

Key Question 4: How well does the library meet pupils' needs?

<b>Scenarios 4: How well does the library meet pupils' needs?</b>	
<b>4A</b>	<p>The learning resources provided (including ICT in the library) support the school's pupils and staff well in terms of quantity, quality, relevance, condition and cultural relevance. Resources are frequently and systematically weeded and updated to ensure currency.</p> <p>The library resources and facilities are actively promoted to pupils. Most pupils have a good understanding about what is available.</p> <p>Effective use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association). Where resources are borrowed from the SLS, these are chosen carefully to meet curriculum needs and there is frequent renewal of stock.</p> <p>Resources are classified according to a standard system e.g. Dewey, with excellent guiding. Resources are catalogued and issued using a well organised manual or computerised system.</p> <p>The library accommodation is of good size in relation to the number of pupils, with space for a whole class to work. It is open and accessible throughout and beyond the school day. The space is organised to facilitate a range of parallel activities (e.g. browsing, quiet reading, groups of pupils working together). The furnishing is highly appropriate and the décor is very welcoming and supports pupil use (e.g. by showing displays of creative library-based work).</p>
<b>4B</b>	<p>The learning resources provided (including any ICT in the library) support the school's pupils and staff adequately in terms of quantity, quality, relevance, condition and cultural relevance. Resources are regularly weeded and updated to ensure currency.</p> <p>The library resources and facilities are promoted to pupils. Most pupils have an adequate understanding about what is available.</p> <p>Use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association). Where resources are borrowed from the SLS, these are regularly renewed.</p> <p>Resources are classified according to a standard system e.g. Dewey, with good guiding. Resources are catalogued and issued using an organised system.</p> <p>The library accommodation is of adequate size in relation to the number of pupils. It is open and accessible throughout, and occasionally beyond, the school day. The space is organised to facilitate some parallel activities. The furnishing is appropriate and the décor is welcoming.</p>

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4C	<p>The learning resources provided support the school's pupils and staff and are of generally satisfactory quantity, quality, relevance, condition and cultural relevance. Resources are occasionally weeded and updated to ensure reasonable currency.</p> <p>The library resources and facilities are promoted to pupils in ad hoc ways. Many pupils have an adequate understanding about what is available and others have some understanding.</p> <p>Occasional use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association).</p> <p>Resources are classified according to a standard system e.g. Dewey.</p> <p>The library accommodation is of adequate size in relation to normal demands. It is usually open and accessible throughout the school day. The space is organised to facilitate browsing and there is some seating. The furnishing and décor are adequate.</p>
4D	<p>The learning resources provided are of only limited quantity, quality, relevance, condition and cultural relevance. Resources are rarely weeded and updated.</p> <p>There is little or no promotion of library resources and facilities to pupils. Some pupils have an adequate understanding about what is available but others have little understanding.</p> <p>Little or no use is made of resources and advice from outside agencies (e.g. School Library Service where one is available).</p> <p>Resources are not systematically classified.</p> <p>The library accommodation is too small to meet normal demands. It is only accessible at certain times during the school week. The space only allows for limited use. The furnishing is not really suitable and the décor need attention.</p>

NB: When the following adjectives are applied to the *proportion of pupils* in these scenarios:

most = 80% or more pupils

many = 60-79%

some/a reasonable number = 40-59%

few = less than 40%

**Scenarios 4: How well does the library meet pupils' needs?**

**Scenarios 4: Evidence Gathering**

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

**1 Analysis of stock records to highlight appropriateness:**

- Analysed records of materials purchased to assess their overall quantity, quality, relevance, condition and cultural relevance.
- Identified total number of stock items and divided this by number of items purchased in previous year(s) to find annual stock renewal rate. Identified the stock per pupil figure. Then compared these with national/local guidelines.

**2 Examples of documents to show promotional activity:**

- Kept examples of dated posters, leaflets, dated photos of displays, notes of talks to pupils about the library.

**3 Asking pupils\*** (different years and levels of ability)

- Asked pupils: what sorts of things are kept in the library  
what library-focussed activities they know about  
whether they can usually find the information they need or the books they want in the library (for school work, reading for enjoyment and hobbies)  
whether they have found gaps in what is available

**4 Records of external service provision arrangements** (if any, e.g. INSET, advice, stock loans)

- Kept records (e.g. contracts, letters) of service agreements with School Library Service (if available), School Library Association or other agencies

**5 Short interviews with staff who borrow materials from SLS** (if School Library Service provides loans - keep a record of replies)

- Asked about the range of materials borrowed, availability of material to meet needs of particular cultural or ethnic groups, how often materials are renewed, how they are used in teaching, whether this material fills gaps in library stock or extends choice of material, and how satisfied teachers are with this service.

**6 Records and review of library organisation**

- Kept brief description of:

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\* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

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the computer facilities available in the library/holding library stock information

the classification system

cataloguing arrangements (i.e. how books etc. are described in library records)

how loans are recorded

examples (e.g. dated photos) of guiding used

size, plan of layout and comments on suitability of library space/spaces, including scope for parallel library activities, if any

opening hours and when inaccessible during school day

general state of furnishing and decoration (e.g. dated photos)

- Reviewed these against national and local guidelines.

- 7 Other evidence gathered** (note anything else that you did instead of or as well as the above):

#### Scenarios 4: Actions for Improvement

- Review funding for the library to ensure that it can be maintained and developed and that resources are adequate in terms of quantity, currency, range, quality, relevance and condition.
- Consider introducing a computerised library management system.
- Investigate use of the SLS and other outside agencies to advise on library development and to obtain topic loans to supplement library stock.
- Consider whether the library space can be used more effectively. If appropriate, consider the scope for establishing a well located dedicated space for a library.
- Try to reduce the use of the library for other purposes, e.g. as a classroom or for meetings during the school day.
- Arrange regular displays of pupils' work.
- Consider revising the library promotional activities to increase their impact.

#### Further advice

Charlton, Leonore, *Designing and Planning a Primary School Library*, School Library Association, 1994

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

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996 (new edition due 2004).

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

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.

Library Association, *The Primary School Library Guidelines*, Library Association, 2000.

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>)

Your local SLS, public library service or the School Library Association may be able to provide advice on library design and guiding and the provision and organisation of resources.

A detailed accommodation audit and sets of questions for pupils and teachers for use in this self-evaluation are available on the TeacherNet website ([www.teachernet.gov.uk/](http://www.teachernet.gov.uk/)) along with an electronic version of this entire model.