, in the School Improvement Plan.</li> <li>Links between the headteacher and SMT and the LRC staff are usually mutually supportive but contact is sporadic. The governing body makes an occasional contribution to the LRC's development.</li> <li>The LRC manager is in a position to contribute to some extent to the overall management of the school, for example by being present on some relevant whole school committees. He/she can comment on the selection and management of school-wide learning resources.</li> <li>The LRC manager has some clarity of vision and purpose on issues directly relating to the LRC.</li> <li>Teaching staff and pupils are sometimes consulted about the development of the LRC, although this is usually informal.</li> <li>Basic financial management of the delegated budget allows the LRC to achieve some of its priorities. Budget bids are regularly submitted but evidence to support the bids is limited.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>The LRC manager does not lead and manage the LRC particularly well. Much of the work of the LRC is not specifically based on the aims and values of the school. The LRC is rarely referred to the School Improvement Plan.</li> <li>Links between the headteacher and SMT and the LRC staff are often poor. Senior managers and the governing body make little contribution to the LRC's development and have a limited understanding of its strengths and weaknesses.</li> <li>The LRC manager is not in a position to be able to contribute to the overall management of the school, because he/she has no direct link to the school management structure and is not involved in relevant whole school committees.</li> <li>The LRC manager lacks clarity of vision and purpose.</li> <li>Teaching staff and pupils have little or no input into the development of the LRC.</li> <li>The financial management does not allow the LRC to achieve its priorities limited.</li> </ul>

## 7a: Leadership and management of the LRC

## Suggested actions for improvement

- Ensure LRC representation on all relevant committees e.g. Heads of Department, Curriculum.
- Ensure the LRC planning and policy documentation reflects the aims and values of the school.
- Clarify the role of the headteacher and SMT in supporting the development of the LRC.
- Designate a link governor for the LRC.
- Establish a LRC committee with both staff and pupil representation.
- Use advocacy tools such as *School libraries: making a difference* in communicating LRC vision.

## Further advice

Barnett, Delvene and Dubber, Geoff, *Balancing the Books: Managing the Secondary School Library Budget*, SLA, 2002.

Tilke, Anthony, "Skills for Learning", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 56-61.

Your local schools library service or public library service may be able to provide advice on establishing a library committee.

## Examples of good practice

*"Although I don't attend every meeting, I go to Heads of Department and Curriculum meetings when there is something relevant on the agenda. This means that I can keep abreast of what's happening on a variety of whole school issues that impinge on the library."*

*"The library has a regular 'slot' on several committees e.g. the Teaching and Learning Forum. This means that issues are discussed regularly within the context of whole school issues and teachers from all departments are aware of what the library offers."*

*"I think the fact that my line manager is the Deputy Head with responsibility for the Curriculum is a huge bonus. There is a danger that I would be regarded as one of the admin staff otherwise. This means that teachers appreciate that I do have a role to play in supporting teaching and learning in the school."*

*"I try to ensure that the library is involved in whole school issues whenever possible. For example, the library features in important whole school policies such as ICT and Literacy and library staff operate the rewards system used by the rest of the staff in the school. Of course, I try to make sure that the library at least gets a mention in the school improvement plan."*

**7b:** How well the LRC monitors, evaluates and improves its performance

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Is there a regularly updated LRC improvement plan linked closely to the SIP and other improvement plans?	<ul style="list-style-type: none"> <li>&gt; SIP and other school development plans</li> <li>&gt; LRC improvement/development plan</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review links and any points of divergence between the SIP etc. plans and LRC improvement/development plan</li> </ul>
ii. Is there a regularly updated written LRC policy linked to other school policies?	<ul style="list-style-type: none"> <li>&gt; Whole school policy documents</li> <li>&gt; LRC policy documents</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review links and any points of divergence between priorities and targets established in whole school policies and those specific to the LRC</li> </ul>
iii. How responsive is the LRC to changes in departmental policies, development plans and curricula?	<ul style="list-style-type: none"> <li>&gt; Departmental policies, development plans and curricula documents</li> <li>&gt; LRC plan and other implementation documents</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review the links and any points of divergence between departmental planning documents and LRC plans</li> </ul>
iv. How effectively does the LRC monitor and evaluate its performance, in particular its contribution to teaching and learning?	<ul style="list-style-type: none"> <li>&gt; Procedures and methods used to evaluate and monitor LRC performance</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review procedures and methods, and the evidence that they produce, to establish how well the LRC monitors and evaluates its contribution to teaching and learning</li> <li>&gt; Keep examples of the methods used and evidence collected</li> </ul>
v. Does the LRC effectively identify priorities, set targets and review progress towards these, using monitoring and evaluation data?	<ul style="list-style-type: none"> <li>&gt; Priorities, targets, reviews of progress</li> <li>&gt; Monitoring and evaluation data</li> <li>&gt; LRC planning documentation and reports</li> <li>&gt; LRC monitoring and evaluation data collection</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review documentation and reports to see how well they present priorities and targets, deploy monitoring and evaluation data and take account of the results</li> <li>&gt; Review monitoring and evaluation methods and assess the usefulness of the data collected in monitoring efficiency, assessing effectiveness and showing progress</li> </ul>

## Key Question 7: How well is the LRC led and managed?

**7b:** How well the LRC monitors, evaluates and improves its performance

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● The LRC development plan is closely related to the SIP and other planning documents and there are frequent references to the LRC in all departmental development plans.</li> <li>● There is a written LRC policy, which is regularly reviewed and linked to other school policies e.g. ICT, Literacy, Inclusion.</li> <li>● These enable the LRC staff to identify short and long term priorities; set targets; and review progress effectively.</li> <li>● The LRC staff systematically monitor and evaluate performance; diagnose the LRC's strengths and weaknesses; and take effective action to secure improvements.</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● There is a LRC development plan, which is linked to the SIP and other planning documents and there are references to the LRC in many departmental improvement plans.</li> <li>● There is a recent written LRC policy and attempts are made to link this to other school policies. These enable the LRC staff to effectively identify priorities; set targets; and review progress in the short term and, to some extent, in the long term.</li> <li>● The LRC staff monitor and evaluate performance, diagnose the LRC's strengths and weaknesses; and take effective action to secure improvements.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● There is an LRC development plan, which has general links to the SIP and other planning documents. There are references to the LRC in some departmental improvement plans.</li> <li>● There is a written LRC policy, but these may not be closely linked to whole school planning documents or to whole school policies.</li> <li>● There is some monitoring of LRC performance, and it does help the LRC staff to identify priorities, set targets and review progress, at least in the short term.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● An LRC policy and an LRC development plan are being prepared. There may be references to the LRC in a few other departmental improvement plans.</li> <li>● LRC staff have occasional discussions about priorities, targets and progress and are considering how best to monitor performance.</li> <li>● There is some small scale monitoring of LRC performance.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● Written LRC policy and development plans either do not exist or are out of date or otherwise ineffective.</li> <li>● LRC staff are not usually involved in discussions about priorities, targets and progress.</li> <li>● There is some small scale monitoring of LRC performance.</li> </ul>

**7b:** How well the LRC monitors, evaluates and improves its performance

### Suggested actions for improvement

- Ensure that evaluation and monitoring is an ongoing process which feeds into planning and LRC improvement.
- Ensure there is a written LRC policy and improvement plan which are linked to other school policies and planned and regularly reviewed.
- Base the choice of priorities and improvement targets on monitoring and evaluation data.
- Ensure that LRC staff get information about changes in subject curricula and Departmental priorities so that the LRC can respond to them.
- Investigate opportunities for benchmarking and other comparative evaluation locally and nationally.

### Further advice

Centre for Information Research (CIRT), *School Library Evaluation Tools* [available at <http://www.cie.uce.ac.uk/cirt/past/semtools.htm>].

Scott, Elspeth, *Measuring Success: How Effective is Your School Library Resource Centre?*, SLA, 2001, p. 32.

Tilke, Anthony, "Skills for Learning", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 52-55.

Your local SLS or public library service may be able to provide advice on monitoring and evaluating.

### Examples of good practice

*"I evaluate the library annually to assess the level of provision and use and I present my findings as part of the annual library report and use the information to form the basis of the Library Development Plan. This is presented to the Headteacher and Governing Body. The main types of evidence I collect are statistics and comments. As a result of previous evaluations, I have succeeded in obtaining extra shelving; arranged for the library management system to be run on the main school network; revised and expanded the Year 7 information skills programme; and argued for the Library Assistant's contract to be extended by two weeks per year."*

*"I think evaluation is important to demonstrate to school managers that putting money into the library represents effective use of resources. I collect a wide range of data: statistics, pupil and staff comments and examples of pupils' work. I tend to focus on the evaluation of specific activities. Next year, I plan to carry out an analysis of Reading Club activities. I want to find out why some pupils attend for just a few sessions then drop out. Perhaps there is a change in practice that can be made to retain those students."*

*"I frequently act on the comments and suggestions of the pupils. The stocktake is always used in relation to buying new stock. Also by analysing the library booking forms I can see which departments aren't using the LRC so I know who to target. I've had particular success with science who never used to come in."*

## 7c: How well LRC staff are managed

Indicator >>>	Types of evidence >>>	Ways to collect evidence
i. Does the number, qualifications and experience of LRC staff match the demands of the school and the curriculum?	<ul style="list-style-type: none"> <li>&gt; School size and intake data</li> <li>&gt; Local or national recommendations (see further advice).</li> <li>&gt; LRC staff number, qualifications and experience</li> <li>&gt; Views of SMT members</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Compare data with recommendations relating to an LRC for a school of this size</li> <li>&gt; Ask SMT members whether they consider local/national recommendations appropriate for your school</li> </ul>
ii. Do all staff have a clear job description and appropriate line management?	<ul style="list-style-type: none"> <li>&gt; Staff job descriptions</li> <li>&gt; LRC staff line management arrangements</li> <li>&gt; Views of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review staff job descriptions for currency and clarity</li> <li>&gt; Keep a written description of line management arrangements</li> <li>&gt; Record LRC team discussion of whether line management arrangements work</li> </ul>
iii. Are LRC staff able to benefit from staff performance management/appraisal schemes?	<ul style="list-style-type: none"> <li>&gt; School performance management policy document</li> <li>&gt; Records of LRC staff participation in scheme</li> <li>&gt; Perceptions of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify whether LRC staff are admissible</li> <li>&gt; Review extent of LRC staff participation and whether development needs have been addressed</li> <li>&gt; Record LRC team discussion of scheme and its professional development benefit for them</li> </ul>
iv. Do adequate opportunities exist for LRC staff to participate in professional development and maintain current awareness?	<ul style="list-style-type: none"> <li>&gt; Records of training and professional development needs identified during appraisal</li> <li>&gt; Records of training attended by LRC staff</li> <li>&gt; Records of meetings attended, involvement in support groups etc.</li> <li>&gt; Programmes or other records of local, regional and national training and professional development opportunities open to LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review LRC staff training and professional development needs for previous year to see the extent to which these have been met</li> <li>&gt; Review training and professional development options available through local, regional and national organisations (e.g. School Library Association branches, CILIP groups, local school library support groups) to see what other options exist for LRC staff</li> </ul>
v. Are other staff (e.g. teachers, learning support staff/teaching assistants, technical staff, clerical staff) given adequate training and deployed effectively to support the LRC?	<ul style="list-style-type: none"> <li>&gt; References to use of non-LRC dedicated staff in LRC policy etc.</li> <li>&gt; Views of other staff who support the work of the LRC</li> <li>&gt; Training materials and other evidence of support</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review extracts from LRC policy etc. to determine what training needs are identified/implied</li> <li>&gt; Ask other staff whether they feel the need for training in relation to their LRC role and whether they think that any training needs are being met</li> <li>&gt; Keep examples of materials etc.</li> <li>&gt; Review whether current training is meeting identified needs</li> </ul>
vi. How effectively are volunteer helpers (adults and pupils) trained and deployed?	<ul style="list-style-type: none"> <li>&gt; Documentation relating to the roles of volunteer helpers in the LRC</li> <li>&gt; Views of volunteer helpers</li> <li>&gt; Training materials and other evidence of support</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Review extracts from LRC policy etc. to determine what training needs are identified/implied</li> <li>&gt; Ask volunteers whether they feel the need for training in relation to their LRC role and whether they think that any training needs are being met</li> <li>&gt; Keep examples of training materials and other evidence</li> </ul>

## Key Question 7: How well is the LRC led and managed?

## 7c: How well LRC staff are managed

Description of a typical LRC at each level	
LEVEL 1 EXCELLENT	<ul style="list-style-type: none"> <li>● The number, qualifications and experience of LRC staff are very well-matched to the demands of the school and the curriculum.</li> <li>● All staff have clear and current job descriptions, benefit from good, supportive line management and are involved in performance management schemes, which are effectively used to improve the performance of the LRC as well as to manage LRC staff.</li> <li>● There are plentiful opportunities for professional development for LRC staff at all levels and staff are actively involved in professional activity at local, regional and sometimes national levels (e.g. in SLA branches and CILIP groups).</li> <li>● Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are deployed highly effectively to support the work of LRC. They are systematically provided with appropriate training.</li> <li>● Volunteer helpers (adults and pupils) are deployed to very good effect and receive excellent structured training and ongoing support. .</li> </ul>
LEVEL 2 GOOD	<ul style="list-style-type: none"> <li>● The number, qualifications and experience of LRC staff are well-matched to the demands of the school and the curriculum.</li> <li>● All staff have clear and current job descriptions and benefit from adequate line management and most are involved in performance management schemes, which are used to enhance their performance.</li> <li>● There are opportunities for professional development for LRC staff at all levels and they are involved in professional activity at local and regional levels e.g. in local support groups and SLA branches.</li> <li>● Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are deployed effectively to support the LRC. They are provided with appropriate training.</li> <li>● Volunteer helpers (adults and pupils) are deployed effectively and receive training and support.</li> </ul>
LEVEL 3 INTERMEDIATE	<ul style="list-style-type: none"> <li>● The number, qualifications and experience of LRC staff are satisfactory in relation to the demands of the school and the curriculum.</li> <li>● All staff have clear job descriptions and adequate line management. Performance Management Schemes are used to enhance performance, but not systematically.</li> <li>● There are some opportunities for professional development and staff are aware of professional activity at local and regional level.</li> <li>● Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are sometimes used to support the work of LRC. They are usually given some training.</li> <li>● Volunteer helpers are usually deployed effectively and receive adequate support, albeit on a fairly informal basis.</li> </ul>
LEVEL 4 EMERGENT	<ul style="list-style-type: none"> <li>● The number, qualifications and experience of LRC staff are satisfactory except at peak periods of demand and for the most challenging curriculum areas.</li> <li>● All staff have job descriptions (not necessarily current) for some access to line management. Performance Management Schemes are used, but not always effectively.</li> <li>● There are occasional opportunities for professional development.</li> <li>● Additional support (including teachers, learning support/teaching assistants, technical staff or clerical staff) is occasionally available to support the work of the LRC. Those involved receive some information about the role of the LRC.</li> <li>● Volunteer helpers are occasionally available to support the work of the LRC.</li> </ul>
LEVEL 5 NEEDS DEVELOPMENT	<ul style="list-style-type: none"> <li>● The number, qualifications and experience of LRC staff are not adequate for the demands of the school and the curriculum.</li> <li>● Staff do not have current job descriptions and have only notional line management access; they are not involved in staff appraisal schemes.</li> <li>● There are few opportunities for professional development and staff are not involved in professional activity.</li> <li>● Other staff, including teachers, learning support/teaching assistants, technical staff and clerical staff, are unavailable or not deployed in a way which effectively supports the LRC.</li> <li>● Volunteer helpers (adults and pupils) are unavailable or not deployed to the best effect and do not receive appropriate training and support.</li> </ul>

## 7c: How well LRC staff are managed

## Suggested actions for improvement

- Provide opportunities for all LRC staff to participate in professional development.
- Ensure all staff are involved in performance review schemes.
- Ensure all staff (paid and voluntary) have clear job descriptions.
- Consider alternative ways of deploying staff and volunteers to support the work of the LRC.
- Encourage LRC staff to become involved in professional activity at local, regional and national levels e.g. local support groups, SLA branches, CILIP School Libraries Group.

## Examples of good practice

*“All library staff are involved in performance review. This took time to implement because neither the review for teaching staff nor that for support staff was really suitable. A separate document had to be designed for the library staff. However, once this was established, it has been extremely valuable and has led to most staff having opportunities for training and development which might not have been identified otherwise.”*

*“The after school homework club takes place in the library, but it is staffed by classroom assistants provided by the SEN department. Although the focus is on those pupils who require extra support, it is open to all and teachers often drop in to help as well.”*

*“I believe that library staff should have the same professional development opportunities as teachers. I have been on a number of courses over the last few years; some were library-specific, but a number dealt with more general teaching issues. I also try to attend whole school INSET sessions, for example we’ve had courses on gender and achievement and differentiation. I often have to think how I can adapt what I learn from a classroom to a library situation, but it has given me some good starting points.”*

*“Not only do the paid library staff have job descriptions, but I write job descriptions for the pupil volunteers as well. This makes it clear what they are expected to do and makes it easier when I’m appointing new pupil-librarians as it gives them a more realistic idea of what to expect.”*

## Further advice

CILIP, *Salary Guide: Schools*, CILIP, 2002.

Dubber, Geoff, *Organising Voluntary Help in the School Library*, SLA, 1996.

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Your local SLS or public library service may be able to provide advice on appropriate job descriptions and the selection and appointment of LRC staff.

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Williams, D, Coles, L, and Wavell, C, *Impact of School Library Services on Achievement and Learning in Primary Schools*, The Robert Gordon University, 2002 [available at [www.mla.gov.uk](http://www.mla.gov.uk)].

### Other evidence collection tools available

ASCEL (2004) Benchmarks based on a survey of 587 schools; report and key findings available from the School Library Service (if available). If you do not have access to an SLS, copies can be obtained from [susanmcculloch@wiltshire.gov.uk](mailto:susanmcculloch@wiltshire.gov.uk)

Birmingham Advisory and Support Service and Schools Library Service (2002), *The Difference We're Making: Library Provision in Birmingham Secondary Schools*, Birmingham: Birmingham Advisory and Support Service and Schools Library Service.

- Birmingham Advisory and Support Service and Schools Library Service Monitoring and Support Schedule

Centre for Information Research (CIRT), *School Library Evaluation Tools* [available at <http://www.cie.uce.ac.uk/cirt/past/semtools.htm>].

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- Snapshot survey questionnaire
- Staff curriculum use feedback form
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