School Library Resource Centre Self-evaluation Model for Secondary Schools

Revised March 2004

Contents

Terms used in the Evaluation and Support Booklet

LRC -	the main *school library* or *learning resource centre*. Where departmental libraries or other library facilities in the school are covered within this evaluation they are identified separately.
Librarian -	the person with responsibility for the day-to-day running of the LRC
LRC Manager -	the person responsible for managing the LRC (may be the Librarian)
LRC staff –	professional librarians, library assistants, library administrative assistants, teachers or others who run the LRC.
LRC-based activities -	activities that take place in the LRC itself or that take place elsewhere in the school, but make use of LRC resources or staff, or employ skills developed through LRC work.
LRC policy documents -	the LRC/Library Policy or any similar document which sets out guidelines or strategy for the LRC.
Performance line management - which results	a way of helping schools to improve. This usually involves the manager of a member of staff conducting a review, in the agreeing of individual objectives and setting priorities for professional development.
Research and study skills -	all skills involved in establishing the purpose of the research; locating information; interacting with the text to select relevant information; and shaping and communicating information.
Out of school hours -	voluntary activities undertaken by pupils outside normal class time (before school, breaks, lunchtime, after school, weekends, holidays) intended to broaden their interests and experiences**.**

Acronyms used throughout the model

CILIP:	Chartered Institute of Library and Information Professionals
DfES:	Department for Education and Skills
EAL:	English as an Additional Language
ICT:	Information and Communications Technology
INSET:	In-service Training (i.e. training delivered at the school)
LEA:	Local Education Authority
OFSTED:	Office for Standards in Education
SEN:	Special Educational Needs
SENCO:	Special Educational Needs Co-ordinator
SIP:	School Improvement Plan
SLA:	School Library Association
SLS:	School Library Service
SMT:	Senior Management Team (also called the Leadership Team)

Part A: Introduction: How to do this self-evaluation

The purpose of this self evaluation is to support the development of the school library and to demonstrate its contribution to, and impact on, teaching and learning in the school.

- This Self Evaluation Model is intended for use by the librarian, ideally working with the Library Manager and a senior member of the school staff.

- There are **seven key questions** in the Model and each one is divided into **strands** The questions correspond to the Key Questions in the OFSTED Framework for Inspection. A list of the seven key questions and their strands can be found on page 7 of this booklet.

- We have identified a number of areas to be addressed within each **strand** and have called these **indicators** . This booklet contains a **summary sheet for each strand**, listing the **indicators** for each one .

The 10 steps in doing your self-evaluation

1   **Complete the Profile of your School and its LRC (**pages 10-13 of this booklet**)** to provide information about the context in which you work – the *Support Booklet* suggests where you can get this information.

2   When you have finished the profile, **read through** the seven key questions and the strands within them on page 7 of this booklet.

3   **Choose ONE of the strands within one question** – preferably the strand that is
    most relevant to the current priorities of the LRC/the school or a strand that relates to an area of LRC work needing development. To help you choose one strand to work on, look at the summary sheets related to the strands that interest you. The Summary sheets (pages 14-30) list the indicators for each strand, that is what each strand covers. It will be valuable to involve a senior manager or the library committee in this choice

4   **Decide what evidence you need to collect** to see how well your LRC is performing in relation to your chosen strand – the *Support Booklet* contains a chart for each strand suggesting appropriate types of evidence.

5   **Collect the evidence** – the *Support Booklet* offers general guidance on collecting evidence. It also includes data collection tools for most of the strands to help you collect the evidence you need (e.g. questions for pupils and staff; observation checklists). Choose which tools you will use to gather your evidence

6   **Analyse the evidence** to develop an overview of how well your LRC is performing in relation to your chosen strand.

7   **Decide which of the five levels** your LRC has reached – the *Support Booklet* describes a typical LRC at each of the levels.

For each strand, LRC provision can be described as being at one of five levels: excellent, good, intermediate, emergent or needs development, as follows:

Scale	Description	Ofsted equivalent
1: Excellent or very good	The LRC is very strong in this area.	Excellent
2: Good	The LRC addresses this area well, but some improvement is possible.	Good
3: Intermediate	The LRC is doing work in this area	Satisfactory
4: Emergent	The LRC has begun to develop work in this area, but further improvement is required.	Satisfactory
5: Needs development	Little or no action has been taken in this area and provision lacks impact; urgent intervention is required.	Poor

8   **Decide how to improve LRC provision** in relation to your chosen strand – the *Support Booklet* suggests ways to improve LRC provision and offers examples of good practice.

9   **Complete the Summary Sheet** for your chosen strand. You will find all the summary sheets in this booklet (pages 10-13) Guidance on completing the summary sheets can be found in the Support Booklet

10   **Decide how you will use the findings** of the self-evaluation in your school. Some ideas can be found in the Support Booklet.

The flow chart on the following page shows the main steps in carrying out your evaluation in the form of questions you should answer.

Enlisting help

• Try to involve other school staff in the self-evaluation where this is appropriate.

• You may find it useful to get help from a 'critical friend' from outside the school – such as a librarian from the School Library Service (if you have one) or from another school.

You will now be ready to consider which strand to tackle next. This self-evaluation process is designed as a rolling programme to help you develop all aspects of the LRC. You should be able to cover most of the strands within a three to four year period.

Doing this self evaluation: questions to answer

Complete the profile of your school and the LRC. Then:

> Which question do I most want to address?
> (Step 2)

⇐

> Which strand within that question do I most want to work on [look at the indicators on the summary sheets]   (Step 3)

⇐

> What evidence do I need to collect to see how the LRC is doing in relation to my chosen strand? [look at each of the indicators]   (Step 4)

⇐

> How can I collect evidence for each of the indicators within the strand?   (Step 5)

⇐

> How good is the evidence I have collected? (Step 6)

⇐

> At what level is the LRC performing according to the evidence I have collected? (Step7)

⇐

> What can I do to develop/improve the work of the LRC in this area?   (Step 8)

⇐

> What should I put in the Summary Sheet? (Step 9)

⇐

> How else can I use the findings of this self evaluation? (Step 10)

1. How high are standards?
1a. Pupils' research and study skills (including related elements of *Literacy Across the Curriculum*)
1b. Pupils' reading
1c. Pupils' progress in LRC-based activities

2. How well are pupils' attitudes, values and personal qualities developed?
2a. Pupils' attitudes and behaviour in the LRC
2b. The LRC's contribution to pupils' spiritual, moral, social and cultural development

3. How effective are teaching and learning?
3a. The quality of teaching provided by LRC staff
3b. Co-operation between LRC staff and teaching staff to ensure effective learning
3c. Pupils' attitudes towards and progress in LRC-based work

4. How well does LRC provision meet pupils' needs?
4a. Opportunity for enrichment through out-of-hours activities provided by the LRC
4b. How well the provision of LRC resources meets the needs of the school's pupils and staff
4c. How well the LRC accommodation allows the curriculum to be taught

5. How well are pupils guided and supported?
5a. The LRC's role in promoting reading for enjoyment
5b. The LRC role in enhancing pupil learning

6. How effectively does the school work with parents and the community?
   The effectiveness of the LRC's links with parents and the local community
7. How well is the LRC led and managed?
7a. Leadership and management of the LRC and learning resources

7b. How well the LRC monitors, evaluates and improves its performance

7c. How well LRC staff are managed

- **Decide on a Key Question and strand**

Following plans laid out in the LRC Improvement Plan, the Librarian has recently introduced a number of new out-of-hours activities and is anxious to know how successful these are and what further improvements might be made. She therefore decides that the most important strand for evaluation at this time is *4a Opportunities for enrichment through out-of-hours activities provided by the LRC*. She checks this out with the member of SMT who has responsibility for the LRC.

- **Decide what evidence to collect**

The Librarian considers how to collect evidence for each indicator. She plans to find out how effectively the LRC caters for pupils' recreational, leisure and informal learning needs and whether all pupils are aware of the opportunities on offer by questioning pupils in small groups. She decides to focus on years 7, 9 and 11 as she feels that this will provide a good range of responses. She decides to get the views of at least 10 pupils from each of the chosen year groups. She wants to make sure that she talks to non users as well as LRC users.

The Librarian decides to collect evidence about the range of opportunities on offer and whether they are socially inclusive by looking at attendance records for after school homework sessions and for other activities on offer. She thinks that these will provide evidence of the popularity of support for learning provided by the LRC and indicate which year groups and genders are using the facilities.

The Librarian and part-time clerical assistant decide that they can collect the best evidence about their contribution to cross-curricular and whole school out-of-hours activities through informal discussions with staff. They decide that they need to talk to at least 5 members of staff including someone from the SMT.

- **Collect the evidence**

The librarian uses the questions for pupils provided in the Support Booklet. To ensure that the views of pupils who are not regular LRC users are included, she works with form tutors to speak to small groups of pupils (4-6) during form periods over the course of a few weeks.

The librarian systematically analyses her attendance records. She then cross-references with other school data to determine whether the out-of-hours activities are attracting pupils from different ethnic minorities, those who qualify for free school meals etc.

The librarian use the questions for staff in the Support Booklet as the basis for some informal discussion undertaken in the staffroom with prior agreement.

The LRC Manager then reviews the evidence that she has collected. She has a good range of information from different sources and from a reasonable number of pupils.

- **Decide on a level**

The LRC Manager analyses the evidence, for example, working out levels of pupil satisfaction with stock, and the percentage of pupils questioned who are aware of the opportunities offered by the LRC. She discusses the results with her line manager. They invite the School Library Service to help them assess the LRC level, using this evidence and the level descriptors. Together they decide that although bits of what the LRC does are in Levels 2 and 4, on the whole the current provision best matches Level 3: Intermediate.

- **Use this information to improve LRC provision**

The librarian, therefore, decides to organise better publicity to promote the existing opportunities on offer, for example, speaking to pupils in assemblies. In the longer term, she hopes to formalise the existing homework provision, creating a Homework Club which will not only provide access to LRC facilities and help from LRC staff, but will also be supported by subject specialists from the teaching staff. She decides to present the evaluation findings and her proposed actions to the SMT to secure their support for these developments. She then plans to report the findings at a staff meeting to encourage all staff to publicise the out-of-hours opportunities on offer in the LRC and to ask for support for the Homework Club.

The LRC manager makes plans to evaluate opportunities for enrichment through out-of-hours activities provided by the LRC again, at a later date, to determine the success of these developments. However, in the immediate future, she decides to evaluate the LRC provision for the other strands under Key Question 4 to provide a broader picture of how well LRC provision meets pupils' needs.

Word and PDF versions of the model, including all the forms and the evidence gathering tools, as well as some additional evidence-gathering tools, can be found on the TeacherNet website at www.teachernet.gov.uk/

Part B: Profile of the school and its LRC

Don't worry if you can't get all the information identified. You may be able to fill any gaps in the information next year.

1 Profile of the school

Type of school (e.g. Comprehensive, Grammar):

School category (e.g. Community, Foundation):

2 Profile of the pupils

Age range of pupils:

Number of pupils (Key stages 3 and 4) at the start of the current school year:

Number of pupils at the start of the current school year (Sixth form, if applicable):

Total number of pupils by gender:

Number of pupils with English as an Additional Language (EAL)

Number of pupils with Special Educational Needs (SEN) statements:

Number of pupils with SEN (no statement):

Number of pupils eligible for free school meals:

Number of pupils who joined the school other than at the usual time of first admission:

Number of pupils who left the school other than at the usual time of leaving (including permanent exclusions):

3 Attainment of the pupils

Attainment at Key Stage 3

National Curriculum test results	English	Mathematics	Science
Percentage at NC Level 5 and above			
Percentage at NC Level 6 and above			

Attainment at Key Stage 4

GCSE results	5 or more grades A*-C	5 or more grades A*-G	1 or more grades A*-G
Percentage at standard specified			

Attainment at the end of sixth form

	Candidates entered for 2 or more A Levels or equivalent	Candidates entered for fewer than 2 A Levels or equivalent
Average A/AS points score per candidate		

Percentage of pupils studying for approved vocational qualifications who achieved all those they studied:

Percentage of pupils studying for approved vocational qualifications who achieved all those they studied:

Other relevant information (e.g. specialist school, Beacon school, ethnic background of students):

Profile of the LRC

4   LRC staffing

Job title and brief description of role	Qualifications/training	Hours worked per week (term-time)	Hours worked per week (school holidays)

5.   Access

Number of LRC opening hours per week (class time):

Number of LRC opening hours per week (out of class time):

Number of pupils the LRC can accommodate (number of seats):

6.   Funding

LRC expenditure in previous financial year:
Designated funding provided by the school:
Other sources of funding e.g. sponsorship, fundraising:

Percentage of total budget spent on resources (books, journals, software, audio-visual materials and other resources):

LRC resources purchased from other budgets e.g. ICT, departmental budgets:

7.   Resources

Number of paper-based resources:

Number of computers in the LRC:

Number of computers with Internet access in the LRC:

Number and type of other resources in the LRC:
(e.g. CD-ROMS; electronic resources; computerised library management system)

LRC resources held elsewhere in the school e.g. classroom libraries, staffroom resources:

8. Use

What percentage of teaching staff are active users of the LRC?

_ up to 25%   _ 26 - 50%   _ 51 - 79%   _ 80%+

How many pupils have an item on loan?

How may items were loaned over the last 12 month period for which you have records?

9. Support

Support from School Library Service:

amount spent on subscriptions:

number of books borrowed:

number of project collections borrowed:

other support received:

no SLS available:

INSET and other training for LRC staff:

Support from other organisations e.g. public library service, museums service:

Summary Sheet
Key Question 1: How high are standards?
Strand 1a: Pupils' research and study skills (including related elements of *Literacy Across the Curriculum*)
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 good is pupils' knowledge of various information sources and effective search strategies?				
ii. How effectively are information handling strategies employed?				
iii. Are pupils able to independently undertake research in the LRC?				
iv. Do pupils make progress in developing research and study skills in both the short and long term?				
v. Are pupils able to transfer research and study skills between different subject areas?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 1: How high are standards?
Strand 1b: Pupils' reading
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. Do pupils read a wide range of challenging material?				
ii. Do pupils respond imaginatively and critically to what they have read?				
iii. Do pupils enjoy reading?				
iv. Do pupils show progression in their reading - extending the range and level of material chosen over time?				

Support required to enable the LRC to improve: **Overall level reached:**

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:**

Summary Sheet
Key Question 2: How well are pupils' attitudes, values and personal qualities developed?
Strand 2a: Pupils' attitudes and behaviour in the LRC
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. Do pupils form constructive and harmonious relationships with one another, LRC staff and volunteers while working in the LRC?				
ii. Do pupils help each other to learn in the LRC?				
iii. Do pupils behave responsibly in the LRC e.g. are they trustworthy and do they show respect for property, in particular LRC resources?				
iv. Do pupils take responsibility and show initiative in the LRC?				
v. Do pupils behave with consideration for others, in the LRC whether they are in formal class groups or coming to the LRC in out-of-hours activity?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 2: How well are pupils' attitudes, values and personal qualities developed?
Strand 2b: The LRC's contribution to pupils' spiritual, moral, social and cultural development
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. Do LRC resources provide pupils with information about and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; principles which distinguish right from wrong; and appreciation of their own and other cultural traditions?				
ii. Do pupils understand and respect individual differences, particularly feelings, values and beliefs – resisting oppressive behaviour e.g. bullying, racism				
iii. Do pupils display a sense of pride in and ownership of the school LRC?				
iv. Do LRC staff insist on high standards of behaviour in the LRC?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 3: How effective are teaching and learning?
Strand 3a : The quality of teaching provided by LRC staff

N.B. *This strand assumes that LRC staff teach lessons about research/study skills in the LRC as well as providing support for individual pupils and small groups. If your school has decided to integrate teaching about research/study skills and LRC use into the work of different subject areas, it may be better to look at question 3b instead of 3a. Question 3a could then be used to examine informal teaching and the quality of support provided to individual pupils and small groups.*

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. Do LRC staff show good knowledge and understanding of research and study skills, uses of ICT, reader development?				
ii. Do LRC staff show knowledge and understanding of how pupils learn, including learning styles?				
iii. Do LRC staff use methods which enable the full range of pupils to learn effectively?				
iv. Do LRC staff engage and challenge pupils?				
v. Do LRC staff manage classes, groups and individual pupils well?				
vi. Do LRC staff plan and evaluate their teaching?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 3: How effective are teaching and learning?
Strand 3b : Co-operation between LRC staff and teaching staff to ensure effective learning
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. Do LRC staff and teachers plan and teach collaboratively for LRC-based lessons and courses?				
ii. Do LRC and teaching staff collaborate to ensure that research and study skills are taught and assessed in appropriate places throughout the curriculum?				
iii. Do departments include effective LRC use in their schemes of work and homework tasks?				
iv. Do LRC staff work in partnership with the SENCO, Gifted and Talented co-ordinator and EAL co-ordinator?				
v. Are teachers involved in the selection of LRC resources and in the development of the LRC and its role within the school?				
vi. Is there an effective induction programme to the LRC for all staff new to the school?				
vii. Do LRC staff lead INSET and provide informal training for teaching staff?				

Support required to enable the LRC to improve:

Overall level reached:

Summary Sheet
Key Question 3: How effective are teaching and learning?
Strand 3c : Pupils' attitudes towards and progress in LRC-based work
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. Are pupils productive and able to sustain concentration/ keep on task?				
ii. Do pupils apply intellectual and/or creative effort in their work?				
iii. Do pupils understand what they are doing, how well they have done and how they can improve?				
iv. Do pupils successfully complete learning tasks and achieve the expected learning outcomes i.e. acquire new knowledge, skills, ideas, in LRC-based activity?				
v. Do pupils apply and further develop these new skills and knowledge?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 4: How well does LRC provision meet pupils' needs?
Strand 4a : Opportunities for enrichment through out-of-hours activities provided by the LRC
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 LRC provide a broad range of opportunities which meet the interests, aptitudes and learning needs of pupils?				
ii. Do LRC resources effectively support pupils' recreational and leisure interests and needs?				
iii. Is the full range of opportunities on offer effectively promoted to pupils?				
iv. Is the LRC socially inclusive by ensuring equality of access and opportunity for all pupils?				
v. Does the LRC offer support for learning outside the school day?				
vi: How effectively does the LRC provide accurate and relevant information relating to careers and further study?				

NB Only address vi if it is appropriate to your school.

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 4: How well does LRC provision meet pupils' needs?
Strand 4b : How well the provision of LRC resources meets the needs of the school's pupils and staff
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. Are LRC spending decisions linked to priorities in the SIP and in School Policies?				
ii. Are resources adequate in terms of quantity, range, quality, relevance, currency, condition and cultural relevance?				
iii. Reading materials: does the LRC provide access to a plentiful supply of material catering for all levels of reading ability and interest?				
iv. Are resources regularly weeded and updated to meet the needs of pupils and staff?				
v. Are resources well organized to meet the needs of pupils and staff?				
vi. Is effective use made of new technology?				
vii. Is effective use made of outside agencies?				
viii. Are LRC resources adequately promoted throughout the school?				

Support required to enable the LRC to improve: **Overall level reached:**

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:**

Summary Sheet
Key Question 5: How well are pupils guided and supported?
Strand 5a: The LRC's role in promoting reading for enjoyment
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 LRC actively promote reading for enjoyment?				
ii. Do LRC staff take a key role in reader development work, encouraging pupils to read widely and confidently?				
iii. Is the role of the LRC in reading valued across the school?				
iv. Does the LRC provide support materials to encourage the full range of pupils to read? (e.g. booklists, bookmarked websites, Summer Reading Game)				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 5: How well are pupils guided and supported?
Strand 5b: The LRC role in enhancing pupil learning
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. Are LRC staff involved in providing feedback about pupil learning in the LRC to teachers/ departments (i.e. The *Assessment for Learning* initiative)?				
ii. Do LRC staff provide pupils with feedback to help them decide where they are,where they need to go and how best to get there? (i.e. the *Assessment for Learning* approach)?				
iii. Do LRC staff provide effective individual support to pupils of differing ages, abilities and needs?				
iv. Does the LRC help to build pupils' confidence and self esteem?				
v. Do LRC staff work with the Literacy Co-ordinator to ensure that their work contribites to raising standards of literacy?				

Support required to enable the LRC to improve: **Overall level reached:**

Summary Sheet
Key Question 6: How effectively does the LRC work with parents and the community?
Strand 6 : The effectiveness of the LRC's links with parents and the local community
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. Are parents satisfied with the facilities offered by the LRC?				
ii. Are families involved with the work of the LRC?				
iii. Have LRC staff formed constructive relationships with other schools (primary and secondary) and FE/HE institutions?				
iv. Have the LRC staff formed constructive relationships with other library providers?				
v. What links does the LRC have with community-based organizations and groups?				

Support required to enable the LRC to improve: **Overall level reached:**

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:**

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:**

Summary Sheet
Key Question 7: How well is the LRC led and managed?
Strand 7c : How well LRC staff are managed
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 number, qualifications and experience of LRC staff match the demands of the school/ curriculum?				
ii. Do all staff have a clear job description and appropriate line management?				
iii. Are LRC staff involved in staff performance management schemes?				
iv. DO adequate opportunities exist for all LRC staff to participate in professional activity and development?				
v. Are other staff given adequate training and deployed effectively to support the LRC?				
vi. How effectively are volunteer helpers trained and deployed?				

Support required to enable the LRC to improve: **Overall level reached:**

ACKNOWLEDGEMENTS