

## Summary Sheet

**Key Question 7: How well is the LRC led and managed?**

**Strand 7a : Leadership and management of the LRC and learning resources**

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. . Does the work of the LRC reflect the explicit aims and values of the school and contribute towards school improvement?				
ii. How supportive are the links between the head teacher/SMT/ governing body and the LRC?				
iii Is the LRC manager able to contribute effectively to the overall management of the school?				
iv. Does the LRC manager have clarity of vision and purpose?				
v. Are there opportunities for staff and pupil input into the development of the LRC?				
vi. Is the LRC manager able to contribute effectively to the selection and management of learning resources throughout the school?				
vii. Does sound financial management of the LRC's delegated budget allow the LRC to achieve its priorities?				

Support required to enable the LRC to improve:

**Overall level reached:**

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Indicator	Types of evidence	Ways to collect evidence
i. Does the work of the LRC reflect the explicit aims and values of the school and contribute towards school improvement?	<ul style="list-style-type: none"> <li>→ School Improvement plan and other school plans</li> <li>→ LRC plan</li> </ul>	<ul style="list-style-type: none"> <li>→ Identify specific references to the LRC contribution in the SIP and other school plans</li> <li>→ Compare the LRC plan with the SIP and other school plans to see the extent of harmony/divergence</li> </ul>
ii. How supportive are the links between the headteacher/SMT, governing body and the LRC?	<ul style="list-style-type: none"> <li>→ Role of LRC manager's line manager</li> <li>→ SIP and other school development plans</li> <li>→ Links with governing bodies</li> <li>→ Meetings between LRC manager and his/her line manager</li> </ul>	<ul style="list-style-type: none"> <li>→ Record whether the LRC manager, or line manager of the LRC manager, is part of the SMT and reports regularly to SMT on the LRC</li> <li>→ Note and assess significance of references to LRC in school development plan, whole school policies etc.</li> <li>→ Note if there is a designated link governor, reporting space for LRC in governors' meetings, other links</li> <li>→ Keep notes of meetings with line-manager to show extent of whole school issues discussion</li> </ul>
iii. Is the LRC manager able to contribute effectively to the overall management of the school?	<ul style="list-style-type: none"> <li>→ Position of LRC manager in school management structure</li> <li>→ Membership of relevant committees and working parties e.g. Literacy, Teaching and Learning, ICT, Curriculum, Heads of Department</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep structure diagram or other indication of the position (e.g. Head of Department status)</li> <li>→ Review committee etc. records to see the extent to which LRC staff contributions are minuted and acted upon</li> </ul>
iv. Does the LRC manager have clarity of vision and purpose which is communicated throughout the school?	<ul style="list-style-type: none"> <li>→ LRC policy and planning documents</li> <li>→ SIP and other school planning documents</li> <li>→ Records of Heads of Department, Curriculum and other meetings</li> <li>→ Views of Head of Departments</li> <li>→ LRC written vision statement</li> </ul>	<ul style="list-style-type: none"> <li>→ Review LRC plans to see how clearly the vision and purpose of the LRC is articulated and the extent to which whole school issues are addressed (e.g. literacy, research and study skills teaching)</li> <li>→ Review school plans to see whether references to the LRC reflect this vision and purpose</li> <li>→ Review meeting records to see to what extent the LRC vision is reflected in discussions</li> <li>→ Interview various Heads of Department to see whether they understand and accept the LRC vision</li> <li>→ Review any LRC vision statement to see whether it is brief, clear and accessible to staff and pupils</li> </ul>

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Indicator	Types of evidence	Ways to collect evidence
v. Are there opportunities for staff and pupils to input into the development of the LRC (e.g. LRC committee?)	<ul style="list-style-type: none"> <li>→ LRC committee/council records</li> <li>→ School council records</li> <li>→ Staff meeting records</li> </ul>	<ul style="list-style-type: none"> <li>→ Review the records to see the extent of staff/pupil input to decisions</li> <li>→ Review the records to see the extent of pupil comments/suggestions on the LRC</li> <li>→ Review the records to see the extent of staff comments/suggestions on the LRC</li> <li>→ Analyse the extent to which suggestions are implemented</li> </ul>
vi. Is the LRC manager able to contribute effectively to the selection and management of learning resources throughout the school?	<ul style="list-style-type: none"> <li>→ School purchasing policy</li> <li>→ Job description of LRC manager</li> <li>→ Cross-curricular and curriculum planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>→ Note any LRC manager involvement in purchasing policy</li> <li>→ Note whether there is specific reference to selecting and managing school learning resources (beyond the LRC)</li> <li>→ Identify any records of involvement of LRC manager in selecting and managing learning resources (beyond the LRC)</li> </ul>
vii. Does sound financial management of the LRC's delegated budget allow it to achieve its priorities?	<ul style="list-style-type: none"> <li>→ Job description for LRC manager</li> <li>→ Budget records for LRC</li> <li>→ Budget bid documents produced by the LRC</li> <li>→ Views of school budget manager</li> </ul>	<ul style="list-style-type: none"> <li>→ See whether job description includes specific financial management responsibility</li> <li>→ Analyse LRC budget to see the extent to which it finances LRC priorities, whether funds are in place at the beginning of the year, whether good discounts are obtained from suppliers, whether there is a coherently-based rolling expenditure programme.</li> <li>→ Seek views of school budget manager on these points.</li> </ul>

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Description of a typical LRC at each level	
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ The LRC manager leads and manages the LRC very well. The work of the LRC, including its policy and planning documents, very closely reflect the aims and values of the school. The LRC contribution is clearly identified in the School Improvement Plan.</li> <li>▪ Links between the headteacher and SMT and the LRC staff are mutually supportive and senior managers make a significant contribution to the LRC's development. The governing body helps to shape the direction of the LRC and has a good understanding of its strengths and weaknesses.</li> <li>▪ The LRC manager is able to contribute highly effectively to the overall management of the school, including the selection and management of all learning resources, for example by his/her position in the school management structure and presence on all relevant whole school committees.</li> <li>▪ He/she has great clarity of vision and purpose and communicates this effectively throughout the whole school. A brief and clear written vision statement is widely circulated to staff and pupils.</li> <li>▪ Teaching staff and pupils have significant input into decisions about the development of the LRC, through an active LRC committee with representatives from all subject departments and other means, such as a pupil consultative committee and other informal liaison between teachers and LRC staff.</li> <li>▪ Effective financial management of the delegated budget allows the LRC to achieve its priorities very well. Budget bids are very well prepared and based on very good evidence.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ The LRC manager leads and manages the LRC well. The work of the LRC, including its policy and planning documents, closely reflects the aims and values of the school. Aspects of the LRC contribution are identified in the School Improvement Plan.</li> <li>▪ Links between the headteacher and SMT and the LRC staff are mutually supportive and make a positive contribution to the LRC's development. The governing body helps to shape the direction of the LRC and has an understanding of its strengths and weaknesses</li> <li>▪ The LRC manager is able to contribute effectively to the overall management of the school, including the selection and management of school-wide learning resources, for example by his/her position in the school management structure and presence on many relevant whole school committees.</li> <li>▪ He/she has clarity of vision and purpose on most issues and communicates this through the whole school. A written vision statement is available to staff.</li> <li>▪ Teaching staff and pupils have input into decisions about the development of the LRC, through an LRC committee which meets regularly, and other formal and informal liaison between teachers and LRC staff.</li> <li>▪ Sound financial management of the delegated budget allows the LRC to achieve its priorities effectively. Budget bids are carefully prepared and argued based on good evidence..</li> </ul>

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<p><b>Level 3 Intermediate</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC manager leads and manages the LRC fairly well. The work of the LRC, including its policy and planning documents, are generally based on the aims and values of the school. Aspects of the LRC contribution are mentioned in the School Improvement Plan.</li> <li>▪ Links between the headteacher and SMT and the LRC staff are usually mutually supportive and senior management and the governing body make a contribution towards the LRC's development.</li> <li>▪ The LRC manager is in a position to contribute to the overall management of the school, for example by his/her position in the school management structure and presence on relevant whole school committees. He/she has some input into the selection and management of school-wide learning resources.</li> <li>▪ The LRC manager has some clarity of vision and purpose, especially on issues directly relating to the LRC.</li> <li>▪ Teaching staff and pupils are consulted about the development of the LRC, formally, for example through an LRC committee/council as well as informally.</li> <li>▪ Adequate financial management allows the LRC to achieve most of its priorities. Budget bids are carefully prepared and argued but evidence to support the bid is limited.</li> </ul>
<p><b>Level 4 Emergent</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC manager leads and manages the LRC adequately, Much of the work of the LRC, and some of its planning and policy documents, are loosely based on the aims and values of the school. The LRC is referred to in passing, in the School Improvement Plan.</li> <li>▪ Links between the headteacher and SMT and the LRC staff are usually mutually supportive but contact is sporadic. The governing body makes an occasional contribution to the LRC's development.</li> <li>▪ The LRC manager is in a position to contribute to some extent to the overall management of the school, for example by being present on some relevant whole school committees. He/she can comment on the selection and management of school-wide learning resources.</li> <li>▪ The LRC manager has some clarity of vision and purpose on issues directly relating to the LRC.</li> <li>▪ Teaching staff and pupils are sometimes consulted about the development of the LRC, although this is usually informal.</li> <li>▪ Basic financial management of the delegated budget allows the LRC to achieve some of its priorities. Budget bids are regularly submitted but evidence to support the bids is limited.</li> </ul>
<p><b>Level 5 Needs development</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC manager does not lead and manage the LRC particularly well. Much of the work of the LRC is not specifically based on the aims and values of the school. The LRC is rarely referred to the School Improvement Plan.</li> <li>▪ Links between the headteacher and SMT and the LRC staff are often poor. Senior managers and the governing body make little contribution to the LRC's development and have a limited understanding of its strengths and weaknesses.</li> <li>▪ The LRC manager is not in a position to be able to contribute to the overall management of the school, because he/she has no direct link to the school management structure and is not involved in relevant whole school committees.</li> <li>▪ The LRC manager lacks clarity of vision and purpose.</li> <li>▪ Teaching staff and pupils have little or no input into the development of the LRC.</li> <li>▪ The financial management does not allow the LRC to achieve its priorities limited.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Ensure LRC representation on all relevant committees e.g. Heads of Department, Curriculum.</p> <p>Ensure the LRC planning and policy documentation reflects the aims and values of the school.</p> <p>Clarify the role of the headteacher and SMT in supporting the development of the LRC.</p> <p>Designate a link governor for the LRC.</p> <p>Establish a LRC committee with both staff and pupil representation.</p> <p>Use advocacy tools such as <i>School libraries: making a difference</i> in communicating LRC vision.</p>	<p><i>“Although I don’t attend every meeting, I go to Heads of Department and Curriculum meetings when there is something relevant on the agenda. This means that I can keep abreast of what’s happening on a variety of whole school issues that impinge on the library.”</i></p> <p><i>“The library has a regular ‘slot’ on several committees e.g. the Teaching and Learning Forum. This means that issues are discussed regularly within the context of whole school issues and teachers from all departments are aware of what the library offers.”</i></p> <p><i>“I think the fact that my line manager is the Deputy Head with responsibility for the Curriculum is a huge bonus. There is a danger that I would be regarded as one of the admin staff otherwise. This means that teachers appreciate that I do have a role to play in supporting teaching and learning in the school.”</i></p> <p><i>“I try to ensure that the library is involved in whole school issues whenever possible. For example, the library features in important whole school policies such as ICT and Literacy and library staff operate the rewards system used by the rest of the staff in the school. Of course, I try to make sure that the library at least gets a mention in the school improvement plan.”</i></p>
<p><b>Further advice</b></p> <p>Barnett, Delvene and Dubber, Geoff, <i>Balancing the Books: Managing the Secondary School Library Budget</i>, SLA, 2002.</p> <p>Tilke, Anthony, “Skills for Learning”, in <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998, pp. 56-61.</p> <p>Your local schools library service or public library service may be able to provide advice on establishing a library committee.</p>	