

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

<b>Scenarios 2: Developing the personal qualities, attitudes and values of pupils.</b>	
2A	<p>Almost all pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons as well as to participate in extra-curricular activities (e.g. book reading group). Nearly all pupils are proud of the library and show respect for its facilities and resources.</p> <p>Standards of pupil behaviour and discipline in the library are very high nearly all the time; pupils habitually co-operate and help each other there.</p> <p>The library has a good selection of resources of a high quality which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.</p> <p>Pupils are regularly involved in helping to support and enhance the library (e.g. suggesting books for purchase), and have structured opportunities to exercise responsibility and show initiative (e.g. by becoming pupil-librarians).</p>
2B	<p>Most pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons and to participate in any extra-curricular activities that take place (e.g. book reading group). Similarly, most pupils are proud of the library and show respect for the facilities and resources.</p> <p>Standards of pupil behaviour and discipline in the library are very high most of the time; pupils usually co-operate and help each other well.</p> <p>The library has a good selection of resources which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.</p> <p>There are some attempts to involve pupils in helping to support and sustain the library and there are opportunities for pupils to exercise responsibility and show initiative, although this may be on an ad hoc basis.</p>
2C	<p>Many pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons, but there are few opportunities to use the library out of class hours. Similarly, many pupils are proud of the library, but a few are indifferent to the facilities and resources.</p> <p>Pupils usually co-operate and help each other but there may be occasional discipline problems.</p> <p>The library has some resources to provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.</p> <p>There are occasional attempts to involve pupils in helping to support the library.</p>
2D	<p>Some pupils display a positive attitude towards the library but some others are indifferent to the facilities and resources and there are some discipline problems.</p> <p>The library has few resources which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.</p> <p>Pupils are not usually involved in helping to support the library.</p>

**NB:** When the following adjectives are applied to the **proportion of pupils** in these scenarios: **most** = 80% or more; **many** = 60-79%; **some/a reasonable number** = 40-59%; **few** = less than 40%

**Scenarios 2: Developing the personal qualities, attitudes and values of pupils.**

**Scenarios 2: Evidence Gathering**

***Evidence collection activities and types of evidence used*** (tick appropriate boxes to show what you used)

- 1 Observation of groups of pupils** (different years and levels of ability)
  - Observed pupils' behaviour in the library, using or adapting *Observation checklist*: [see Scenarios 2: **Tools for Gathering Evidence** below].
  
- 2 Group discussion with staff** who have had the opportunity to observe pupils in the library (keep a record of staff comments as evidence).
  - Staff discussion of pupils' attitudes and behaviour using or adapting Discussion topics for staff or adult volunteers [see Scenarios 2: **Tools for Gathering Evidence** below].
  
- 3 Records of participation in out-of-hours activities**
  - Analysed participation to see range of pupils involved/not involved.
  
- 4 Stock records**
  - Analysed samples of stock to see how well the library provides material that offers knowledge and insights into feelings, values and beliefs; helps to foster spiritual awareness and self-knowledge; promotes principles which distinguish right from wrong; and helps them appreciate their own and other cultural traditions.
  
- 5 Records of library committee meetings, pupil volunteer rotas, library suggestions** or other ways for pupils to participate in running the library.
  - Analysed records to see extent of pupil involvement in running and supporting the library.
  
- 5 Other evidence gathered** (note anything else that you did instead of or as well as the above):

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Scenarios 2: Tools for Gathering Evidence

**Scenarios 2: Observation Checklist**

Strengths → Weaknesses

Activity observed	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
works well with other pupils of all abilities, gender, ethnic origins				
assists other pupils in using library resources.				
is willing to share resources.				
shows respect towards library staff and volunteers.				
is happy to approach library staff when requires assistance.				
is courteous towards other pupils and library staff.				
does not engage in disruptive behaviour.				
shows respect for and takes good care of library resources.				

**Scenarios 2: Discussion topics for staff or adult volunteers**

- Do pupils show pride in, and a positive attitude towards the library most of the time?
  - Are there any exceptions?
- Do most pupils behave well in the library most of the time?
  - Do any pupils show lack of respect for the facilities and resources?
- Do most pupils make some use of the library facilities during lessons?
  - Do they do this in a matter of fact way or do they find this problematic?
- Do most pupils participate in out-of hours activities?
  - What sorts of activities?
  - Do different people get involved in different types of activities?
- When they are working in the library do pupils usually co-operate and help each other?
- What opportunities do pupils have to exercise responsibility or show an active interest in the library?
  - What proportion of pupils have these opportunities?

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**Scenarios 2: Actions for Improvement**

- Exploit opportunities to involve pupils in the development of the library, for example organising a library committee with pupil representatives; selecting resources.
- Provide a range of extra-curricular opportunities which are well-publicised, for example, homework clubs, breakfast clubs, reading clubs.
- Provide opportunities for pupils to exercise responsibility in the library, for example appoint pupil-librarians who are provided with training and a recognised role in the development of the library.
- Establish a Library Code of Conduct, based on the whole school Behaviour Policy and devised with input from pupils.

**Further advice**

Your local SLS (if available) may be able to provide advice on establishing a library committee, establishing a Library Code of Conduct, writing a collection development policy; recruiting and training pupil-librarians; 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.