

## Summary Sheet

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

**Strand 4b : How well the provision of LRC resources meets the needs of the school's pupils and staff**

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. Are LRC spending decisions linked to priorities in the SIP and in School Policies?				
ii. Are resources adequate in terms of quantity, range, quality, relevance, currency, condition and cultural relevance?				
iii. Reading materials: does the LRC provide access to a plentiful supply of material catering for all levels of reading ability and interest?				
iv. Are resources regularly weeded and updated to meet the needs of pupils and staff?				
v. Are resources well organized to meet the needs of pupils and staff?				
vi. Is effective use made of new technology?				
vii. Is effective use made of outside agencies?				
viii. Are LRC resources adequately promoted throughout the 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. Are LRC spending decisions linked to priorities set out in the SIP and in School Policies?	<ul style="list-style-type: none"> <li>→ LRC improvement plan/SIP</li> <li>→ LRC budget/purchasing records</li> </ul>	<ul style="list-style-type: none"> <li>→ Compare priorities in development plans and stock purchased</li> </ul>
ii. Are resources, including access to technology, adequate in terms of quantity, range, quality, relevance, currency, condition and cultural relevance?	<ul style="list-style-type: none"> <li>→ Stock records</li> <li>→ Purchasing records</li> <li>→ Schemes of work</li> <li>→ School roll</li> <li>→ Local and national guidelines</li> <li>→ Views of staff</li> <li>→ Views of pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Review these records for evidence of quantity, range, quality, relevance, currency, condition and cultural relevance of stock</li> <li>→ Check resources against schemes of work to monitor the relation to what is currently taught</li> <li>→ Review guidelines to assess extent applied in LRC</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Interview using questions for staff Z</li> </ul>
iii. Reading materials: does the LRC provide access to a plentiful supply of material catering for all levels of reading ability and interest?	<ul style="list-style-type: none"> <li>→ Stock records</li> <li>→ Views of pupils</li> <li>→ Reading lists</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse stocklists to demonstrate amount of material and how well it caters for different reading interests and ability levels, including fiction and non-fiction in a variety of formats e.g. electronic books, graphic novels, magazines, materials for SEN and Gifted and Talented</li> <li>→ Keep examples of reading lists produced to cover different reading interests and ability levels</li> <li>→ Administer user satisfaction survey Y to pupils</li> </ul>
iv. Are resources regularly weeded and updated?	<ul style="list-style-type: none"> <li>→ Records of weeded and updated stock</li> </ul>	<ul style="list-style-type: none"> <li>→ Calculate annual stock weeding and replacement rates</li> </ul>
v. Are resources well organized to meet the needs of pupils and staff?	<ul style="list-style-type: none"> <li>→ Description of methods of organizing resources</li> <li>→ LRC guides</li> <li>→ Views of pupils</li> <li>→ Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Review whether resources are classified according to standard system, with adequate guiding, computerized management system, OPAC terminals etc.</li> <li>→ Keep copies of LRC guides, plans of layout</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Interview using questions for staff Z</li> </ul>

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Indicator	Types of evidence	Ways to collect evidence
vi. Is effective use made of new technology?	<ul style="list-style-type: none"> <li>→ LRC and whole school planning documents (e.g. ICT strategy)</li> <li>→ Planning for LRC-based lessons</li> <li>→ Observed LRC-based lessons and extra-curricular activities</li> <li>→ Views of pupils</li> <li>→ Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse use of ICT in the LRC envisaged in planning documents</li> <li>→ Review lesson plans to see how ICT use is envisaged</li> <li>→ Observe lessons and out-of- hours activities focusing on how ICT is used by different year groups etc.</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Interview using questions for staff Z</li> </ul>
vii. Is effective use made of resources from outside agencies e.g. SLS (where this service is on offer)?	<ul style="list-style-type: none"> <li>→ References to use of resources from outside agencies</li> <li>→ LRC planning documents</li> <li>→ Service provision agreements with SLS, other agencies</li> <li>→ Issue records and other records of use</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse documents to see what use is envisaged</li> <li>→ Analyse records to see how resources are used</li> </ul>
viii. Are LRC resources adequately promoted throughout the school?	<ul style="list-style-type: none"> <li>→ Promotional materials</li> <li>→ Views of pupils</li> <li>→ Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep examples of posters, leaflets, records of talks etc.</li> <li>→ Administer user satisfaction survey Y to pupils</li> <li>→ Interview using questions for staff Z</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 budget allows the LRC to be maintained and developed to a high standard, according to actions set out in the improvement plan.</li> <li>▪ The learning resources support the full range of needs and interests shown by the school's pupils and staff. The resources are excellent in terms of quantity, quality, relevance, condition and cultural relevance. There is a range of resources to support teaching and professional development.</li> <li>▪ The material available caters very well for all levels of pupil reading ability and for a very wide range of reading interests: there is a lot of both fiction and non-fiction in a range of different formats, for the full range of pupils at the school. In particular, there are plentiful resources to stretch Gifted and Talented pupils and materials to encourage reluctant readers</li> <li>▪ Resources are frequently and systematically weeded and updated to ensure currency.</li> <li>▪ The LRC is efficiently and effectively organised. Resources are classified according to a standard system, with excellent guiding, including guides targeting particular subject areas, topics, age groups etc.</li> <li>▪ Resources are catalogued and issued using a computerised management system, networked beyond the LRC itself and with plentiful OPAC terminals.</li> <li>▪ The school as a whole makes the best possible strategic use of LRC resources, including new technology. This is achieved through effective LRC timetabling, training in the use of new software, very well designed LRC information systems and adequate technical support.</li> <li>▪ Effective use is made of resources from a range of outside agencies e.g. SLS.</li> <li>▪ The LRC has a high profile in the school and local community and resources are very well promoted to both pupils and staff through a variety of methods including the Intranet site, newsletters and displays.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ The LRC budget is sufficient to maintain and develop the LRC according to actions set out in the development plan.</li> <li>▪ The learning resources support most of the needs and interests of the school's pupils and staff. The resources are good in terms of quantity, quality, relevance, condition and cultural relevance. There is a limited range of resources to support teaching and professional development.</li> <li>▪ The material available caters for various levels of reading and for a range of reading interests: there is a good amount of both fiction and non-fiction covering this range. There are a number of resources to encourage reluctant readers and to stretch Gifted and Talented pupils.</li> <li>▪ They are systematically weeded and updated to ensure currency.</li> <li>▪ The LRC is well organised. Resources are classified according to a standard system, with good guiding, subject guides etc.</li> <li>▪ Resources are catalogued and issued using a computerised management system with an adequate number of OPAC terminals</li> <li>▪ The school as a whole makes good strategic use of LRC resources, including new technology, for example through efficient LRC timetabling and well designed LRC information systems.</li> <li>▪ Effective use is made of resources from some outside agencies e.g. SLS.</li> <li>▪ The LRC has a high profile in the school and resources are promoted throughout the school to both pupils and staff.</li> </ul>

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<p style="text-align: center;"><b>Level 3 Intermediate</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC budget is sufficient to maintain the LRC and to implement some of the key priorities set out in the development plan.</li> <li>▪ The learning resources support many of the needs and interests of 55 – 64% of the school's pupils and staff. The resources are good in terms of quantity, quality, relevance, condition and cultural relevance. There are a few resources to support teaching development, mainly relevant to trainee teachers or NQTs. Some use is made of SLS resources.</li> <li>▪ The material available caters for various levels of reading and for a range of reading interests, although not in quantity and the range of formats is limited e.g. few electronic or graphic books. Some groups, such as Gifted and Talented pupils, are not so well provided for. There is both fiction and non-fiction covering this range but the collections are not equally strong.</li> <li>▪ They are fairly systematically weeded and updated to ensure currency.</li> <li>▪ The LRC is organised to support independent use of the resources available. Resources are classified according to a standard system with good general guiding and some specific subject guides.</li> <li>▪ Resources are catalogued and issued using a computerised management system, but there are few OPAC terminals in the LRC.</li> <li>▪ Many parts of the school make good use of LRC resources including new technology.</li> <li>▪ The LRC is promoted within the school to staff and pupils but not across all subject areas or year groups. The LRC has a high profile in some areas of the curriculum.</li> </ul>
<p style="text-align: center;"><b>Level 4 Emergent</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC budget is sufficient to maintain the LRC, but there are very limited resources available for new developments.</li> <li>▪ The learning resources support some of the interests and needs of 40 – 54% of the school's pupils and staff. They are of satisfactory quantity, quality, relevance, condition and cultural relevance. Little use is made of outside agencies.</li> <li>▪ The material available caters for some levels of reading interest and ability, with limited amounts of both fiction and non-fiction being provided. The range of formats is limited.</li> <li>▪ Resources are weeded and updated to ensure currency, although this is not be done on a systematic basis.</li> <li>▪ The LRC is organised to support pupils in making independent use of the resources available. Resources are classified according to a standard system, with adequate guiding.</li> <li>▪ Many parts of the school make satisfactory use of LRC resources, including new technology.</li> <li>▪ The LRC is promoted within the school to encourage use by pupils, but not systematically.</li> </ul>
<p style="text-align: center;"><b>Level 5 Needs development</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC budget is insufficient to maintain and develop the LRC and the quantity of learning resources provided is not adequate to support the school's pupils and staff and many are of poor quality, irrelevant or in poor condition.</li> <li>▪ The material available caters for a limited range of levels of reading interest and ability.</li> <li>▪ The resources are not updated to ensure currency.</li> <li>▪ The LRC is not organised to support pupils in making independent use of its resources.</li> <li>▪ The school as a whole makes poor use of LRC resources and the LRC does not have a high profile in the school. Resources are not well promoted to pupils or staff.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Ensure sufficient funding is provided to enable the LRC to be maintained and developed and that resources are adequate in terms of quantity, currency, range, quality, relevance and condition compared with local or national guidelines.</p> <p>Ask for schemes of work and check LRC resources against them</p> <p>Institute a rolling programme of stock-weeding with departments</p> <p>Identify gaps through a stock audit and prioritise the purchase of resources which will meet the needs of pupils with different levels of reading ability and support their reading for enjoyment.</p> <p>Improve the organisation of resources e.g. introduce a computerised library management system.</p> <p>Make effective use of the SLS to provide resources for pupils whose needs are not adequately met by the standard LRC stock</p> <p>Introduce a LRC timetabling system to allow teachers to book the LRC for use with classes.</p>	<p><i>"Students who are sent to the library from lessons have a slip which I have to sign. This means I can keep a check on what topics pupils have difficulty finding resources on. I can then follow this up with the teacher who sent them and discuss purchasing resources in this area, possible Internet sites, using the SLS etc."</i></p> <p><i>"The library has a 'Quick Reads' section. This was originally aimed at SEN pupils and the selection was chosen with the help of the SENCO, but it has proved popular with a range of pupils. Many use it when they want a book they can finish in a single lesson or in their lunch hour."</i></p> <p><i>"When I was first appointed, I quickly became aware that much of the library stock was dated and at too high a level for the reading ability of the majority of our pupils. I devoted a substantial portion of the library funds to remedying this, for example by buying easy reads, film and TV tie-ins etc."</i></p> <p><i>"It's really important that pupils and staff know what resources are available to them. I use a variety of methods, including termly lists sent to all teachers of new books in their subject area; posters around the school; a 'New Books' page on the library intranet site; and a 'New Books' shelf by the library issue desk."</i></p> <p><i>"The worst image the library can have is as a place full of tatty, out-of-date books. That's why I try to weed the stock regularly. Our pupils aren't great book buyers, so anything that isn't in too poor a condition, I sell off - 10p a time."</i></p>
<p><b>Further advice</b></p> <p>Taking the annual LRC budget divided by number of pupils, a minimum of £8.00 per pupil is recommended (ASCEL/CILIP joint report, March 2002). In addition, it is recommended that there are at least: 13 books per pupil in Years 7-11; 17 books per sixth form student; and that 10% of stock is replaced annually (CILIP). More information about whole school book needs can be found in The Publishers' Association <i>Book Check Assessor</i> <a href="http://www.books-raise-standards.co.uk/bca.pdf">http://www.books-raise-standards.co.uk/bca.pdf</a></p> <p>Barnett, Delvene and Dubber, Geoff, <i>Balancing the Books: Managing the Secondary School Library Budget</i>, SLA, 2002.  De Saez, Eileen Elliot, <i>Promoting the School Library</i>, Swindon: SLA, 2000.  Dubber, Elizabeth, and Yendall, David, <i>Display and Publicity for the School Library</i>, SLA, 1996.  Lemaire, Kathy, <i>Shelf Life, Shelf Matters: Managing Resources in the School Library</i>, SLA, 2001</p>	

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Scott, Elspeth, *Managing the Internet in the Primary and Secondary School Library*, SLA, 2000

Tilke, Anthony, "Management of learning resources", in *Library Association Guidelines for Secondary School Libraries*, Library Association, 1998, pp. 40-51.

Your local SLS or public library service may be able to provide advice on the provision and organisation of resources.

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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 strand 4a (question 5 only applies where the careers collection is part of the LRC); questions 6 and 7 relate to the indicators in this 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.*

### **Y LRC User Survey of Pupils**

#### ***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

Up to once a week

A few times in a Term

Less than once a Term

No regular pattern

Other, please say what

*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?

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

No  Yes

*If no* – why is this?

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*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?

6.1 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

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**See also LRC User Survey for Pupils Y from strand 4a above – this covers  
the whole of Key Question 4**

## **Z Interview questions for teaching staff**

- What do you think of the LRC resources for your subject area?
  - Is there a wide enough range of good quality material?
  - Is it generally up-to-date and in good condition?
  - Does the material adequately cater for the range of pupils and for the cultural diversity of the school?
- Do you know about the LRC booking arrangements for classes and small groups of pupils?
  - Are these arrangements adequate for you?
- Do you feel that you know your way around most of what is in the LRC?
  - Is there anything that we have or do that you would like to know more about?
- Do you actively promote use of the LRC by pupils?
  - *If yes*, In what ways?
- Does the LRC do enough to promote itself to pupils?
  - If no, what else should be done?