

Key Question 6: How well is the library managed and supported?

Scenarios 6: Management and support	
6A	<p>The work of the library closely articulates the aims and values of the school. There is a current Library Improvement Plan closely linked to the School Improvement Plan, where the library features prominently. There is also a current written Library Policy linked to other school policies. Both the Library Improvement Plan and Library Policy are regularly reviewed and updated. Almost all school staff have a clear understanding of the aims of and vision for the library.</p> <p>Staff and pupils play an active part in developing the library in various ways (e.g. engagement in a pupil library committee; discussion the library as an agenda item at staff meetings). The headteacher and governors take an active interest in the library and support the enhancement of its facilities, role and resources. Both informally and formally through the PTA, parents are actively involved in enhancing the library and its resources.</p> <p>There is systematic monitoring and evaluation of the library to diagnose its strengths and weaknesses. Targets for improvement are set based on evaluation evidence.</p> <p>The library is appropriately staffed to meet all the demands of the school and the curriculum.</p> <p>In schools where there are dedicated library staff,* they are clearly supported by the headteacher (and other senior staff where appropriate). The person managing the library has a clear and current job description and library staff have recently taken advantage of one or more professional development opportunities in relation to this role.</p> <p>Volunteer helpers (adults and pupils) are deployed to good effect and receive structured training and ongoing support.</p>
6B	<p>The work of the library generally articulates the aims and values of the school. There is a current Library Improvement Plan linked to the School Improvement Plan, which includes specific references to the library. There is also a written Library Policy linked to other school policies. Both the Library Improvement Plan and Library Policy are regularly reviewed and updated. Most school staff have a clear understanding of the aims of and vision for the library.</p> <p>Staff and pupils play a part in developing the library (e.g. making suggestions to improve the stock; discussing the library at staff meetings). The headteacher and governors take an interest in the library and support the enhancement of its facilities and resources. Parents are involved in enhancing the library and its resources through the PTA and informal contact.</p> <p>There is some effort to monitor and evaluate the library to diagnose its strengths and weaknesses. Targets for improvement may be influenced by evaluation evidence.</p> <p>The library is staffed to meet most of the demands of the school and the curriculum.</p> <p>In schools where there are dedicated library staff,* they are supported by the headteacher (and other senior staff where appropriate), but other school priorities sometimes take precedence. The person managing the library has a job description and library staff are offered professional development opportunities in relation to this role.</p> <p>Volunteer helpers (adults and pupils) are generally deployed to good effect and receive some training and ongoing support.</p>

* Dedicated library staff = staff other than teachers who are responsible for the library on a full-time paid through to regular volunteer basis.

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<p>6C</p>	<p>The work of the library is influenced by the aims and values of the school. The School Improvement Plan includes reference to the library as do some other school policies. A Library Improvement Plan is being prepared. Most school staff have a some understanding of the aims of the library.</p> <p>Staff and pupils play a limited part in developing the library (e.g. making suggestions to improve the stock; occasional discussion of the library at staff meetings) but the responsibility is seen as held by the person in charge. The headteacher and governors take occasional interest in the library when time allows. A few parents are involved in supporting the library through the PTA or informal contact.</p> <p>There is recognition of the need to monitor and evaluate the library but this has not been systematically addressed until now . What to do with the evaluation evidence is now under discussion.</p> <p>The library is staffed to meet the most pressing demands of the school and the curriculum, at least to some extent. In schools where there are dedicated library staff,* they receive some managerial support, usually when there is a crisis. The person managing the library has no job description (or one that is out of date) but may be eligible to take up professional development opportunities if current pressures can be met first.</p> <p>Any volunteer helpers (adults and pupils) are deployed to meet immediate needs and receive only directly relevant advice or training.</p>
<p>6D</p>	<p>The work of the library is only incidentally influenced by the aims and values of the school. The library is seldom or never mentioned in the School Improvement Plan or other school policies. There is no Library Improvement Plan. Most school staff have only a vague view of the aims of the library.</p> <p>Staff and pupils play little part in developing the library. The headteacher and governors see the library as of little importance and parents have little contact with it.</p> <p>There is little attempt to monitor library use.</p> <p>The library is inadequately staffed to meet the needs of the school and the curriculum, with the result that it is not seen as of much importance. The person with notional responsibility for the library has no job description and professional development in relation to the role is not seen as relevant.</p> <p>Any pupil volunteers helpers are deployed to meet immediate needs and receive only specific advice.</p>

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Scenarios 6: Management and support

Scenarios 6: Evidence Gathering

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

1 Analysis of documents to highlight relevant library elements:

- Highlighted points in current Library Improvement Plan and School Improvement Plan.
- Kept copy of current Library Policy (as evidence).
- Highlighted references to library in other school policy documents.
- Highlighted references to library in management in records (minutes etc.) of pupil library committee; staff meetings; governors' meetings: PTA.
- Kept reports of library evaluation activities showing targets (as evidence).
- Reviewed library against national and local guidelines, highlighting areas for attention.
- Kept job description of library manager (as evidence).

2 Short interviews with staff (keep a record of replies as evidence).

- Views of selected school staff on the aims and vision of library.
- Views of the headteacher on the role of library and appropriateness of its staffing level.

3 Other types of records

- Note of review/reporting arrangements between library staff and headteacher/other senior staff.
- Records of library-focussed professional development activities attended.
- Records of training of volunteer helpers (adults and pupils).
- Records of parents' involvement with the library (e.g. letters, e-mails, dated photos with activity identified – permission will be needed to take and keep photos).

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

Scenarios 6: Actions for Improvement

- Ensure there is a written library policy and improvement plan which are linked to other school policies and planned and regularly reviewed.
- Ensure that the library planning and policy documentation reflects the aims and values of the school.
- Ensure that evaluation and monitoring is an ongoing process that feeds into planning and library improvement.
- Establish a library committee with staff, and possibly pupil, representation.
- Provide opportunities for all library staff to participate in professional development.
- Ensure that library staff are involved in performance management schemes and have clear job descriptions.

Further advice

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

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

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

Harrison, Kay, *Policy Making and Development Planning for the Primary School Library*, SLA, 2002.

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

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

Your local SLS (if available) may be able to provide advice on monitoring and evaluating; appropriate job descriptions and the selection and appointment of library staff.