

## Summary Sheet

**Key Question 4: How well does LRC provision meet pupils' needs?**

**Strand 4a : Opportunities for enrichment through out-of-hours activities provided by 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. Does the LRC provide a broad range of opportunities which meet the interests, aptitudes and learning needs of pupils?				
ii. Do LRC resources effectively support pupils' recreational and leisure interests and needs?				
iii. Is the full range of opportunities on offer effectively promoted to pupils?				
iv. Is the LRC socially inclusive by ensuring equality of access and opportunity for all pupils?				
v. Does the LRC offer support for learning outside the school day?				
vi: How effectively does the LRC provide accurate and relevant information relating to careers and further study?				

NB Only address vi if it is appropriate to your school.

Support required to enable the LRC to improve:

**Overall level reached:**

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Indicator	Types of evidence	Ways to collect evidence
i. Does the LRC provide a broad range of opportunities which meet the interests, aptitudes and learning needs of pupils?	<ul style="list-style-type: none"> <li>→ Planning documentation</li> <li>→ Views of pupils</li> <li>→ Attendance records for out-of-hours activities</li> <li>→ Pupil comments during out-of-hours activities</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse reference to out-of-hours activities involving the LRC in LRC policy, whole school policies etc.</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Analyse attendance by year group, gender etc.</li> <li>→ Record pupil comments on the scope and suitability of out-of-hours activities</li> </ul>
ii. Do LRC resources effectively support pupils' recreational and leisure interests and needs?	<ul style="list-style-type: none"> <li>→ Pupils' reported recreational and leisure interests</li> <li>→ Pupils' views</li> <li>→ Stock and loan records</li> </ul>	<ul style="list-style-type: none"> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Review stock levels and loans in relation to frequently reported recreational and leisure interests of different year groups</li> </ul>
iii. Is the full range of opportunities on offer effectively promoted to pupils?	<ul style="list-style-type: none"> <li>→ Views of pupils</li> <li>→ Publicity programme and materials</li> <li>→ promotional activities</li> </ul>	<ul style="list-style-type: none"> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Review posters, leaflets, photographs of displays etc. to assess the range of promotional opportunities covered</li> </ul>
iv. Is the LRC socially inclusive by ensuring equality of access and opportunity for all pupils?	<ul style="list-style-type: none"> <li>→ LRC policy</li> <li>→ Views of pupils</li> <li>→ Actions of LRC staff</li> <li>→ Levels of use of LRC</li> </ul>	<ul style="list-style-type: none"> <li>→ Review for references to equality of access and opportunity</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Review records of LRC staff actions aimed at ensuring equality</li> <li>→ Analyse usage records by year group, gender, etc.</li> </ul>
v. Does the LRC offer support for learning outside the school day?	<ul style="list-style-type: none"> <li>→ LRC plan</li> <li>→ Pupil participation in homework clubs/study support provision and other learning provision e.g. summer literacy schemes</li> <li>→ Pupil use of the LRC outside the school day</li> </ul>	<ul style="list-style-type: none"> <li>→ Review LRC plan for references to such activities</li> <li>→ Analyse attendance records</li> <li>→ Analyse LRC use outside the school day</li> <li>→ Keep examples of activities e.g. publicity material, photographs</li> </ul>
vi. How effectively does the LRC provide information relating to careers and further study?	<ul style="list-style-type: none"> <li>→ LRC and Careers planning documentation</li> <li>→ Views of pupils</li> <li>→ Views of teacher i/c careers and careers service staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Review for references to maintaining/developing careers provision</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Ask careers staff whether the careers and vocational information in the LRC is accurate and relevant, and whether it caters for all pupils. Probe for gaps in coverage.</li> </ul>

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	<b>Description of a typical LRC at each level</b>
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ The LRC offers an extremely broad range of worthwhile opportunities designed to meet the interests, aptitudes and learning needs of 80% or more of the pupils, including those with special educational needs.</li> <li>▪ The LRC offers a wide range of resources that effectively support the recreational and leisure needs of pupils.</li> <li>▪ There is equality of access and opportunity for all pupils and procedures are in place to ensure that all pupils are made aware of the full range of opportunities on offer.</li> <li>▪ The LRC makes a substantial contribution to the school's enrichment programme through its out-of-hours provision, for example excellent study support facilities.</li> <li>▪ The LRC offers a wide range of work-related and study support resources and support, which meets the needs of most pupils very well.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ The LRC provides a range of out-of-hours opportunities designed to meet the interests, aptitudes and particular needs of 65 – 79% of pupils.</li> <li>▪ The LRC offers a range of resources that effectively support some of the recreational and leisure needs of most pupils.</li> <li>▪ There is equality of access and opportunity and procedures are in place to ensure that pupils are made aware of the full range of opportunities on offer.</li> <li>▪ The LRC adds significantly to the school's enrichment programme through its out-of-hours provision, for example study support outside normal school hours.</li> <li>▪ The LRC offers a wide range of work-related and further study resources and support, which meets the needs of most pupils well.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>▪ The LRC provides a range of out-of-hours opportunities designed to meet the interests, aptitudes and learning needs of 55 – 64% of pupils.</li> <li>▪ The LRC offers a range of resources that support some of the recreational and leisure needs of many pupils.</li> <li>▪ There is generally equality of access and opportunity. Pupils are usually made aware of the full range of opportunities on offer.</li> <li>▪ The LRC adds to the school's enrichment programme mainly through provision at lunch times.</li> <li>▪ The LRC offers a range of work-related and further study resources and support which meets the needs of most pupils adequately.</li> </ul>

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<b>Level 4 Emergent</b>	<ul style="list-style-type: none"> <li>▪ The LRC provides some out-of-hours opportunities for 40 – 54% of pupils with different interests, aptitudes and learning needs.</li> <li>▪ The LRC offers some resources that support some of the recreational and leisure needs of about half the pupils.</li> <li>▪ There are some inequalities of access and opportunity, but pupils are usually informed of the opportunities on offer.</li> <li>▪ The LRC makes a contribution to the school's enrichment programme, but only during normal school hours.</li> <li>▪ The LRC offers a range of work-related and further study resources and support which meets the needs of some pupils adequately and others to a limited extent.</li> </ul>
<b>Level 5 Needs development</b>	<ul style="list-style-type: none"> <li>▪ The LRC offers few out-of-hours opportunities for pupils and little is done to ensure that pupils are made aware of those opportunities which are on offer.</li> <li>▪ The LRC does not make a sustained effort to support the recreational and leisure needs of the pupils.</li> <li>▪ The LRC adds little to the school's enrichment programme.</li> <li>▪ The LRC offers only a limited range of work-related and further study resources and support which meet few of the needs of pupils.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Ensure that a range of out-of-hours activities is provided in the LRC to meet the needs of all pupils.</p> <p>Run some cultural enrichment activities in the LRC such as performance poetry and drama.</p> <p>Establish a Homework Club or Study Support facility.</p> <p>Ensure out-of-hours activities are effectively promoted.</p> <p>Prioritise the purchase of resources which support pupils' recreational and leisure needs.</p> <p>Work with the teacher in charge of careers and the local Careers/ Connexions Service to improve the provision of careers, vocational and further study information.</p>	<p><i>“There is an after school club which targets SEN pupils, but is not exclusive to them. It is run by one of the learning support assistants with support from the SENCO, but it is held in the library, uses library resources and, of course, library staff regularly become involved in what is going on. To encourage pupils, especially those who may not be well motivated, to stay after school, the emphasis has to be on fun and there are art and crafts activities, play reading and games as well as story reading sessions.”</i></p> <p><i>“The library is open before and after school each day. This means that pupils who arrive early or stay after school have somewhere to do homework, read, use the computers etc. They know that there will be someone on hand to help them if they need it, but they can also work independently or with their friends.”</i></p> <p><i>“I work closely with the Careers Co-ordinator to ensure the careers library is well stocked, organised effectively and pupils know how to use it to find information about education, training and employment opportunities. I lead sessions with Year 9 and Year 12 explaining how to use the careers library. The careers books are entered on the Library Management System so pupils can search for titles and borrow in the same way they do for normal library books.”</i></p>
<p><b>Further advice</b></p> <p>Hobsons, <i>CIOLA Directory</i>, Hobsons (published annually).</p> <p>Department for Education and Skills, <i>The Study Support Toolkit</i>, 2000 [available at <a href="http://www.standards.dfes.gov.uk/studysupport/howdo/toolkit">http://www.standards.dfes.gov.uk/studysupport/howdo/toolkit</a>]</p> <p>Department for Education and Skills, <i>Code of Practice for Secondary Schools</i>, 2000 [available at <a href="http://www.standards.dfes.gov.uk/studysupport/howdo/cofp_secondary/">http://www.standards.dfes.gov.uk/studysupport/howdo/cofp_secondary/</a>]</p> <p>De Saez, Eileen Elliot, <i>Promoting the School Library</i>, SLA, 2000.</p> <p>Dubber, Elizabeth, and Yendall, David, <i>Display and Publicity for the School Library</i>, SLA, 1996.</p> <p>Your local SLS or public library service may be able to provide advice on homework club provision and resources to support pupils' leisure needs.</p>	

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## THE TOOLS

*N.B. These survey questions are suggestions: you may need to edit or adapt them for different Year Groups etc. Questions 1-5 are for the indicators in this strand, 4a (question 5 only applies where the careers collection is part of the LRC); questions 6 and 7 relate to the indicators in strand 4b; questions 8 to 11 are for the indicators in strand 4c.*

*When laying out your version of the questionnaire, make sure that you leave enough space for answers.*

<b>Y      LRC User Survey of Pupils</b>
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***Using the LRC outside lesson times:***

1      Do you use the LRC outside lesson times?

No                       Yes

*If no – please go on to question 2*

1.1      *If yes, On average, how often do you use the LRC apart from lessons?*

- |                        |                          |
|------------------------|--------------------------|
| Every school day       | <input type="checkbox"/> |
| Up to once a week      | <input type="checkbox"/> |
| A few times in a Term  | <input type="checkbox"/> |
| Less than once a Term  | <input type="checkbox"/> |
| No regular pattern     | <input type="checkbox"/> |
| Other, please say what | <input type="checkbox"/> |

*Please tick one box only above*

1.2      *If yes, What sorts of things do you do in the LRC outside lesson time?*

1.3      How useful is the LRC when you are doing homework? In what ways?

1.4      How well does the LRC cover your own interests or things that you are trying to find out, apart from lessons and homework?

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1.5 Would you like the LRC to offer any other resources or activities? If so, what? *(keep it legal please!)*

*Please go on to question 3.*

2 *For people who don't use the LRC outside lesson times:* Are there any changes to the LRC and what it does that would get you to use it outside lessons? If so, what changes?

3 Do you usually know what activities are taking place in the LRC?

No  Yes

3.1 *If no* – What could staff do to make sure that you know about LRC activities?

3.2 If yes - How do you usually find out what is going on in the LRC?

Any other ways?

4 Who is the LRC mainly intended for?

4.1 Are there any groups of pupils who don't use the LRC? If so, which groups?

4.2 Why do you think that these groups don't use the LRC?

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5 Do you ever use the careers and further study information in the LRC?

No  Yes

*If no – why is this?*

*If yes – how useful do you find this information? In what ways?*

**Turning to what is in the LRC:**

6 Please tick **all the boxes that you agree with:**

- I have a good idea of what is in the LRC and what the staff can do for me
- I can usually find the schoolwork or homework books I want in the LRC
- There is plenty of interesting reading material there
- I can usually find the schoolwork or homework information I want there
- The LRC is a good place to get information on other things that I am interested in
- Most of the books in the LRC are up to date
- There is enough material in the LRC that reflects life in my own local community
- It is clear where things are and how they are arranged in the LRC
- I can nearly always find where things are in the LRC
- There are usually enough computers in the LRC
- I can usually get access to websites when I need them using the LRC computers

6.1 If you think that the LRC does poorly in any of these listed areas, which ones?

6.2 What could the LRC do to improve in these areas?

7 When was the last time that you **couldn't find** something you were looking for in the LRC?

7.1 What were you looking for?

7.2 What did you do to try to find it?

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**Now, thinking about the space and layout of the LRC:**

8 Is there usually enough space in the LRC for you to do different things, such as read, work with your friends, or use a computer?

No  Yes

*If no* – What do you have problems doing? When does this happen?

9 Is the LRC always open when you need it and can you always get in?

No  Yes

*If no* - When can't you use it?

10 What do you think of the way the LRC is furnished and decorated?

10.1 Do you like the library/LRC displays?

11 Do you like working in the LRC? Why?

Thank you for completing this user survey. Please return it to