

**Summary Sheet**

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

**Strand 7b : How well the LRC monitors, evaluates and improves its performance**

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 there a regularly updated LRC improvement/ development plan linked closely to the SIP and other improvement plans?				
ii. Is there a regularly updated written LRC policy linked to other school policies?				
iii. How responsive is the LRC to changes in departmental policies, development plans and curricula?				
iv. How effectively does the LRC monitor and evaluate its performance, in particular its contribution to teaching and learning?				
v. Does the LRC effectively identify priorities, set targets and review progress towards these, using monitoring and evaluation data?				

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 there a regularly updated LRC improvement plan linked closely to the SIP and other improvement plans?	<ul style="list-style-type: none"> <li>→ SIP and other school development plans</li> <li>→ LRC improvement/development plan</li> </ul>	<ul style="list-style-type: none"> <li>→ Review links and any points of divergence between the SIP etc. plans and LRC improvement/development plan</li> </ul>
ii. Is there a regularly updated written LRC policy linked to other school policies?	<ul style="list-style-type: none"> <li>→ Whole school policy documents</li> <li>→ LRC policy documents</li> </ul>	<ul style="list-style-type: none"> <li>→ Review links and any points of divergence between priorities and targets established in whole school policies and those specific to the LRC</li> </ul>
iii. How responsive is the LRC to changes in departmental policies, development plans and curricula?	<ul style="list-style-type: none"> <li>→ Departmental policies, development plans and curricula documents</li> <li>→ LRC plan and other implementation documents</li> </ul>	<ul style="list-style-type: none"> <li>→ Review the links and any points of divergence between departmental planning documents and LRC plans</li> </ul>
iv. How effectively does the LRC monitor and evaluate its performance, in particular its contribution to teaching and learning?	<ul style="list-style-type: none"> <li>→ Procedures and methods used to evaluate and monitor LRC performance</li> </ul>	<ul style="list-style-type: none"> <li>→ Review procedures and methods, and the evidence that they produce, to establish how well the LRC monitors and evaluates its contribution to teaching and learning</li> <li>→ Keep examples of the methods used and evidence collected</li> </ul>
v. Does the LRC effectively identify priorities, set targets and review progress towards these, using monitoring and evaluation data?	<ul style="list-style-type: none"> <li>→ Priorities, targets, reviews of progress</li> <li>→ Monitoring and evaluation data</li> <li>→ LRC planning documentation and reports</li> <li>→ LRC monitoring and evaluation data collection</li> </ul>	<ul style="list-style-type: none"> <li>→ Review documentation and reports to see how well they present priorities and targets, deploy monitoring and evaluation data and take account of the results</li> <li>→ Review monitoring and evaluation methods and assess the usefulness of the data collected in monitoring efficiency, assessing effectiveness and showing progress</li> </ul>

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	<b>Description of a typical LRC at each level</b>
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ The LRC development plan is closely related to the SIP and other planning documents and there are frequent references to the LRC in all departmental development plans.</li> <li>▪ There is a written LRC policy, which is regularly reviewed and linked to other school policies e.g. ICT, Literacy, Inclusion.</li> <li>▪ These enable the LRC staff to identify short and long term priorities; set targets; and review progress effectively.</li> <li>▪ The LRC staff systematically monitor and evaluate performance; diagnose the LRC's strengths and weaknesses; and take effective action to secure improvements.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ There is a LRC development plan, which is linked to the SIP and other planning documents and there are references to the LRC in many departmental improvement plans.</li> <li>▪ There is a recent written LRC policy and attempts are made to link this to other school policies. These enable the LRC staff to effectively identify priorities; set targets; and review progress in the short term and, to some extent, in the long term.</li> <li>▪ The LRC staff monitor and evaluate performance, diagnose the LRC's strengths and weaknesses; and take effective action to secure improvements.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>▪ There is an LRC development plan, which has general links to the SIP and other planning documents. There are references to the LRC in some departmental improvement plans.</li> <li>▪ There is a written LRC policy, but these may not be closely linked to whole school planning documents or to whole school policies.</li> <li>▪ There is some monitoring of LRC performance, and it does help the LRC staff to identify priorities, set targets and review progress, at least in the short term.</li> </ul>
<b>Level 4 Emergent</b>	<ul style="list-style-type: none"> <li>▪ An LRC policy and an LRC development plan are being prepared. There may be references to the LRC in a few other departmental improvement plans.</li> <li>▪ LRC staff have occasional discussions about priorities, targets and progress and are considering how best to monitor performance.</li> <li>▪ There is some small scale monitoring of LRC performance.</li> </ul>
<b>Level 5 Needs development</b>	<ul style="list-style-type: none"> <li>▪ Written LRC policy and development plans either do not exist or are out of date or otherwise ineffective.</li> <li>▪ LRC staff are not usually involved in discussions about priorities, targets and progress.</li> <li>▪ There is some small scale monitoring of LRC performance.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Ensure that evaluation and monitoring is an ongoing process which feeds into planning and LRC improvement.</p> <p>Ensure there is a written LRC policy and improvement plan which are linked to other school policies and planned and regularly reviewed.</p> <p>Base the choice of priorities and improvement targets on monitoring and evaluation data.</p> <p>Ensure that LRC staff get information about changes in subject curricula and Departmental priorities so that the LRC can respond to them.</p> <p>Investigate opportunities for benchmarking and other comparative evaluation locally and nationally.</p>	<p><i>“I evaluate the library annually to assess the level of provision and use and I present my findings as part of the annual library report and use the information to form the basis of the Library Development Plan. This is presented to the Headteacher and Governing Body. The main types of evidence I collect are statistics and comments. As a result of previous evaluations, I have succeeded in obtaining extra shelving; arranged for the library management system to be run on the main school network; revised and expanded the Year 7 information skills programme; and argued for the Library Assistant’s contract to be extended by two weeks per year.”</i></p> <p><i>“I think evaluation is important to demonstrate to school managers that putting money into the library represents effective use of resources. I collect a wide range of data: statistics, pupil and staff comments and examples of pupils’ work. I tend to focus on the evaluation of specific activities. Next year, I plan to carry out an analysis of Reading Club activities. I want to find out why some pupils attend for just a few sessions then drop out. Perhaps there is a change in practice that can be made to retain those students.”</i></p> <p><i>“I frequently act on the comments and suggestions of the pupils. The stocktake is always used in relation to buying new stock. Also by analysing the library booking forms I can see which departments aren’t using the LRC so I know who to target. I’ve had particular success with science who never used to come in.”</i></p>
<p><b>Further advice</b></p> <p>Centre for Information Research (CIRT), <i>School Library Evaluation Tools</i> [available at <a href="http://www.cie.uce.ac.uk/cirt/past/semtools.htm">http://www.cie.uce.ac.uk/cirt/past/semtools.htm</a>].</p> <p>Scott, Elspeth, <i>Measuring Success: How Effective is Your School Library Resource Centre?</i>, SLA, 2001, p. 32.</p> <p>Tilke, Anthony, “Skills for Learning”, in <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998, pp. 52-55.</p> <p>Your local SLS or public library service may be able to provide advice on monitoring and evaluating.</p>	