

**Summary Sheet**

**Key Question 1: How high are standards?**

**Strand 1c: Pupils' Progress in LRC-based activities**

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. How effectively does the LRC build on the skills and abilities that pupils bring with them from their primary schools?				
ii. Is there a structured LRC induction programme which is built on as pupils move through the school?				
iii. Do pupils display increasing confidence to work independently and collaboratively in the LRC?				
iv. Do pupils of different gender or ethnic background progress equally well within the LRC?				
v. How well do pupils with SEN, EAL or who are Gifted and Talented achieve?				

Support required to enable the LRC to improve:

**Overall level reached:**

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Indicator	Types of evidence	Ways to collect evidence
i. How effectively does the LRC build on the skills and abilities that pupils bring with them from their primary schools?	<ul style="list-style-type: none"> <li>→ Perceptions of pupils</li> <li>→ References to links with feeder schools in LRC Documents</li> <li>→ Examples of liaison activities focused on pupils' skills and abilities (e.g. programmes for induction, pupil visits to do research in the LRC)</li> </ul>	<ul style="list-style-type: none"> <li>→ Interview using questions for pupils I</li> <li>→ Extracts from LRC planning documents and other documents relating to links with feeder schools to find out about pupils' information skills and LRC use</li> <li>→ Keep examples of activities, programmes etc. and analyse them to see how continuity is achieved.</li> </ul>
ii. Is there a structured LRC induction programme which is built on as pupils move through the school?	<ul style="list-style-type: none"> <li>→ Examples of initial and later induction programmes/activities</li> <li>→ Examples of top-up sessions for new pupils etc</li> </ul>	<ul style="list-style-type: none"> <li>→ Make records of activities (e.g. photos, activity objectives and programmes) concentrating on transition stages (e.g. Year 7, Year 10, Sixth Form)</li> <li>→ Keep lesson plans/schemes of work and materials (e.g. worksheets) (to illustrate reinforcement as pupils move up through the school)</li> </ul>
iii. Do pupils display increasing confidence to work independently and collaboratively in the LRC?	<ul style="list-style-type: none"> <li>→ Observed activities in the LRC</li> <li>→ Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Observe with checklist K</li> <li>→ Interview using questions for pupils I</li> </ul>
iv. Do pupils of different gender or ethnic background progress equally well within the LRC?	<ul style="list-style-type: none"> <li>→ LRC work produced by pupils</li> <li>→ Observed activities in the LRC</li> <li>→ Views of teachers</li> </ul>	<ul style="list-style-type: none"> <li>→ Review selections of work produced by pupils of different genders based on the same LRC-based tasks</li> <li>→ Assess selections of work produced by pupils of different ethnic backgrounds based on the same LRC-based tasks</li> <li>→ Observe pupils of different genders or ethnic backgrounds when set the same LRC-based tasks using checklist I</li> <li>→ Interview using questions for staff J</li> </ul>
v. How well do pupils with SEN, EAL or who are Gifted and Talented achieve?	<ul style="list-style-type: none"> <li>→ LRC work produced by pupils</li> <li>→ Observed activities in the LRC</li> <li>→ Views of teachers</li> </ul>	<ul style="list-style-type: none"> <li>→ Assess selections of work produced by SEN, EAL, Gifted and Talented pupils</li> <li>→ Observe SEN, EAL, Gifted and Talented pupils using checklist K</li> <li>→ Interview using questions for staff J</li> </ul>

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	<b>Description of a typical LRC at each level</b>
Level 1 Excellent	<ul style="list-style-type: none"> <li>▪ LRC staff make systematic efforts to ascertain what skills and abilities pupils bring with them from their primary schools (e.g. through discussions with primary staff; observation of pupils in the LRC). All LRC-based sessions are designed to build on these skills. 80% or more of Year 7 pupils improve on their entry level skills.</li> <li>▪ There is a structured LRC induction programme providing support at the key transition stages (e.g. Year 7, Year 10, Sixth Form), supplemented by regular opportunities for research and study teaching in at least 80% of the subject areas. Attention is given to promoting progression and continuity.</li> <li>▪ 80% or more pupils display increasing confidence when working independently and collaboratively in the LRC as they move through the school, being increasingly willing to think and learn for themselves.</li> <li>▪ Progress is very good, irrespective of gender or ethnic background and for those with SEN, having English as an Additional Language or who are Gifted and Talented.</li> </ul>
Level 2 Good	<ul style="list-style-type: none"> <li>▪ LRC staff try to find out what skills and abilities pupils bring with them from their primary schools (e.g. through discussions with primary staff; observation of pupils in the LRC). LRC-based sessions are designed to build on these skills. 65-79% of Year 7 pupils improve on their entry level skills.</li> <li>▪ There is a structured LRC induction programme, built on at regular intervals as pupils progress through the school and some study skills teaching in many subject areas. Planning includes consideration of progression and continuity.</li> <li>▪ 65-79% of pupils make good progress, irrespective of agenda or ethnic background, including those with SEN, having English as an Additional Language or who are Gifted and Talented.</li> </ul>
Level 3 Intermediate	<ul style="list-style-type: none"> <li>▪ LRC staff try to find out what skills and abilities pupils bring with them from their primary schools once they have arrived. LRC-based sessions are usually designed to build on these skills. 55 - 64% of Year 7 pupils improve on some of their entry level skills.</li> <li>▪ There is an LRC induction programme for Year 7 pupils and for some VI form pupils (where there is one). A number of subject departments provide some opportunities for research and study skills teaching. Some elements of progression are built into the LRC activities.</li> <li>▪ 55 – 64% of pupils display some increase in confidence to work independently and collaboratively in the LRC.</li> <li>▪ 55 - 64% of pupils make progress, irrespective of gender or ethnic background with SEN, having English as an Additional Language or who are gifted and talented.</li> </ul>

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Level 4 Emergent	<ul style="list-style-type: none"> <li>▪ LRC staff assume that pupils bring skills and abilities with them from their primary schools. LRC-based sessions usually assume a few prior skills. About half of Year 7 pupils improve on some of their entry level skills.</li> <li>▪ There is a LRC induction programme for Year 7 pupils and opportunities for research and study skills teaching in two or three subject areas. Some attempts are made to build in progression.</li> <li>▪ About half the pupils display some increase in confidence to work independently and collaboratively in the LRC.</li> <li>▪ Students from some gender and ethnic backgrounds make better progress in LRC activities than others.</li> <li>▪ Only about half of the pupils with SEN, having English as an Additional Language or who are Gifted and Talented are able to make progress.</li> </ul>
Level 5 Needs development	<ul style="list-style-type: none"> <li>▪ LRC staff make little effort to find out what skills and abilities pupils bring with them from their primary schools. Few Year 7 pupils improve on their entry level skills.</li> <li>▪ LRC induction is very limited and there are few opportunities for research and study skills teaching in subject areas. Exercises are planned and delivered in an ad-hoc manner and are rarely able to build on skills already acquired.</li> <li>▪ Pupils make little visible progress in their confidence to work independently or collaboratively in the LRC.</li> <li>▪ Progress made by pupils with SEN, having English as an Additional Language or who are Gifted and Talented is limited in scope and to small numbers.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Set up activity-based class visits from feeder schools and observe how primary pupils use the LRC and do research. Build the LRC induction on this information.</p> <p>Spend the first session with Year 7 pupils observing them to ascertain their skills and abilities. Build from there.</p> <p>Work with the SENCO, EAL Co-ordinator and Gifted and Talented Co-ordinator to identify strategies to help all pupils to achieve.</p> <p>Work with teachers to develop support and extension materials for pupils of different abilities and ethnic backgrounds.</p> <p>Introduce a structured LRC induction programme to provide support at transition stages such as Year 7, Year 10 and Year 12.</p> <p>Ensure induction is reinforced by later LRC-based activities in a range of subjects.</p>	<p><i>"I was writing a new Year 7 information skills programme and decided that I wanted to find out what pupils were learning about research and library use in our feeder schools. I wrote down a few questions and contacted 3 feeder schools. I already had contacts in these schools. I did a telephone interview with the teacher in charge of the library in each school. It was really helpful and made me demand more of the pupils when they arrived"</i></p> <p><i>"I recently carried out an audit of the library stock with the SEN Co-ordinator. We looked at where there were gaps in the current provision and have worked out a plan to improve the collection to make sure it meets the needs of SEN pupils."</i></p> <p><i>"At the beginning of Year 12, a number of subject teachers bring their classes to the library to introduce them to the resources they will need during their course. The teachers meet with me before and we discuss the things they might point out to students. We deliver half of the session each. They talk about the resources, then I remind students about how long they can borrow books for etc."</i></p> <p><i>"The library is part of the whole school induction programme. Information is sent to pupils before they arrive at the school; they visit the library as part of their tour of the school and during their first few days I visit each class at some point to introduce myself. There is also a series of induction sessions during the first term when pupils learn how to use the library."</i></p>
<p><b>Further advice</b></p> <p>Ball, Frances, <i>Supporting Special Educational Needs in the Secondary School LRC</i>, SLA, 2002.</p> <p>Cottrell, Jenny, "How Can the School Library Help Children with Learning Difficulties?", <i>School Librarian</i> 45(2), pp. 68-73.</p> <p>Dubber, Geoff, <i>Library Induction: Introducing Students and Staff to the Secondary School Library</i>, SLA, 2001.</p> <p>Qualifications and Curriculum Authority, <i>Guidance for Teaching Gifted and Talented Pupils</i>, 2001 [available at <a href="http://www.nc.uk.net/gt/geberal/03_teachers.htm">http://www.nc.uk.net/gt/geberal/03_teachers.htm</a>].</p> <p>Qualifications and Curriculum Authority, <i>Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties</i>, 2001 [available at <a href="http://www.nc.uk.net/ld/">http://www.nc.uk.net/ld/</a>].</p> <p>Teaching staff, especially the SENCO and EAL and Gifted and Talented Co-ordinators may be able to provide advice on teaching strategies. Your local SLS or public library service may be able to advise on resources for pupils whose needs are not adequately met by the standard library stock.</p>	

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## **THE TOOLS**

### **I Interview questions for pupils**

*N.B. The comments and suggestions in italics are not part of the questions.*

- Did you find the LRC in this school very different from your last primary school library?
  - *If yes, in what ways?*
  - *If yes, did anyone explain to you how the LRC is organized when you started?*
- When you started at this school, did anyone check on what you already knew about finding and using information and about using libraries? How did they do this?
- Do you ever go to the LRC to work outside lesson-time on your own or with other people?
  - *If yes, do you ever have problems in finding information or materials in the LRC? What do you do if this happens?*

*The questions below can be asked of the same group of pupils on two or more occasions, or of pupils from different year groups, to provide evidence of how pupils progress as they move through the school. Replies should be obtained from equal numbers of girls and boys each time to enable their relative rates of progress to be monitored.*

*These questions can also be used to monitor the relative rates of progress of children with different ethnic origins, pupils with SEN, EAL or who are Gifted and Talented. We recommend that you concentrate on one aspect of progress monitoring at a time.*

- Describe what you do when you are set a research task, for example....?
- What do you do if you can't find the information/resources you need?
- Do you ever come back to the LRC in your own time to carry on with work you have started during a lesson?

### **J Interview questions for teachers who accompany groups of pupils to the LRC**

- Do you think that this group of pupils is making good or adequate progress in LRC-based work?
  - *If yes, how well are they progressing?*
  - *If yes, in what ways are they progressing?*
  - *If yes, do they show signs of growing in confidence over time? In what ways?*
  - *If yes, do you think that the boys and girls are making equal progress?*
  - *If appropriate (depending on the make-up of the group), are SEN/EAL pupils or pupils who are Gifted and Talented making as much progress as other pupils?*
- *If no, to any of these questions, why do you think this is?*

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**K Observation checklist**

	Strong	→			Weak
<b>Ability/awareness shown:</b>	Good	Satisfactory	Limited	Little or none	
helps other pupils to learn, including those of other gender/ethnic groups.					
is able to organise work, devising search strategies and manage time well.					
is self-motivated and does not automatically ask LRC staff or teachers for help.					
appears to be confident when working independently in the LRC					
appears to be confident when working with others in the LRC					
works well in groups, including groups involving other gender/ethnic groups.					
chooses methods of working best suited to the needs and the task set.					

*Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed. Ideally, this checklist should be applied to the same group of pupils at least twice and the findings compared to show whether pupils have made progress. If this is not possible, an alternative would be to observe pupils from two or more year groups to demonstrate progress through the school.*

*If the focus is on the comparative progress of genders, different ethnic groups, or on SEN, EAL, or Gifted and Talented pupils it will be necessary to identify all the scores for each of these groups. This can most easily and effectively be achieved by concentrating on one group at a time.*