

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:

*Key Question 1: How high are standards?
1c: Pupils' progress in LRC-based activities*

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?*

*Key Question 1: How high are standards?
1c: Pupils' progress in LRC-based activities*

K Observation checklist

	Strong	→			Weak
Ability/awareness shown:	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.