

Summary Sheet

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

Strand 4c : How well the LRC accommodation allows the curriculum to be taught

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. Is the accommodation large enough in relation to population of the school?				
ii. Is the LRC accessible to all pupils?				
iii. Is the space well organized to meet the needs of pupils and staff (e.g. spaces for different types of use)?				
iv. Are the furnishing and décor suitable?				
v. What steps are taken to ensure pupils' welfare, health and safety in the LRC?				
vi. Is the LRC open at convenient times for pupils and staff?				

Support required to enable the LRC to improve:

Overall level reached:

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Indicator	Types of evidence	Ways to collect evidence
i. Is the accommodation large enough in relation to the population of the school?	<ul style="list-style-type: none"> → Description of size, location and layout of school LRC → Local or national guidelines (see further advice) 	<ul style="list-style-type: none"> → Conduct audit with accommodation checklist AA → Review size, layout and location against local or national guidelines
ii. Is the LRC accessible to all pupils?	<ul style="list-style-type: none"> → Description of location and layout of LRC → Disability Plan or other relevant school plans → Views of pupils → Views of staff 	<ul style="list-style-type: none"> → Conduct audit with accommodation checklist AA → Identify references to LRC in plans → Administer user satisfaction survey Y to pupils → Ask staff for views on convenience of opening hours and on physical access
iii. Is the space well organised? Is there flexibility for different types of use (e.g. quiet reading, ICT)? Is there space for classes, groups and individual pupils?	<ul style="list-style-type: none"> → Description of layout of LRC → Examples of ways in which the space is used → Views of pupils → Views of staff 	<ul style="list-style-type: none"> → Conduct audit with accommodation checklist AA → Keep LRC timetable, photographs → Administer user satisfaction survey Y to pupils → Conduct a series of occasional spot checks of levels of use of spaces at different times of day/week over one or more terms → Ask staff for views on suitability of layout, space allocation for their purposes
iv. Are the furnishing and décor (including displays) suitable?	<ul style="list-style-type: none"> → Description of furnishings, décor and display areas → Views of pupils 	<ul style="list-style-type: none"> → Conduct audit with accommodation checklist AA → Administer user satisfaction survey Y to pupils
v. What steps are taken to ensure pupils' welfare, health and safety in the LRC?	<ul style="list-style-type: none"> → Evidence of compliance with school health and safety policy and other guidelines → School Health and Safety documents → Records of Health and Safety inspections and recommendations 	<ul style="list-style-type: none"> → Identify references to LRC in school H & S documents → Keep notes of steps taken to comply with school H & S policy, including inspection recommendations
vi. Is the LRC open at convenient times for pupils and staff?	<ul style="list-style-type: none"> → Records LRC use → Views of staff → Views of pupils → Frequency with which the space is used for other purposes during the school day 	<ul style="list-style-type: none"> → Analyse use records by year group, time of day/week → Administer user satisfaction survey Y to pupils → Log the LRC use for non-LRC purposes during the school day over one or three terms (e.g. classroom, sixth form recreational area)

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> ▪ The excellent LRC accommodation allows the curriculum to be taught highly effectively. ▪ The LRC is large enough to accommodate classes and groups of pupils alongside individuals using the facilities on a formal or informal basis. It is very well located within the school and easily accessible to all pupils. ▪ The furnishing and décor are very welcoming, meeting the needs of most pupils and the space is well organised to provide a range of working environments e.g. ICT, private study, group work and reading areas. ▪ It is open and accessible to all pupils throughout and beyond the school day.
Level 2 Good	<ul style="list-style-type: none"> ▪ The LRC accommodation allows the curriculum to be taught effectively. ▪ It is sufficient in size to accommodate classes or groups of pupils alongside individuals using the facilities on most occasions. It is suitably located within the school and accessible to most pupils. ▪ The furnishing and décor are appropriate to meet the needs of most pupils and the space is well organised, for instance, there are areas for ICT, group work and reading. ▪ It is open throughout and beyond the school day, although access may be restricted to a particular class or groups of pupils at some times of the day.
Level 3 Intermediate	<ul style="list-style-type: none"> ▪ The LRC accommodation allows parts of the curriculum (certain types of activity) to be taught effectively. ▪ It is sufficient in size to accommodate at least one whole class alongside individual pupils. It is suitably located in the school and accessible to many pupils. ▪ The furnishing and décor meet the needs of many pupils. Good use is made of the available space to accommodate different activities. ▪ The LRC is open to pupils throughout the school day and regularly beyond the school day (e.g. twice a week).
Level 4 Emergent	<ul style="list-style-type: none"> ▪ The LRC accommodation allows the curriculum to be taught satisfactorily. ▪ It is fairly accessible but not centrally located within the school and sufficient in size to accommodate a whole class as well as individual pupils. ▪ The furnishing and décor are satisfactory and the space is fairly well organised, for example, providing areas for two different purposes such as ICT and reading. ▪ It is usually open to pupils throughout the school day. although it may be closed for staff/governors' meetings from time to time. It is occasionally open beyond the school day.
Level 5 Needs development	<ul style="list-style-type: none"> ▪ The LRC accommodation can prevent the curriculum being taught effectively on occasions. ▪ It may be used for other purposes e.g. as a classroom, and may be poorly located within the school. ▪ There may be difficulties accommodating a whole class of pupils. ▪ The furnishing and décor are not the most appropriate to meet the needs of pupils and the space may be poorly organised, limiting the use of the LRC for certain activities such as ICT. ▪ Opening hours and access are restricted, even during the school day.

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Suggested actions for improvement	Examples of good practice
<p>Ensure the LRC is used for other purposes e.g. classroom, meetings only when this is unavoidable, or outside the school day for promotion purposes.</p> <p>Arrange regular displays of pupils' work as well as information about the LRC and its resources and materials to promote reading.</p> <p>Consider how the space might be reorganised and used more effectively.</p> <p>Improve LRC guiding.</p> <p>Experiment with different LRC opening times to discover which best meet the needs of pupils and staff.</p>	<p><i>"The library used to be a single large room which could seat about 50 pupils. Obviously, this was more than would ever be needed for a single class, so we decided to keep a large central space for classes and group work, but also to have areas designed for reading and quiet study. The former has comfy chairs, coffee tables etc. These are not formally screened off, but are divided from the main library by several rows of shelving. Of course, noise can travel, but there are distinct 'atmospheres' in the different areas of the library."</i></p> <p><i>"The sixth formers have their own study room. This means that the main library is always available for classes and younger pupils throughout the day."</i></p> <p><i>"We did try experimenting with opening the library after school, but as most of our pupils are bussed in and out, that wasn't very successful. However, opening before school has been more successful. Some of the buses arrive quite early and other pupils are dropped off by parents on their way to work."</i></p> <p><i>"I always open the library on INSET days and just before the start of term when a lot of staff come into school. This is really the only opportunity they get to look at the resources at their leisure."</i></p>
<p>Further advice</p> <p>Charlton, Leonore, <i>Planning and Designing a Secondary School Library Resource Centre</i>, SLA, 2002.</p> <p>Department for Education and Skills, <i>Area Guidelines for Schools</i>, DfES, 2002 [available at http://www.teachernet.gov.uk/_doc/2661/AG%20Intro%20(P2).pdf].</p> <p>Tilke, Anthony, "Management of Accommodation", in <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998, pp. 31-39.</p> <p>Your local SLS or public library service may be able to provide advice on library design and guiding.</p>	

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THE TOOLS

N.B. These survey questions are suggestions: you may need to edit or adapt them for different Year Groups etc. Questions 1-5 are for the indicators in strand 4a (question 5 only applies where the careers collection is part of the LRC); questions 6 and 7 relate to the indicators in strand 4b; questions 8 to 11 are for the indicators in this strand, 4c.

When laying out your version of the questionnaire, make sure that you leave enough space for answers.

Y LRC User Survey of Pupils

Using the LRC outside lesson times:

1 Do you use the LRC outside lesson times?

No Yes

If no – please go on to question 2

1.1 *If yes, On average, how often do you use the LRC apart from lessons?*

Every school day

Up to once a week

A few times in a Term

Less than once a Term

No regular pattern

Other, please say what

Please tick one box only above

1.2 *If yes, What sorts of things do you do in the LRC outside lesson time?*

1.3 How useful is the LRC when you are doing homework? In what ways?

1.4 How well does the LRC cover your own interests or things that you are trying to find out, apart from lessons and homework?

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- 1.5 Would you like the LRC to offer any other resources or activities? If so, what? (*keep it legal please!*)

Please go on to question 3.

- 2 For people who don't use the LRC outside lesson times: Are there any changes to the LRC and what it does that would get you to use it outside lessons? If so, what changes?

- 3 Do you usually know what activities are taking place in the LRC?

No Yes

- 3.1 *If no* – What could staff do to make sure that you know about LRC activities?

- 3.2 If yes - How do you usually find out what is going on in the LRC?

Any other ways?

- 4 Who is the LRC mainly intended for?

- 4.1 Are there any groups of pupils who don't use the LRC? If so, which groups?

- 4.2 Why do you think that these groups don't use the LRC?

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

No Yes

If no – why is this?

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If yes – how useful do you find this information? In what ways?

Turning to what is in the LRC:

6 Please tick **all the boxes that you agree with:**

- I have a good idea of what is in the LRC and what the staff can do for me
- I can usually find the schoolwork or homework books I want in the LRC
- There is plenty of interesting reading material there
- I can usually find the schoolwork or homework information I want there
- The LRC is a good place to get information on other things that I am interested in
- Most of the books in the LRC are up to date
- There is enough material in the LRC that reflects life in my own local community
- It is clear where things are and how they are arranged in the LRC
- I can nearly always find where things are in the LRC
- There are usually enough computers in the LRC
- I can usually get access to websites when I need them using the LRC computers

6.1 If you think that the LRC does poorly in any of these listed areas, which ones?

6.2 What could the LRC do to improve in these areas?

7 When was the last time that you **couldn't find** something you were looking for in the LRC?

7.1 What were you looking for?

7.2 What did you do to try to find it?

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Now, thinking about the space and layout of the LRC:

8 Is there usually enough space in the LRC for you to do different things, such as read, work with your friends, or use a computer?

No Yes

If no – What do you have problems doing? When does this happen?

9 Is the LRC always open when you need it and can you always get in?

No Yes

If no - When can't you use it?

10 What do you think of the way the LRC is furnished and decorated?

10.1 Do you like the library/LRC displays?

11 Do you like working in the LRC? Why?

Thank you for completing this user survey. Please return it to

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AA Accommodation Checklist

The focus of this review of the main aspects of LRC accommodation should be the needs of the school and its pupils, and it can be usefully informed by national and local recommendations or guidelines. Recommendations and further details are available in the 'Management of Accommodation' chapter in the Library Association Guidelines for Secondary School Libraries, prepared by Anthony Tilke (1998) and in the Department for Education and Skills Area Guidelines for Schools (2002) ([http://www.teachernet.gov.uk/doc/2661/AG%20Intro%20\(P2\).pdf](http://www.teachernet.gov.uk/doc/2661/AG%20Intro%20(P2).pdf)).

'LRC' is used in this Accommodation Checklist to indicate one or more LRC sites within the school.

- 1. Area (metres²)**
 - Number of rooms/sites:
 - Layout:
- 2. Location of the LRC within the school**
 - Which floor is it on?
 - Is it in a prominent position?
 - Is it accessible for all pupils?
- 3. Signing and guiding**
 - Is the LRC signposted within the school?
 - Are there signs within the LRC (e.g. at the entrance, on bays, on shelves) to indicate where information is located?
 - Is there a map of the LRC?
 - Are signs easy to read for all pupils? (Size, colour etc.)
- 4. Use of the LRC**
 - Is the space used for other purposes (e.g. classroom, Sixth Form area, meeting room)?
 - For how many hours per week is access to the LRC restricted? For what reasons?
- 5. Décor**
 - Is the décor attractive and appealing?
 - Is there adequate lighting/natural light?
- 6. Furniture**
 - Shelving (amount available, height, type of shelving)
 - Storage available for other materials (e.g. CD ROMs, videos, maps, periodicals, pamphlets)
 - Issue counter
 - Computing facilities
- 7. Seating**
 - Number of study places
 - Are different types of seating available (e.g. low chairs, study carrels, tables for group work)?
- 8. Organisation of space**
 - Can a whole class use the LRC alongside individual pupils studying in the LRC?
 - Is there space available for group work?
 - Is there an area for quiet, individual work, away from computers and other distractions?
 - Is there an area for less formal activities e.g. reading for enjoyment?
 - Is there an area for ICT activities?

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9. Displays

Are there displays of:

- pupils' work
- information about new materials
- reading promotion
- LRC activities and facilities
- guidelines for LRC use?

10. Security

- Is the main counter well positioned to see most areas?
- What security systems are installed?

11. LRC administration/management space

- Size
- Suitability for LRC management and administration tasks.