

Summary Sheet

Key Question 6: How effectively does the LRC work with parents and the community?

Strand 6 : The effectiveness of the LRC’s links with parents and the local community

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 parents satisfied with the facilities offered by the LRC?				
ii. Are families involved with the work of the LRC?				
iii. Have LRC staff formed constructive relationships with other schools (primary and secondary) and FE/HE institutions?				
iv. Have the LRC staff formed constructive relationships with other library providers?				
v. What links does the LRC have with community-based organizations and groups?				

Support required to enable the LRC to improve:

Overall level reached:

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6: The effectiveness of the LRC's links with parents and the local community

Indicator	Types of evidence	Ways to collect evidence
i. Are parents/carers satisfied with the facilities offered by the LRC?	<ul style="list-style-type: none"> → Records of procedures used by school to ascertain parents' views (e.g. questionnaire surveys; meetings) → Parents' views expressed to LRC staff 	<ul style="list-style-type: none"> → Analyse these records to identify views on the LRC → Record of parents' comment/complaints
ii. Are families involved with the work of the LRC?	<ul style="list-style-type: none"> → Records of parental involvement in the LRC (e.g. letters, newsletters, meetings, PTA involvement, records of parents borrowing LRC materials, using ICT facilities etc.) → Records of activities devised for families (e.g. book fairs, IT courses, open evenings, parents' workshops etc.) 	<ul style="list-style-type: none"> → Analyse these records to show the level of parental involvement → Record levels of parent attendance at special activities → Note parent comments on these activities → Keep timetables and other evidence of parent volunteer involvement
iii. Have the LRC staff formed constructive relationships with other schools (primary, especially feeder schools, and secondary) and FE/HE institutions.	<ul style="list-style-type: none"> → Records of discussions, joint activities, agreements (e.g. resource sharing, pupils visits, joint research) → Plans, programmes for induction, joint activities, pupil visits, etc. → Views of colleagues in other schools and FE/HE institutions 	<ul style="list-style-type: none"> → Review these records to show the number, range and success of relationships → Keep examples of plans, programmes etc. → Note comments of colleagues that reflect the nature of relationships
iv. Have the LRC staff formed constructive relationships with other library providers e.g. the schools library service, public libraries?	<ul style="list-style-type: none"> → Plans, programmes, minutes of discussions, joint activities, class visits, resource sharing involving public libraries (including mobile libraries) → SLS records of advice sought, training, meetings attended etc. 	<ul style="list-style-type: none"> → Review these records to show the number, range and success of relationships → Keep examples of plans, programmes etc. → Ask SLS to report on relationship and to compare it with relationships in other schools
v. What links does the LRC have with other community-based organisations and groups which contribute to pupils' learning e.g. community groups, religious organisations, employers?	<ul style="list-style-type: none"> → Records of discussions/agreements and collaborative activities e.g. mentoring or reading support scheme records, LRC facilities/activities open to local community → Views of participants → Resources/funding provided by local communities 	<ul style="list-style-type: none"> → Review these records to show the number, range and nature of these links → Record comments of participants that reflect on the success of these links → Note the amounts of resources/funding provided

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> ▪ Procedures are in place to ascertain parents'/carers' views of the LRC on a regular basis and these demonstrate that nearly all are very pleased with the facilities and services on offer. ▪ Some family members of pupils make use of the LRC facilities themselves and the LRC manager has developed a number of highly effective links with families, for example through their involvement as LRC volunteers; links with the PTA or parent-governors; inviting parents to LRC-based activities; or providing research and study or literacy workshops for parents. ▪ LRC staff have developed very good arrangements with most feeder schools, for example regular class visits, resource sharing and joint activities and links with some FE and HE institutions, to ensure the smooth transfer of pupils. The LRC staff have also formed very constructive relationships with staff in a number of other schools, secondary and primary, ▪ LRC staff actively network through the SLS, making very effective use of its services and activities; they have strong links with the local public library service. ▪ LRC staff have developed links with community organisations such as employers, religious organisations and community groups. Through these links, the school LRC facilitates access to local, regional, national and global resources for pupils and staff. Members of the local community make a valuable contribution to the work of the LRC, for example through mentoring schemes and reading support.
Level 2 Good	<ul style="list-style-type: none"> ▪ Attempts to ascertain parents'/carers' views of the LRC demonstrate that nearly all families are pleased with the facilities and services on offer. ▪ The LRC manager has developed some good links with families, for example through their involvement as LRC volunteers; use of facilities; links with the PTA or parent-governors; or inviting parents to LRC-based activities. ▪ LRC staff have built up good arrangements with most feeder schools, for example, class visits, and joint activities and links with some FE/HE institutions, to ensure the smooth transfer of pupils. They have also formed constructive relationships with staff in several other secondary schools. ▪ They maintain strong links with the SLS, participating in activities, and they maintain active links with the local public library service. ▪ LRC staff have developed links with community organisations such as employers, religious organisations and community groups to facilitate access to resources beyond the school for pupils and staff. Members of the local community contribute to the work of the LRC.
Level 3 Intermediate	<ul style="list-style-type: none"> ▪ Attempts to ascertain parents'/carers' views of the LRC demonstrate that most families are pleased with the facilities and services on offer. ▪ The LRC manager has regularly explored links with families, for example, inviting parents to LRC-based activities. ▪ There are good arrangements with some, but not all, feeder schools through class visits, and links with a couple of FE/HE institutions. LRC staff have some contact with staff in other secondary schools. ▪ They have regular links with the SLS and with the local public library service. ▪ LRC staff have some links with community organisations such as employers, religious organisations and community groups to facilitate access to resources beyond the school for pupils. Members of the local community occasionally contribute to the work of the LRC.

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Level 4 Emergent	<ul style="list-style-type: none"> ▪ Attempts to ascertain parents'/carers' views of the school LRC demonstrate that the majority of families are satisfied with the facilities and services on offer. ▪ The LRC manager has occasionally explored informal links with families, for example, inviting parents to LRC-based activities. ▪ There are satisfactory arrangements with a number of feeder schools, for example, through occasional class visits, to ensure the smooth transfer of pupils, and possibly some links with FE/HE institutions. ▪ They have occasional links with the SLS and may have links with the local public library service and other community organisations such as employers and community groups. ▪ Through these links, the LRC facilitates access to some resources beyond the school.
Level 5 Needs development	<ul style="list-style-type: none"> ▪ There are few, if any, attempts to involve families in the work of the LRC. ▪ Arrangements with feeder schools and HE/FE institutions to ensure the smooth transfer of pupils are poor. ▪ The LRC staff have few links with staff in other schools, the local public library service or community organisations such as employers and community groups. Few of these links lead to any access to additional resources beyond the school. ▪ LRC staff have little or no contact with the SLS.

NB In areas where there is no SLS, equivalent activity will involve any local network of school librarians (formal or informal).

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Suggested actions for improvement	Examples of good practice
<p>Ensure families are aware of the activities and facilities available in the LRC e.g. newsletters, meetings and other publicity.</p> <p>Involve families in the work of the LRC, for example, encouraging parents to volunteer to help the LRC staff, inviting families to events such as book fairs.</p> <p>Provide information to support parents who wish to help their child to learn e.g. workshops, booklets.</p> <p>Develop links with staff at other schools, especially feeder primaries e.g. joint activities, pupil visits, resource sharing</p> <p>Build links with SLS and other outside agencies for advice and the supply of additional resources.</p> <p>Develop links with staff at FE/HE institutions to enable the smooth transfer of pupils.</p> <p>Make links with the local public library service e.g. class visits, joint activities, visits by the local children's librarian.</p> <p>Involve the local community in the work of the LRC e.g. invite the local community to events, set up reading support schemes.</p>	<p><i>"The SEN department runs family learning sessions for the parents of Year 7 children who need extra support. These are held in the library and involve library staff."</i></p> <p><i>"We ask for parent and grandparent volunteers for paired reading activities. Both the children and adults really enjoy this and through the course of the year they build up close relationships with each other. At the end of the sessions, they are allowed to do an activity like use the computers. This gives the children a chance to 'teach' the adults something."</i></p> <p><i>"It's difficult to have regular contact with all our feeder schools, but I do know all the library assistants or teachers with responsibility for the library. I visit some schools each year, trying to rotate it. A couple are close enough for class visits to be arranged for pupils in Year 6."</i></p> <p><i>"Organised and held in the Library, this visit was hailed as "one of the best 'art' lessons we have ever had!" by a pupil from Year 7. She, among others in the school, had been examining the Kate Greenaway shortlisted books using the criteria set for the judges. Then a pair of girls read each of the books to the Infant pupils from the local feeder school. We plan to repeat this next year - it worked so well – and hope to have time to invite two of our feeder schools."</i></p> <p><i>"Year 10 Health and Social care students are trained by a school librarian in storytelling basics. We then hold story sessions for invited local nursery groups/first school pupils in the public library on closed day."</i></p>
<p>Further advice Your local SLS or public library service may be able to provide advice on providing support for parents and developing links with the local community.</p>	