

Summary Sheet

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

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

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 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?				
ii. Do pupils understand and respect individual differences, particularly feelings, values and beliefs – resisting oppressive behaviour e.g. bullying, racism				
iii. Do pupils display a sense of pride in and ownership of the school LRC?				
iv. Do LRC staff insist on high standards of behaviour in the LRC?				

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 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"> → Stock/issue records → References to these topics in LRC policy documents → References to aspects of the school's Race Equality Policy in LRC policy documents → Perceptions of pupils → Examples of LRC displays and activities 	<ul style="list-style-type: none"> → Identify examples from stock lists and issue records showing coverage of these topics → Make extracts from LRC policy documents relating to these aspects of collection development. → Make extracts from the LRC policy documents to show commitment to these topics → Interview using questions for pupils O → Keep records of activities (e.g. photos, leaflets, records of responses by pupils)
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"> → Examples of observed activities in the LRC → Perceptions of pupils 	<ul style="list-style-type: none"> → Observe with checklist Q → Interview using questions for pupils O
iii. Do pupils display a sense of pride in and ownership of the school LRC?	<ul style="list-style-type: none"> → Observed activities in the LRC → Perceptions of pupils → Perceptions of LRC staff → Examples of pupil involvement in LRC development 	<ul style="list-style-type: none"> → Observe with checklist Q → Interview using questions for pupils O → Discuss in LRC team meeting using questions for LRC staff P → Make extracts from LRC committee records illustrating involvement of pupils in e.g. the selecting LRC resources → Analyse pupil remarks in LRC comments book
iv. Do LRC staff insist on high standards of behaviour in the LRC?	<ul style="list-style-type: none"> → Observed activities in the LRC → Perceptions of pupils → Perceptions of LRC staff → References to pupil behaviour in LRC code of conduct → References to LRC in School Behaviour Policy 	<ul style="list-style-type: none"> → Observe with checklist Q → Interview using questions for pupils O → Discuss in LRC team meeting using questions for LRC staff P → Make extracts from LRC code of conduct and School Behaviour Policy

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ LRC staff handle any discipline problems in a effective and consistent manner, reinforcing their high expectations of the pupils.
Level 2 Good	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Most pupils are proud of the LRC and show respect for the facilities and resources. ▪ LRC staff handle most discipline problems in an effective and consistent manner, reinforcing their high expectations of the pupils.
Level 3 Intermediate	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Pupils usually demonstrate a sense of ownership of the LRC and only a small number fail to show respect for the facilities and resources. ▪ LRC staff usually handle the discipline problems that arise in an effective manner but may not be consistent in their expectations of pupil behaviour.

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Level 4 Emergent	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Pupils sometimes demonstrate a sense of ownership of the LRC but, on occasions, a number fail to show respect for the facilities and resources. ▪ LRC staff sometimes have difficulties in handling the discipline problems that arise and may not be consistent in their expectations of pupil behaviour.
Level 5 Needs development	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Pupils rarely demonstrate a sense of ownership of the LRC and many fail to show respect for the facilities and resources. ▪ LRC staff often have difficulties in handling the discipline problems that arise and are not consistent in their expectations of pupil behaviour.

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Suggested actions for improvement	Examples of good practice
<p>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.</p> <p>Establish a book group to provide opportunities for discussion of these issues.</p> <p>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.</p> <p>Establish a LRC committee, with pupil representation from each year group and some real pupil power, to develop a sense of ownership.</p> <p>Ensure all LRC staff receive training and support from SMT and teaching staff in managing pupil behaviour</p>	<p><i>“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!”</i></p> <p><i>“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!”</i></p> <p><i>“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.”</i></p> <p><i>“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.”</i></p>
<p>Further advice</p> <p>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.</p>	

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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?

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Q Observation checklist

	Strong	—————▶			Weak
Ability/awareness shown:	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