

Improve your library: a self-evaluation process for primary schools



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Foreword

A successful school library is the heart of a school learning community. School libraries can provide a flexible place for learning where project work, individual study and group research can all take place. By providing a supportive environment and giving access to a broad range of books, ICT and other resources the school library can motivate pupils and stimulate learning and creativity – providing young people with the means to freely pursue subjects which fully engage them and promoting wider reading. Good libraries can also support teachers in adopting a broad range of teaching strategies.

Excellence is based on continually reviewing and improving performance and I am delighted to be able to introduce this self-evaluation framework. It provides school librarians with a clear way of assessing the quality of what they provide and measuring outcomes, providing evidence of achievement and identifying areas that could be improved. It also provides practical advice and suggestions for improving the way that the library supports pupil learning.

I hope that this publication will help give school librarians the means and confidence to increase levels of excellence in school library provision.



Rt Hon. Charles Clarke MP

Secretary of State for Education and Skills

Part A: Introduction: How to do this self-evaluation

- This Self-evaluation Model is intended for use by the person responsible for the School Library, ideally working with other members of the school staff. The main aim is to help people think about how to develop the school library to more fully meet the needs of the school.
- There are **six key questions** in the Model and they broadly correspond to Key Questions in the Ofsted Framework for Inspection.
- Each **key question** is interpreted through a series of **scenarios**. Eight steps are suggested for exploring the chosen key question and selected scenario in your school.

How to use these scenarios: 8 steps

1. Read through the **key questions** and decide which one you should apply to the school library now. When making this choice, you will probably want to consult the headteacher and other staff, take account of the school improvement plan and consider what aspect of the school library is most in need of improvement.
2. When you have decided which key question to focus on and agreed this with the headteacher, carefully read the four **scenarios** for this key question. Choose the scenario that you think most closely fits your school library.
3. When you have chosen the most appropriate scenario:
 - underline any phrases in the description that you are not sure about or that don't fit your school
 - ignoring the underlined phrases, look at each sentence in the chosen scenario and ask yourself what evidence, if any, you have to show that your school library fits this picture.
 - make a note about this evidence in the section below the scenarios headed EVIDENCE GATHERING.
4. If you think that your evidence should be better (or if you have no evidence to support your views), try one or more of the activities suggested in the section called EVIDENCE GATHERING.
5. Now look at the underlined phrases, and pick out any that you have underlined *because you are not sure how well your school library is doing*. Try one or more of the activities suggested under EVIDENCE GATHERING, to provide enough evidence to tell how well your school library is doing in relation to the phrase.
6. If you have any other underlined phrases, this may be because:
 - your school library is functioning at a higher or lower level in relation to the underlined element(s) – in which case, look at these elements carefully when you get to step 7 below.
 - this element of the scenario does not fit the character, size or way of working of your school – in which case, make a note of why this element does not fit your school under EVIDENCE GATHERING.
 - the school library is not doing something that the scenario offers as appropriate, in which case:
 - if you agree with this judgement, make a note of this element in the section below the scenarios headed ACTIONS for IMPROVEMENT
 - if you disagree with this judgement, make a note of why this element does not fit your school under EVIDENCE GATHERING.
7. Note the results of your evidence collection (4 and 5 above), under EVIDENCE GATHERING.

8. Now, look at your chosen scenario again, and especially the underlined phrases. With the overall picture that you now have, should you change your evaluation by selecting a different scenario that better fits the actual performance of your school library? It will probably be useful to check your evaluation and evidence with a colleague in another school or with someone from the School Library Service.

Each scenario equates to one of four Ofsted levels: excellent, good, satisfactory, or needs development (Ofsted 'Poor'), as follows:

Scale	Description
1: Excellent or very good	The library is very strong in this area.
2: Good	The library addresses this area well, but some improvement is possible.
3: Satisfactory	The library is doing work in this area, but further improvement is required.
4: Needs development	Little or no action has been taken in this area and provision lacks impact; urgent intervention is required.

When you have confirmed your choice, you should be well placed to share your evaluation and evidence with the Head, your teacher colleagues, school governors, parents, Ofsted or potential funders.

You should also be well placed to decide what, if anything, needs to be done to improve library performance in relation to the chosen question by:

- looking at the scenario **above** the one that best fits your school
- choosing appropriate action from the section below the scenarios headed ACTIONS for IMPROVEMENT
- discussing other options with the staff in your school, other people responsible for primary school libraries or a librarian from the School Library Service (if available).

You will now be ready to consider which theme to tackle next. This self-evaluation process is designed as a rolling programme to help you improve all aspects of the library. You should be able to cover most of the key questions within a two to three year period.

Part B: The key questions

Decide which key question you should address first. (See step 1 of the **8 steps** in Part A for help in making your decision.)

Key Question 1: How high are standards?

See scenarios 1 A-D

Key Question 2: How well are pupils' personal qualities, attitudes and values developed? *See scenarios 2 A-D*

Key Question 3: How effective are library-focussed teaching and learning?

See scenarios 3 A-D

Key Question 4: How well does the library meet pupils' needs?

See scenarios 4 A-D

Key Question 5: How well are pupils guided and supported?

See scenarios 5 A-D

Key Question 6: How well is the library managed and supported?

See scenarios 6 A-D

Part C: The scenarios

Read the four scenarios for your key question and select the one that best fits your school library. (See steps 2-8 of the **8 steps** in Part A for help in making your decision.)

A Word version of the scenarios and evidence gathering tools, with some additional evidence-gathering tools, can be found on the TeacherNet website at www.teachernet.gov.uk/schoollibraries

Scenarios 1: How high are standards?

1A Most pupils show steadily increasing ability to locate and gather together a range of information resources and achieve increasing success in using these information resources effectively to do their work and to answer questions.

Nearly all pupils show confidence in using the library and its resources.

Pupils' progress is very good in relation to the research and study skills objectives outlined in the National Literacy Strategy. Most pupils develop these skills well in the short term through specific activities and sustain and enhance these skills as they progress through the school.

Most pupils can consistently select suitably challenging, stretching and varied fiction to read. They read a wide range of material (fiction and non-fiction) and enjoy reading.

1B Many pupils show steadily increasing ability to locate and gather together a range of information resources and achieve some success in using these information resources effectively to do their work and to answer questions.

Most pupils show confidence in using the library and its resources.

Pupils' progress is good in relation to the research and study skills objectives outlined in the National Literacy Strategy. Most pupils develop these skills well in the short term through specific activities and many of them sustain and enhance these skills as they progress through the school.

Many pupils can usually select suitably challenging, stretching and varied fiction to read. Most pupils read a range of material (fiction and non-fiction) and enjoy reading.

Scenarios 1: How high are standards? – *continued*

1C A reasonable number of pupils are able to locate and gather together information resources consistently. They can use these information resources to do their work and to answer questions; some other pupils can do so to a limited extent.

Pupils usually show confidence most of the time when using the library and its resources but some are uncertain about how to do so.

A reasonable number of pupils show satisfactory progress in relation to the research and study skills objectives outlined in the National Literacy Strategy, but others are progressing more slowly. Most pupils develop their skills in the short term through specific activities. Some pupils sustain and enhance these skills as they progress through the school, others make more sporadic progress.

Many pupils can select more or less suitable fiction to read but others need help in doing so. Many pupils read a range of material (fiction and non-fiction) and they usually enjoy reading.

1D Few pupils are able to locate and gather together information resources or to use these information resources to do their work and to answer questions. Some other pupils can do so to a limited extent, but inconsistently.

Some pupils show confidence most of the time when using the library and its resources, but many are uncertain about how to do so.

Few pupils show satisfactory progress in relation to the research and study skills objectives outlined in the National Literacy Strategy. Some pupils develop their skills in the short term through specific activities. Few of them sustain and enhance these skills as they progress through the school, although others make sporadic progress.

A few pupils can select more or less suitable fiction to read but most need help in doing so. Some pupils read fiction and occasional non-fiction and usually enjoy reading, but others do not.

NB: When the following adjectives are applied to the proportion of pupils in these scenarios:
most = 80% or more; many = 60-79%; some/a reasonable number = 40-59%; few = less than 40%

Scenarios 2: Developing the personal qualities, attitudes and values of pupils

2A Almost all pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons as well as to participate in extra-curricular activities (e.g. book reading group). Nearly all pupils are proud of the library and show respect for its facilities and resources.

Standards of pupil behaviour and discipline in the library are very high nearly all the time; pupils habitually co-operate and help each other there.

The library has a good selection of resources of a high quality which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.

Pupils are regularly involved in helping to support and enhance the library (e.g. suggesting books for purchase), and have structured opportunities to exercise responsibility and show initiative (e.g. by becoming pupil-librarians).

2B Most pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons and to participate in any extra-curricular activities that take place (e.g. book reading group). Similarly, most pupils are proud of the library and show respect for the facilities and resources.

Standards of pupil behaviour and discipline in the library are very high most of the time; pupils usually co-operate and help each other well.

The library has a good selection of resources which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.

There are some attempts to involve pupils in helping to support and sustain the library and there are opportunities for pupils to exercise responsibility and show initiative, although this may be on an ad hoc basis.

2C Many pupils display a positive attitude towards the library and are keen to make use of the facilities during lessons, but there are few opportunities to use the library out of class hours. Similarly, many pupils are proud of the library, but a few are indifferent to the facilities and resources.

Pupils usually co-operate and help each other but there may be occasional discipline problems.

The library has some resources to provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.

There are occasional attempts to involve pupils in helping to support the library.

2D Some pupils display a positive attitude towards the library but some others are indifferent to the facilities and resources and there are some discipline problems.

The library has few resources which provide pupils with knowledge and insights into feelings, values and beliefs; help to foster spiritual awareness and self-knowledge; promote principles which distinguish right from wrong; and teach pupils to appreciate their own and other cultural traditions.

Pupils are not usually involved in helping to support the library.

NB: When the following adjectives are applied to the *proportion of pupils* in these scenarios:
most = 80% or more; many = 60-79%; some/a reasonable number = 40-59%; few = less than 40%

Scenarios 3: Effective library-focused teaching and learning

NB: These scenarios are intended to cover both schools where there is some form of full or part-time paid or voluntary library staffing and those where the library is supervised as an additional role by one or more teachers.

3A Clear objectives are set for library-focused lessons and staff regularly reflect on the success of library-focused activities and how these might be improved.

Research, study skills and library use are integrated into schemes of work across all Year Groups and feature regularly in homework tasks.

Teaching staff with responsibilities for learning support, SENCO, gifted and talented pupils and EAL regularly review library-based activities to ensure that these are appropriate for the full range of pupils.

All new teaching staff are introduced to the library as a teaching and learning resource. INSET is regularly organised on other aspects of library-focused teaching and learning, (e.g. enhancing pupils' research skills).

In schools where there are dedicated library staff,* they plan both single library lessons and longer pieces of library-focused work collaboratively with teachers as a matter of course. There are arrangements in place to ensure that library staff are kept fully up to date with changing plans and needs.

3B In all schools at this level, clear objectives are set for library-focused lessons and staff sometimes reflect on the success of library-focused activities and how these might be improved.

Research, study skills and library use are integrated into schemes of work across most Year Groups and feature in some homework tasks.

Teaching staff with responsibilities for learning support, SENCO, gifted and talented pupils and EAL occasionally review library-based activities to check whether these are appropriate for the full range of pupils.

All new teaching staff are introduced to the library resources and there are occasional library-focused INSET sessions.

In schools where there are dedicated library staff,* they regularly plan single library lessons with teachers and there are examples of longer pieces of library-focused work. There are arrangements in place to ensure that library staff are kept up to date with changing plans and needs.

3C Clear objectives are usually set for library-focused lessons.

Research, study skills and library use are sometimes integrated into schemes of work across Year Groups and occasionally feature in homework tasks.

New teaching staff are given information about the library and staff may be offered additional training on an ad hoc basis (e.g. on how best to use the library).

In schools where there are dedicated library staff,* they sometimes plan collaboratively with teachers, usually to arrange single library lessons. Library staff are usually informed of changing plans and needs, although this may take place on an informal basis.

3D Objectives set for library-based lessons may not be made explicit.

Research, study skills and library use are seldom integrated into schemes of work across Year Groups and rarely feature in homework tasks.

New teaching staff may be given some information about the library.

In schools where there are dedicated library staff,* they are rarely involved in planning with teachers.

* Dedicated library staff = non-teaching staff who are responsible for the library on a full-time paid through to regular volunteer basis.

Scenarios 4: How well does the library meet pupils' needs?

4A The learning resources provided (including ICT in the library) support the school's pupils and staff well in terms of quantity, quality, relevance, condition and cultural relevance. Resources are frequently and systematically weeded and updated to ensure currency. The library resources and facilities are actively promoted to pupils. Most pupils have a good understanding about what is available. Effective use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association). Where resources are borrowed from the SLS, these are chosen carefully to meet curriculum needs and there is frequent renewal of stock. Resources are classified according to a standard system e.g. Dewey, with excellent guiding. Resources are catalogued and issued using a well organised manual or computerised system. The library accommodation is of good size in relation to the number of pupils, with space for a whole class to work. It is open and accessible throughout and beyond the school day. The space is organised to facilitate a range of parallel activities (e.g. browsing, quiet reading, groups of pupils working together). The furnishing is highly appropriate and the décor is very welcoming and supports pupil use (e.g. by showing displays of creative library-based work).

4B The learning resources provided (including any ICT in the library) support the school's pupils and staff adequately in terms of quantity, quality, relevance, condition and cultural relevance. Resources are regularly weeded and updated to ensure currency. The library resources and facilities are promoted to pupils. Most pupils have an adequate understanding about what is available. Use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association). Where resources are borrowed from the SLS, these are regularly renewed. Resources are classified according to a standard system e.g. Dewey, with good guiding. Resources are catalogued and issued using an organised system. The library accommodation is of adequate size in relation to the number of pupils. It is open and accessible throughout, and occasionally beyond, the school day. The space is organised to facilitate some parallel activities. The furnishing is appropriate and the décor is welcoming.

4C The learning resources provided support the school's pupils and staff and are of generally satisfactory quantity, quality, relevance, condition and cultural relevance. Resources are occasionally weeded and updated to ensure reasonable currency. The library resources and facilities are promoted to pupils in ad hoc ways. Many pupils have an adequate understanding about what is available and others have some understanding. Occasional use is made of resources and advice from outside agencies (e.g. School Library Service where one is available; School Library Association). Resources are classified according to a standard system e.g. Dewey. The library accommodation is of adequate size in relation to normal demands. It is usually open and accessible throughout the school day. The space is organised to facilitate browsing and there is some seating. The furnishing and décor are adequate.

Scenarios 4: How well does the library meet pupils' needs? – *continued*

- 4D** The learning resources provided are of only limited quantity, quality, relevance, condition and cultural relevance. Resources are rarely weeded and updated.
- There is little or no promotion of library resources and facilities to pupils. Some pupils have an adequate understanding about what is available but others have little understanding.
- Little or no use is made of resources and advice from outside agencies (e.g. School Library Service where one is available).
- Resources are not systematically classified.
- The library accommodation is too small to meet normal demands. It is only accessible at certain times during the school week. The space only allows for limited use. The furnishing is not really suitable and the décor needs attention.

NB: When the following adjectives are applied to the *proportion of pupils* in these scenarios:

most = 80% or more; many = 60-79%; some/a reasonable number = 40-59%; few = less than 40%

Scenarios 5: How well are pupils guided and supported? Promoting reading for enjoyment.

5A The library provides a wide variety of support materials to encourage the full range of pupils to make progress in reading (e.g. booklists, games, high quality guiding). It is very efficiently and effectively organised and systematic training is provided to support pupils in making independent use of all the resources available. The contribution of the library to developing reading is valued throughout the school.

The bookstock caters well for all levels of reading ability: in particular, there are good resources to stretch gifted and talented pupils and a good range of materials to encourage reluctant readers. There is both fiction and non-fiction for the full range of ages, interests, cultural backgrounds and ethnic origins of pupils at the school.

The library is used as a focus to actively promote reading for enjoyment to groups of pupils and individuals, on day-to-day basis and through a programme of regular special events such as Book Weeks, author/illustrator visits, themed displays and other activities. There is also a variety of activities such as book clubs and reading games to encourage all pupils to read widely and confidently and to discuss books they have read.

5B The library provides a range of support materials to encourage most pupils to read (e.g. booklists, games, high quality guiding). It is well organised and regular training is provided to support pupils in making independent use of the resources available. Most teachers and pupils value the contribution of the library to developing reading.

The bookstock caters for various levels of reading ability and there are resources to stretch gifted and talented pupils and an adequate range of materials to encourage reluctant readers. There is both fiction and non-fiction covering a range of ages and interests, including material reflecting different cultural backgrounds and ethnic origins.

The library is used as a focus to promote reading for pleasure, on a day-to-day basis and through occasional special events such as Book Weeks, author/illustrator visits, themed displays and other activities. There are also occasional activities such as book clubs and reading games to encourage pupils to read more widely and to discuss books they have read.

5C The library provides a range of support materials to encourage most pupils to read (e.g. booklists, games, high quality guiding). It is organised to support pupils in making independent use of the resources available and training in the use of some resources is provided. The library is recognised as playing some part in developing reading.

The bookstock caters to some extent for different levels of reading ability and there are limited resources to stretch gifted and talented pupils and some materials to encourage reluctant readers. There is an attempt to provide both fiction and non-fiction for various ages and interests and to some extent reflecting different cultural backgrounds and ethnic origins.

The library is used as a focus to promote reading for pleasure on a day-to-day basis and there may also be occasional special events.

5D The library provides only a limited range of support materials to encourage pupils to read. It is not well organised to support pupils in making independent use of the resources available and only sporadic training in the use of some resources is provided.

The bookstock caters for only a limited range of reading interests, abilities and backgrounds. There are few resources to stretch gifted and talented pupils and insufficient materials to encourage reluctant readers or to reflect the range of cultural backgrounds and ethnic origins.

The library is occasionally a focus to promote reading for pleasure.

NB: When the following adjectives are applied to the *proportion of pupils* in these scenarios:

most = 80% or more; many = 60-79%; some/a reasonable number = 40-59%; few = less than 40%

Scenarios 6: Management and support

6A The work of the library closely articulates the aims and values of the school. There is a current Library Improvement Plan closely linked to the School Improvement Plan, where the library features prominently. There is also a current written Library Policy linked to other school policies. Both the Library Improvement Plan and Library Policy are regularly reviewed and updated. Almost all school staff have a clear understanding of the aims of and vision for the library.

Staff and pupils play an active part in developing the library in various ways (e.g. engagement in a pupil library committee; discussion the library as an agenda item at staff meetings). The headteacher and governors take an active interest in the library and support the enhancement of its facilities, role and resources. Both informally and formally through the PTA, parents are actively involved in enhancing the library and its resources.

There is systematic monitoring and evaluation of the library to diagnose its strengths and weaknesses. Targets for improvement are set based on evaluation evidence.

The library is appropriately staffed to meet all the demands of the school and the curriculum.

In schools where there are dedicated library staff,* they are clearly supported by the headteacher (and other senior staff where appropriate). The person managing the library has a clear and current job description and library staff have recently taken advantage of one or more professional development opportunities in relation to this role.

Volunteer helpers (adults and pupils) are deployed to good effect and receive structured training and ongoing support.

6B The work of the library generally articulates the aims and values of the school. There is a current Library Improvement Plan linked to the School Improvement Plan, which includes specific references to the library. There is also a written Library Policy linked to other school policies. Both the Library Improvement Plan and Library Policy are regularly reviewed and updated. Most school staff have a clear understanding of the aims of and vision for the library.

Staff and pupils play a part in developing the library (e.g. making suggestions to improve the stock; discussing the library at staff meetings). The headteacher and governors take an interest in the library and support the enhancement of its facilities and resources. Parents are involved in enhancing the library and its resources through the PTA and informal contact.

There is some effort to monitor and evaluate the library to diagnose its strengths and weaknesses. Targets for improvement may be influenced by evaluation evidence.

The library is staffed to meet most of the demands of the school and the curriculum.

In schools where there are dedicated library staff,* they are supported by the headteacher (and other senior staff where appropriate), but other school priorities sometimes take precedence. The person managing the library has a job description and library staff are offered professional development opportunities in relation to this role.

Volunteer helpers (adults and pupils) are generally deployed to good effect and receive some training and ongoing support.

* Dedicated library staff = staff other than teachers who are responsible for the library on a full-time paid through to regular volunteer basis.

Scenarios 6: Management and support – *continued*

- 6C** The work of the library is influenced by the aims and values of the school. The School Improvement Plan includes reference to the library as do some other school policies. A Library Improvement Plan is being prepared. Most school staff have a some understanding of the aims of the library.
- Staff and pupils play a limited part in developing the library (e.g. making suggestions to improve the stock; occasional discussion of the library at staff meetings) but the responsibility is seen as held by the person in charge. The headteacher and governors take occasional interest in the library when time allows. A few parents are involved in supporting the library through the PTA or informal contact.
- There is recognition of the need to monitor and evaluate the library but this has not been systematically addressed until now . What to do with the evaluation evidence is now under discussion.
- The library is staffed to meet the most pressing demands of the school and the curriculum, at least to some extent. In schools where there are dedicated library staff,* they receive some managerial support, usually when there is a crisis. The person managing the library has no job description (or one that is out of date) but may be eligible to take up professional development opportunities if current pressures can be met first.
- Any volunteer helpers (adults and pupils) are deployed to meet immediate needs and receive only directly relevant advice or training.
-
- 6D** The work of the library is only incidentally influenced by the aims and values of the school. The library is seldom or never mentioned in the School Improvement Plan or other school policies. There is no Library Improvement Plan. Most school staff have only a vague view of the aims of the library.
- Staff and pupils play little part in developing the library. The headteacher and governors see the library as of little importance and parents have little contact with it.
- There is little attempt to monitor library use.
- The library is inadequately staffed to meet the needs of the school and the curriculum, with the result that it is not seen as of much importance. The person with notional responsibility for the library has no job description and professional development in relation to the role is not seen as relevant.
- Any pupil volunteers helpers are deployed to meet immediate needs and receive only specific advice.

* Dedicated library staff = staff other than teachers who are responsible for the library on a full-time paid through to regular volunteer basis.

Part D: Evidence Gathering and Actions for Improvement

Evidence and evidence collection:

Each scenario is mainly focused on the pupils or on the library itself.

Where the pupil is the focus, evidence of effectiveness will usually consist of qualitative information about changes in behaviour, competence, knowledge or confidence. This evidence will be collected by teachers (or library staff), by observing or asking questions: it will be supplemented by some records of pupil use of library resources.

Where the emphasis is on the library itself, evidence is more likely to involve a combination of documents and other records of planning or activity. Evidence collection will usually entail keeping examples of records of activity (as external evidence and to show progress over time) and doing analysis of documents to highlight the aspects of interest.

In the sections below we have suggested some types of evidence that should work for each set of scenarios as well as some guidance on how to collect the evidence. We have grouped these for each scenario as **Evidence Gathering** and have left space *so that you can keep a record of the types of evidence you assemble*. For most scenarios we have also provided some **Tools for Gathering Evidence**, which you can use or adapt.

Finally, we have offered some suggested **Actions for Improvement** to help in developing the aspect of the library that you have been evaluating.

Scenarios 1: How high are standards?

Scenarios 1: Evidence Gathering

This set of scenarios is probably the most difficult of the six in terms of evidence gathering. The complexity is reflected in the range of Evidence collection activities and types of evidence suggested below, as well as in the Tools for gathering evidence offered.

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

1 National Literacy Strategy:

- Analysis of pupils' progress in relation to the research and study skills objectives outlined in the NLS (see also 3 and 4 below).

2 Group discussion with staff (keep a record of staff comments):

- Staff discussion of pupils' ability to:
- effectively locate and gather together information resources
 - use these information resources effectively in their work
 - answer questions based on this information
 - achieve progress in these areas from year to year as they move up through the school
- and their views on:
- pupil confidence in using the library and its resources
 - pupil progress in developing research and study skills from year to year as they progress through the school

[A set of suggested *Discussion topics for teaching staff* is offered (see Scenarios 1: **Tools for Gathering Evidence** below)]

3 Observation of groups of pupils (different years and levels of ability)

- Observed pupils' information handling and use of the library, using or adapting *Observation checklists: Years 2-6* [see Scenarios 1: **Tools for Gathering Evidence** below].
- Observed pupils choosing reading material in library to see if they can consistently select suitably challenging, stretching and varied fiction to read.

- 4 Analysis of written work of pupils** (different years and levels of ability)
- Analysed written work using or adapting Written work checklists: Years 2-6 [see Scenarios 1: **Tools for Gathering Evidence** below].
- 5 Discussion with groups of pupils*** (different years and levels of ability)
- Asked questions to establish whether they read a wide range of material (fiction and non-fiction) and enjoy reading.
- 6 Analysis of library records of use/pupil records of reading** (different years and levels of ability)
- Analysed library loan records to see range of material borrowed
- Looked at range of pupil reading logs/diaries to see the extent to which pupils progress towards more challenging material
- 7 Other evidence gathered** (note anything else that you did instead of or as well as the above):

Additional questions for pupils in each Year Group and for their teachers can be found on the TeacherNet website (www.teachernet.gov.uk/schoollibraries) along with an electronic version of this entire model.

Scenarios 1: Tools for Gathering Evidence

Scenarios 1: Discussion topics for teaching staff

If you are using any of these questions with colleagues, don't forget to note their comments and keep the notes as evidence.

- Are most pupils making progress over time in finding and using information from a range of resources in their schoolwork?
 - If yes, what evidence do we have to show this?
 - If no, what can we do to help more pupils make progress?
- Are most pupils making progress in meeting the research and study skills objectives outlined in the National Literacy Strategy?
 - If yes, what evidence do we have to show this?
 - If no, what can we do to help more pupils make progress?
- More generally, are most pupils making progress in developing their research and study skills in the short term and as they progress through the school?
 - If yes, what evidence do we have to show this?
 - If no, what can we do to help more pupils make progress?
- Does the library play a significant part in the development of reading skills and the promotion of higher standards of literacy?
 - If so, in what ways?
 - If not, should it play more part and how could this be achieved?

Scenarios 1: Observation checklists: Years 2-6

Strengths >>> Weaknesses

* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

Activity observed	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
Year 2				
selects fiction and non-fiction books				
uses contents and index pages				
finds books by a particular author				
uses a dictionary/glossary				
Year 3				
uses a variety of different types of resources in the library				
locates books by classification in the library				
Year 4				
fills out notes into connected prose				
appraises non-fiction books for content and usefulness by scanning headings, contents etc.				
Year 5				
skims to gain an overall sense of the text				
scans to locate specific information				
locates information confidently and efficiently using contents, indexes, sections, headings etc.				
Year 6				
conducts fast, effective research through the use of skimming, scanning and efficient reading				

Scenarios 1: Written work checklists: Years 2-6

Strengths >>> Weaknesses

Evidence in written work	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
Year 2				
makes simple notes (e.g. key words/ phrases, page references, headings)				
Year 3				
identifies and summarises the main points in information passages				
makes clear notes for particular purposes eg identifying key words/ phrases, flow chart, for/against columns				
Year 4				
makes short notes, abbreviating ideas, selecting key words, listing, diagrammatic form				
fills out notes into connected prose; collects information from a variety of sources and presents it in one simple format; rewords and summarises sentences/paragraphs				
understands and uses the terms ‘fact’ and ‘opinion’				
marks extracts by annotating, selecting key headings/words/sentences				
compares and evaluates examples of arguments and discussions				

N.B. Pupils are unlikely to exhibit some of the abilities above unless the work set prompts them to do so.

Scenarios 1: Written work checklists: Years 2-6 – continued

Strengths >>> Weaknesses

Evidence in written work	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
Year 5				
makes notes for different purposes				
uses simple abbreviations in notemaking				
understands when it is appropriate to copy, quote and adapt				
converts personal notes into notes for others to read				
compares how different sources treat the same information				
records and acknowledges sources				
Year 6				
constructs effective arguments				
writes a balanced report				
selects the appropriate style and form to suit a specific purpose				
displays evidence of a variety of reading experiences in creative writing				

Scenarios 1: Actions for improvement

- Ensure that research and study skills are taught in a coherent, co-ordinated way throughout the school and across the whole curriculum, using an approach based on the National Literacy Strategy.
- Provide INSET on research and study skills to raise awareness amongst all staff.
- Prioritise the purchase of stock that will meet the needs of pupils with different levels of reading ability.
- Make effective use of the SLS (if one is available) to provide resources for pupils whose needs are not adequately met by the standard library stock.

Scenarios 1: Further advice

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002, pp. 18-22.

Dubber, Geoff, *Developing Information Literacy Skills Through the Primary School Library*, SLA, 1999.

Gawith, Gwen, *Reading Alive!*, A&C Black, 1999.

Govier, Heather, *Introducing the Internet with Cross-curricular Projects*, Evans Brothers, 2001.

Library Association, *The Primary School Library Guidelines Library*, Library Association, 2002, p. 13. [http://www.cilip.org.uk/practice/school/primarieschool_guidelines_2002.pdf]

McGonagle, Janet, *Promoting Literacy Through the Primary School Library*, SLA, 1998.

Routh, Chris, *Making the Most of Your Library*, NCLL, 2002.

Wray, David, and Lewis, Maureen, *Practical Ways to Teach Reading for Information*, NCLL, 1997.

Your local SLS (if available) may be able to provide advice on suggestions for stock appropriate for different reading abilities; advice on information skills strategy and INSET etc.

Scenarios 2: Developing the personal qualities, attitudes and values of pupils

Scenarios 2: Evidence Gathering

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

- 1 Observation of groups of pupils** (different years and levels of ability)
 - Observed pupils' behaviour in the library, using or adapting *Observation checklist*: [see Scenarios 2: **Tools for Gathering Evidence** below].
- 2 Group discussion with staff** who have had the opportunity to observe pupils in the library (keep a record of staff comments as evidence).
 - Staff discussion of pupils' attitudes and behaviour using or adapting Discussion topics for staff or adult volunteers [see Scenarios 2: **Tools for Gathering Evidence** below].
- 3 Records of participation in out-of-hours activities**
 - Analysed participation to see range of pupils involved/not involved.
- 4 Stock records**
 - Analysed samples of stock to see how well the library provides material that offers knowledge and insights into feelings, values and beliefs; helps to foster spiritual awareness and self-knowledge; promotes principles which distinguish right from wrong; and helps them appreciate their own and other cultural traditions.
- 5 Records of library committee meetings, pupil volunteer rotas, library suggestions** or other ways for pupils to participate in running the library.
 - Analysed records to see extent of pupil involvement in running and supporting the library.
- 5 Other evidence gathered** (note anything else that you did instead of or as well as the above):

Scenarios 2: Tools for Gathering Evidence

Scenarios 2: Observation Checklist

Strengths >>> Weaknesses

Activity observed	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
works well with other pupils of all abilities, gender, ethnic origins				
assists other pupils in using library resources				
is willing to share resources				
shows respect towards library staff and volunteers				
is happy to approach library staff when requires assistance				
is courteous towards other pupils and library staff				
does not engage in disruptive behaviour				
shows respect for and takes good care of library resources				

Scenarios 2: Discussion topics for staff or adult volunteers

- Do pupils show pride in, and a positive attitude towards the library most of the time?
 - Are there any exceptions?
- Do most pupils behave well in the library most of the time?
 - Do any pupils show lack of respect for the facilities and resources?
- Do most pupils make some use of the library facilities during lessons?
 - Do they do this in a matter of fact way or do they find this problematic?
- Do most pupils participate in out-of hours activities?
 - What sorts of activities?
 - Do different people get involved in different types of activities?
- When they are working in the library do pupils usually co-operate and help each other?
- What opportunities do pupils have to exercise responsibility or show an active interest in the library?
 - What proportion of pupils have these opportunities?

Scenarios 2: Actions for Improvement

- Exploit opportunities to involve pupils in the development of the library, for example organising a library committee with pupil representatives; selecting resources.
- Provide a range of extra-curricular opportunities which are well-publicised, for example, homework clubs, breakfast clubs, reading clubs.
- Provide opportunities for pupils to exercise responsibility in the library, for example appoint pupil-librarians who are provided with training and a recognised role in the development of the library.
- Establish a Library Code of Conduct, based on the whole school Behaviour Policy and devised with input from pupils.

Further advice

Your local SLS (if available) may be able to provide advice on establishing a library committee, establishing a Library Code of Conduct, writing a collection development policy; recruiting and training pupil-librarians; 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.

Scenarios 3: Effective library-focused teaching and learning

Scenarios 3: Evidence Gathering

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

- 1 Review of documents** to highlight relevant library-focussed activities (keep examples as evidence):
 - Highlighted objectives set for library-focused lessons; references to research, study skills and library use in schemes of work; notes of reviews of library-based activities involving people responsible for learning support, SENCO, gifted and talented pupils and EAL.
- 2 Collect examples of activities**
 - Kept examples of changes to library-focussed activities (following review); homework tasks featuring library use; staff induction and INSET programmes featuring aspects of library-focused teaching and learning.
 - If library staff in post*, kept examples of joint planning of library-focussed lessons; and note of arrangements for keeping them abreast of changes in plans and priorities.
- 3 If library staff in post, short interviews with staff** (keep a record of replies as evidence).
 - Asked library staff about their involvement in planning library lessons and how they are kept up to date with changing school plans and priorities.
- 4 Discussion with teachers on library-focussed teaching and learning**
 - Asked group of teachers:
 - Did you have any induction into the library when you first joined the school?
 - If so, how helpful was it?
 - Have you had any training in library use and in research and study skills since?
 - Are there any of these areas in which you would like to receive further training?

Do you have enough access to resources to support your teaching and professional development?

How can this aspect of library provision be improved?

If there are library staff, how do you see the role of the library and its staff within the school?

Do you plan lessons with library staff?

5 Other evidence gathered (note anything else that you did instead of or as well as the above):

Scenarios 3: Actions for Improvement

- Work with staff across various year groups and subject areas to plan and teach library-based lessons.
- Establish arrangements to ensure that any dedicated library staff are kept up to date with changing plans and needs.
- Work closely with the SENCO, gifted and talented co-ordinator and EAL co-ordinator to ensure that the needs of these groups of pupils are met.
- Establish a structured library induction programme for all new staff.

Further advice

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002, pp. 26-41.

Your local SLS (if available) or the School Library Association may be able to provide advice on developing induction programmes and running INSET.

Scenarios 4: How well does the library meet pupils' needs?

Scenarios 4: Evidence Gathering

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

1 Analysis of stock records to highlight appropriateness:

- Analysed records of materials purchased to assess their overall quantity, quality, relevance, condition and cultural relevance.
- Identified total number of stock items and divided this by number of items purchased in previous year(s) to find annual stock renewal rate. Identified the stock per pupil figure. Then compared these with national/local guidelines.

2 Examples of documents to show promotional activity:

- Kept examples of dated posters, leaflets, dated photos of displays, notes of talks to pupils about the library.

3 Asking pupils* (different years and levels of ability)

- Asked pupils: what sorts of things are kept in the library
 - what library-focused activities they know about
 - whether they can usually find the information they need or the books they want in the library (for school work, reading for enjoyment and hobbies)
 - whether they have found gaps in what is available

* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

4 Records of external service provision arrangements (if any, e.g. INSET, advice, stock loans)

- Kept records (e.g. contracts, letters) of service agreements with School Library Service (if available), School Library Association or other agencies

5 Short interviews with staff who borrow materials from SLS (if School Library Service provides loans – keep a record of replies)

- Asked about the range of materials borrowed, availability of material to meet needs of particular cultural or ethnic groups, how often materials are renewed, how they are used in teaching, whether this material fills gaps in library stock or extends choice of material, and how satisfied teachers are with this service.

6 Records and review of library organisation

- Kept brief description of:

the computer facilities available in the library/holding library stock information

the classification system

cataloguing arrangements (i.e. how books etc. are described in library records)

how loans are recorded

examples (e.g. dated photos) of guiding used

size, plan of layout and comments on suitability of library space/spaces, including scope for parallel library activities, if any

opening hours and when inaccessible during school day

general state of furnishing and decoration (e.g. dated photos)

- Reviewed these against national and local guidelines.

7 Other evidence gathered (note anything else that you did instead of or as well as the above):

Scenarios 4: Actions for Improvement

- Review funding for the library to ensure that it can be maintained and developed and that resources are adequate in terms of quantity, currency, range, quality, relevance and condition.
- Consider introducing a computerised library management system.
- Investigate use of the SLS and other outside agencies to advise on library development and to obtain topic loans to supplement library stock.
- Consider whether the library space can be used more effectively. If appropriate, consider the scope for establishing a well located dedicated space for a library.
- Try to reduce the use of the library for other purposes, e.g. as a classroom or for meetings during the school day.
- Arrange regular displays of pupils' work.
- Consider revising the library promotional activities to increase their impact.

Further advice

Charlton, Leonore, *Designing and Planning a Primary School Library*, School Library Association, 1994

De Saez, Eileen Elliot, *Promoting the School Library*, SLA, 2000.

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996 (new edition due 2004).

Department for Education and Skills (2002), *Area Guidelines for Schools* ([http://www.teachernet.gov.uk/_doc/2661/AG%20Intro%20\(P2\).pdf](http://www.teachernet.gov.uk/_doc/2661/AG%20Intro%20(P2).pdf))

Lemaire, Kathy, Shelf Life, *Shelf Matters: Managing Resources in the School Library*, SLA, 2001.

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

Library Association, *The Primary School Library Guidelines*, Library Association, 2000.

More information about whole school book needs can be found in The Publishers' Association *Book Check Assessor* (<http://www.books-raise-standards.co.uk/bca.pdf>)

Your local SLS, public library service or the School Library Association may be able to provide advice on library design and guiding and the provision and organisation of resources.

A detailed accommodation audit and sets of questions for pupils and teachers for use in this self-evaluation are available on the TeacherNet website (www.teachernet.gov.uk/) along with an electronic version of this entire model.

Scenarios 5: How well are pupils guided and supported? Promoting reading for enjoyment.

Scenarios 5: Evidence Gathering

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

1 Examples of library support materials/activities

- Kept examples of booklists, games, dated photos of guiding (as evidence).
- Kept planning documents/materials used in/photos* of special events and regular library activities (as evidence).
- Kept examples of pupils' book reviews and reading logs/diaries to see range of reading and indications of enjoying reading.

2 Discussion with teachers on role of library in encouraging reading (keep a record of replies)

- Asked group of teachers about library role, using *Discussion topics for teaching staff* (see **Tools for gathering evidence** below).

3 Library documents

- Highlighted references to developing reading and to training pupils to use the library in *Library Development Plan*.
- Kept examples of activities and materials used in training pupils in different years to use the library (as evidence).

* Pupils should not be photographed without prior clearance.

4 Discussion with groups of pupils* (different years and levels of ability)

- Asked pupils about reading for enjoyment, using *Discussion questions for pupils* (see **Tools for gathering evidence** below).

5 Other evidence gathered (note anything else that you did instead of or as well as the above):

Scenarios 5: Tools for Gathering Evidence

Scenarios 5: Discussion topics for teaching staff

- Where does the library fit into the school approach to developing reading?
- How well is the library organised to encourage pupils in reading for enjoyment?
 - What could be done to improve this?
- In general, is there enough fiction and non-fiction for the full range of ages and interests of pupils at the school?
 - Does the stock cater for all levels of reading ability as pupils progress from year to year?
 - Is there enough challenging reading material to stretch gifted and talented pupils?
 - Is there sufficient material to encourage reluctant readers?
 - Is there enough material to engage pupils from the different ethnic or cultural backgrounds currently at the school?

Scenarios 5: Discussion questions for pupils

- Do you like reading?
- Do you borrow books from the library to read for enjoyment, apart from when you have to?
 - How often?
- Where else do you get books you like? (e.g. *public library, bookshop, friends*).
- What types of books do you like?
 - Does the library stock the types of books you like reading?
 - What other types of books would you like to see in the library?
- How do you decide which books to borrow? (e.g. *events, displays, friends recommend, teachers/library staff recommend*).
- How do you find out what new books are available in the library?
- Do you think the library has enough newer books available? If not, what titles would you particularly like to see?
- Have you been to any reading events in the library? (e.g. *Book Week events, reading clubs*).
 - Have these encouraged you to read any new books?

* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

Scenarios 5: Actions for Improvement

- Work on developing the school as a reading community, by engaging teachers and other staff, parents and pupils in reading and supporting reading.
- Ensure that a range of out-of-hours activities is provided in the library to meet the needs of all pupils (e.g. Homework Club or Breakfast Club, reading club). Ensure that out-of-hours activities are effectively promoted.
- Plan events to promote reading for pleasure e.g. Book Weeks, author visits, Carnegie and Greenaway Shadowing, readathons, World Book Day and Children's Book Week events.
- Display book reviews written by pupils in the library.
- Establish a reading club or provide other opportunities for pupils to discuss books they have read.
- Organise visits to the local public library to introduce pupils to a wider range of books and an alternative source of reading materials. Promote public library reading activities such as the Summer Reading Scheme.
- Work with all staff to ensure the library plays a key role in the promotion of reading.
- Identify gaps through a stock audit and prioritise the purchase of resources which promote reading for pleasure to all levels of reading interest and ability.
- If the library has a computerized library management system, use its capacity for data generation to monitor the range and breadth of reading.

Further advice

Birmingham Library and Information Services et al, *Stories from the Web*,
<http://www.storiesfromtheweb.org/sfwhomepage.htm>

Book Trust, *Booktrusted.com* website, <http://www.booktrusted.com>

Carousel Magazine and Website: *The Guide to Children's Books*, <http://www.carouselguide.co.uk>

Department for Education and Skills, *The Study Support Toolkit*, 2000,
<http://www.standards.dfes.gov.uk/studysupport/howdo/toolkit>

Department for Education and Skills, *Code of Practice for the Primary Sector*, 2000,
http://www.standards.dfes.gov.uk/studysupport/howdo/cofp_primary

De Saez, Eileen Elliot, *Promoting the School Library*, SLA, 2000.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*, SLA, 1996;
new edition due 2004.

Dubber, Geoff, *Running a Successful School Library Book Event*, SLA, 2000.

Gawith, Gwen, *Reading Alive!*, A&C Black, 1999.

Irvin, Norah, and Cooper, Lesley, *Who Next? A Guide to Children's Authors*, LISU, 1999.

Library Association, *The Primary School Library Guidelines*, Library Association, 2000, p. 12.

McGonagle, Janet, *Promoting Literacy Through the Primary School Library*, SLA, 1998).

School Bookshop Association, *Books for Keeps: The Children's Book Magazine*, School Bookshop Association.

Your local SLS (if available) may be able to provide advice on reading promotion, stock to encourage reading for pleasure, homework club provision and resources to support pupils' leisure needs.

Scenarios 6: Management and support

Scenarios 6: Evidence Gathering

Evidence collection activities and types of evidence used (tick appropriate boxes to show what you used)

1 Analysis of documents to highlight relevant library elements:

- Highlighted points in current Library Improvement Plan and School Improvement Plan.
- Kept copy of current Library Policy (as evidence).
- Highlighted references to library in other school policy documents.
- Highlighted references to library in management in records (minutes etc.) of pupil library committee; staff meetings; governors' meetings: PTA.
- Kept reports of library evaluation activities showing targets (as evidence).
- Reviewed library against national and local guidelines, highlighting areas for attention.
- Kept job description of library manager (as evidence).

2 Short interviews with staff (keep a record of replies as evidence).

- Views of selected school staff on the aims and vision of library.
- Views of the headteacher on the role of library and appropriateness of its staffing level.

3 Other types of records

- Note of review/reporting arrangements between library staff and headteacher/other senior staff.
- Records of library-focussed professional development activities attended.
- Records of training of volunteer helpers (adults and pupils).
- Records of parents' involvement with the library (e.g. letters, e-mails, dated photos with activity identified – permission will be needed to take and keep photos).

4 Other evidence gathered (note anything else that you did instead of or as well as the above):

Scenarios 6: Actions for Improvement

- Ensure there is a written library policy and improvement plan which are linked to other school policies and planned and regularly reviewed.
- Ensure that the library planning and policy documentation reflects the aims and values of the school.
- Ensure that evaluation and monitoring is an ongoing process that feeds into planning and library improvement.
- Establish a library committee with staff, and possibly pupil, representation.
- Provide opportunities for all library staff to participate in professional development.
- Ensure that library staff are involved in performance management schemes and have clear job descriptions.

Further advice

CILIP, *Salary Guide: Schools*, CILIP, 2002.

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002.

Dubber, Geoff, *Organising Voluntary Help in the School Library*, SLA, 1996.

Harrison, Kay, *Policy Making and Development Planning for the Primary School Library*, SLA, 2002.

Library Association, *The Primary School Library Guidelines Library*, London: Library Association, 2000.

Scott, Elspeth, *Measuring Success: How Effective is Your School Library Resource Centre?*, SLA, 2001, p. 32.

Your local SLS (if available) may be able to provide advice on monitoring and evaluating; appropriate job descriptions and the selection and appointment of library staff.

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