

Summary Sheet

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

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

Reason for choice of key question and strand: _____

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Do pupils form constructive and harmonious relationships with one another, LRC staff and volunteers while working in the LRC?				
ii. Do pupils help each other to learn in the LRC?				
iii. Do pupils behave responsibly in the LRC e.g. are they trustworthy and do they show respect for property, in particular LRC resources?				
iv. Do pupils take responsibility and show initiative in the LRC?				
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?				

Support required to enable the LRC to improve:

Overall level reached:

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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?	→ Observed activities in the LRC → Perceptions of pupils	→ Observe with checklist N → Administer questionnaire for pupils L
ii. Do pupils help each other to learn in the LRC?	→ Observed activities in the LRC → Perceptions of pupils → Views of teachers	→ Observe with checklist N → Administer questionnaire for pupils L → Interview using questions for staff who bring pupils into the LRC M
iii. Do pupils behave responsibly in the LRC (e.g. are they trustworthy and do they show respect for property, in particular LRC resources)?	→ Perceptions of pupils → Observed activities in the LRC	→ Observe with checklist N → Administer questionnaire for pupils L
iv. Do pupils take responsibility and show initiative in the LRC?	→ Observed activities in the LRC → Perceptions of pupils → Pupil involvement in LRC activities	→ Observe with checklist N → Administer questionnaire for pupils L → Make extracts from LRC council/committee records showing involvement of pupils in the selection of LRC resources, helping to organise activities, etc. → Keep records of pupil librarian activities (e.g. timetables; photos)
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?	→ Observed activities in LRC → Perceptions of pupils	→ Observe with checklist N → Administer questionnaire for pupils L

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.*

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> ▪ 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. ▪ Pupils habitually help each other to learn. They are very confident working collaboratively ▪ Pupils nearly always show respect for LRC facilities and resources. ▪ 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. ▪ Most pupils behave very well, showing consideration for others on most occasions.
Level 2 Good	<ul style="list-style-type: none"> ▪ 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. . ▪ Pupils often help each other to learn. They are confident working collaboratively ▪ Most pupils usually show respect for LRC facilities and resources. ▪ 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 ▪ 65 – 79% of pupils behave well, usually showing consideration for others.
Level 3 Intermediate	<ul style="list-style-type: none"> ▪ 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. ▪ Some pupils help each other to learn. They are fairly confident working collaboratively ▪ Most pupils are able to show respect for LRC facilities and resources but may not do so consistently. ▪ Pupils are provided with opportunities to exercise responsibility and show initiative though this may be on an ad-hoc basis. Some students respond positively. ▪ 55 – 64% of pupils behave well, often showing consideration for others
Level 4 Emergent	<ul style="list-style-type: none"> ▪ 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. ▪ Pupils occasionally help each other to learn. Only some are confident working collaboratively. ▪ Many pupils show some respect for LRC facilities and resources but some do not. ▪ There are some attempts to involve pupils in decision-making relating to the development of the LRC. ▪ Standards of pupil behaviour are variable and up to half may show lack of consideration for others.
Level 5 Needs development	<ul style="list-style-type: none"> ▪ Few pupils form constructive relationships with one another or help each other to learn. ▪ Relationships between pupils and LRC staff are sometimes poor. ▪ Many pupils sometimes fail to show respect for LRC facilities or resources. ▪ Pupils are provided with few opportunities to exercise responsibility and show initiative ▪ Standards of behaviour are often poor and there are many instances of lack of consideration for others.

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Suggested actions for improvement	Examples of good practice
<p>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.</p> <p>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.</p> <p>Establish an LRC Code of Conduct, based on the whole school Behaviour Policy and devised with input from pupils.</p> <p>Encourage pupils to help each other to learn through peer support and mentoring schemes. This works particularly well for ICT.</p> <p>.</p>	<p><i>"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></p> <p><i>"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."</i></p> <p><i>"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."</i></p> <p><i>"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!"</i></p>
<p>Further advice</p> <p>Drury, Claire, and Dubber, Geoff, <i>Managing Behaviour in the Secondary School Library</i>, SLA, 2001.</p> <p>Tilke, Anthony, <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998, pp. 22-23.</p> <p>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.</p>	

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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?

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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

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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

	Strong	→			Weak
Ability/awareness shown:	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.