

Foreword

How Good is Our School?: Self-evaluation Using Performance Indicators was published in 1996. Education authorities and schools across and beyond Scotland have welcomed the approaches it suggests and are now using them:

- to evaluate the quality of learning and teaching in their schools
- to set targets to improve the quality of pupils' experience and their levels of attainment.

For some aspects education officers, advisers, teachers and support services have developed additional helpful materials. This pack of materials:

- is based on activities that are currently going on in authorities
- focuses on learning resource issues that are part of the everyday work of schools
- should be used alongside *How Good is Our School?* and other materials
- encourages the use of the national performance indicators by all staff as they work to:
 - evaluate and improve the quality of learning and teaching
 - assess the contribution they make to raising the levels of pupils' achievement.

Collaboration and partnership between schools, support services, education authorities and HM Inspectors is at the heart of the *Quality Initiative in Scottish Schools* and has resulted in the development of a coherent and shared national approach. This approach places schools at the centre of the drive to improve standards and quality. I trust these materials will contribute to this process.

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Development of the pack was undertaken by a group of senior staff from Education Services and Library Services, and has been the subject of consultation across a range of Scottish Authorities.

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Introduction

In 1996 the SOEID published *How Good is Our School?: Self-evaluation Using Performance Indicators*, a set of 33 performance indicators aimed at supporting schools in evaluating the quality of their educational provision. Since then a number of further documents illustrating the use of the indicators in a range of contexts has also been developed and published. This set of materials for use in evaluating school library resource centres adds to that body of development materials and is built on the partnership approach arising from the Quality Initiative in Scottish schools. *Taking a Closer Look at the School Library Resource Centre* is designed for the use of staff in the library resource service, education authority staff and pre-5, primary, secondary and special schools.

It is an appropriate time to offer this support pack to authorities and schools. COSLA's recent report, *Standards for School Library Services in Scotland*, outlines an important role for school library resource centres in support of learning and teaching and in raising pupil attainment, and it is important that centres continue to develop effectively in that role. Education authorities have worked with HMI Audit Unit, the Scottish CCC and the Scottish Library Association in the production of these indicators, which are based on the materials and approach set out in *How Good is Our School?*

The indicators are offered as a toolkit for senior management, and for teaching and library staff in schools to use in evaluating the quality and effectiveness of their library resource centre. Authorities and schools have taken a variety of approaches in developing school library resource centres and must therefore take into account their own context and stage of development when applying the indicators. This document offers a framework to authorities and schools that can be refined as appropriate in the light of ongoing practice and local developments. The indicators identify good practice and outline a framework of provision that schools and authorities can work towards.

These materials are intended for use as part of a whole-school approach to self-evaluation. They should prove useful in auditing practice and in identifying priorities for library resource centre development. This approach clearly supports the integration of school library resource centre development into the development planning process in schools.

It is hoped that schools will begin to use these indicators in a practical way. A number of education authorities are already involved in pilot projects related to library resource centre development and it is intended that, as the use of the indicators develops, examples of effective practice will be shared across authorities, using existing networks.

The indicators are designed to be applicable across all sectors of school education. A number, however, will have more relevance in the secondary sector, where professional librarians are employed directly in the school. Background factors such as staffing, accommodation, and the size of school must obviously be taken into account when carrying out an evaluation, and in some circumstances certain indicators may not be directly relevant to a particular school's situation.

How the document is structured

This document identifies those indicators from *How Good is Our School?* that are most relevant in the context of the self-evaluation of school library resource centres. It sets out evaluative illustrations for those key indicators together with examples of how they can be applied in a practical way in a library context. A scan list that allows schools to take a broad view of performance across service elements and staff development activities is also provided.

Please note that:

- the term 'library' has been used to indicate any central library, resource area or learning resource centre
- the term 'library staff' has been used to include professional librarians, library assistants, clerical assistants and teachers who have responsibility for running the day-to-day service to teachers and pupils.

Using the performance indicators in self-evaluation

The materials are designed to support schools in applying the key questions of self-evaluation to the use of the school library resource centre. The key questions are:

- how are we doing?
- how do we know?
- what are we going to do now?

Starting out on self-evaluation

It will be important for schools in the initial stages of evaluation to focus on an area for review. You might use the scan list to take a 'broad view' of performance across the key areas, assigning one of the four levels from *How Good is Our School?* Having identified the priority area for focus, the appropriate indicators can then be applied to 'take a closer look' at practice.

These materials focus on thirteen key indicators. Using one or two of these will help you to focus on some of the most central issues relating to library use and development. The indicators will support you in evaluating the effectiveness of library provision across the school.

Moving on in self-evaluation

As you continue to look more closely at the effectiveness of the library, you will want to review its support for a particular aspect or purpose. You can do this by:

- choosing to audit against one or more of the stated aims of the resource centre
- concentrating on an aspect already identified as a whole-school focus for evaluation.

Indicators may then be drawn from a number of key areas to help you explore that aspect in depth.

For example, if you wish to review the effectiveness of the library in supporting the use of ICT across the curriculum you might look at the indicators listed in the table below.

No.	Performance indicator	Questions you might ask
1.2	Quality of courses or programmes	<ul style="list-style-type: none">• Are there library-based programmes that introduce pupils to ICT hardware and software and are they effective?• Do they complement classwork and the work of departments?
3.3	Meeting pupils' needs	<ul style="list-style-type: none">• How well does the library support pupils' needs for independent access to and use of ICT?
6.3	Organisation and use of resources and space	<ul style="list-style-type: none">• Are the resources provided to support ICT in the library adequate and appropriate?
6.4– 6.5	Provision and effectiveness of staff	<ul style="list-style-type: none">• Are library staff able to support pupils in ICT work?<ul style="list-style-type: none">– Have they access to appropriate staff development?– Are they deployed to be available when needed?
7.2– 7.3	The development plan	<ul style="list-style-type: none">• Is ICT use in the library planned and budgeted for?• Does it relate to whole-school planning?

When considering a particular issue, indicators should be refined and tailored appropriately and should take account of your own stage of development.

1. Key Performance Indicators and Themes

13 Key Indicators most relevant to self-evaluation of a Library Resource Centre

- 1.2 Quality of courses or programmes
- 2.3 Overall quality of attainment
- 3.2 Quality of pupils' learning
- 3.3 Meeting pupils' needs
- 5.1 Ethos
- 6.1 Provision of accommodation and facilities
- 6.2 Provision of resources
- 6.3 Organisation and use of resources and space
- 6.4 Provision of staff
- 6.5 Effectiveness and deployment of staff
- 7.2 The development plan
- 7.3 Implementing the development plan
- 7.5 Effectiveness of promoted staff and senior teachers

The following matrix identifies these indicators and their themes within the framework of indicators contained in *How Good is Our School?*

The matrix allows schools to take a 'broad view' of performance across the key areas by setting one of the four levels against each indicator.

No.	Performance Indicator	Themes				
Curriculum						
1.1	Structure of the curriculum	<ul style="list-style-type: none"> breadth and balance across elements of the curriculum integration, permeation effectiveness of timetabling and arrangement for pupil choice 				
1.2	Quality of courses or programmes	<ul style="list-style-type: none"> ◆ breadth, balance and choice ◆ integration, continuity and progression • support and guidance for teachers 				
1.3	Quality of teachers' planning	<ul style="list-style-type: none"> • planning of programmes and day-to-day activities 				
Attainment						
2.1	Attainment in coursework	<ul style="list-style-type: none"> • pupils' attainment in coursework 				
2.2	Attainment in national targets/examinations	<ul style="list-style-type: none"> • pupils' attainment in relation to national targets/examinations 				
2.3	Overall quality of attainment	<ul style="list-style-type: none"> ◆ overall evaluation of attainment based on four other PIs: (attainment in coursework (PI 2.1), attainment in national targets/examinations (PI 2.2), quality of pupils' learning (PI 3.2) and meeting pupils' needs (PI 3.3)) 				
Learning and teaching						
3.1	Quality of the teaching process	<ul style="list-style-type: none"> • range and appropriateness of teaching approaches including the use of homework • clarity and purposefulness of teachers' experience and explanations • quality of teacher–pupil dialogue 				
3.2	Quality of pupils' learning	<ul style="list-style-type: none"> ◆ extent to which pupils are motivated by their learning experience ◆ progress in learning ◆ personal responsibility for learning, independent thinking, and active involvement in learning ◆ interaction with others 				
3.3	Meeting pupils' needs	<ul style="list-style-type: none"> ◆ choice of tasks, activities and resources ◆ pace of learning to achieve appropriate targets for all pupils ◆ relevance of the purposes and contexts of teaching to pupils' experiences and interests • where applicable, the contribution made by learning support staff 				
3.4	Assessment as part of teaching	<ul style="list-style-type: none"> • assessment methods and arrangements for recording • quality of judgements made in the course of assessment • use of assessment information 				
3.5	Communication with parents	<ul style="list-style-type: none"> • quality of procedures for communicating with parents • quality of information given to parents about each pupil's progress • quality of information given to parents about the work of the school 				
Support for pupils						
4.1	Pastoral care	<ul style="list-style-type: none"> • provision for the emotional, physical and social needs of individual pupils • provision of support for pupils 				
4.2	Personal and social development	<ul style="list-style-type: none"> • development in pupils of positive attitudes and personal and social skills • contribution of extra-curricular activities, syllabus inserts and special courses 				
4.3	Quality of curricular and vocational guidance	<ul style="list-style-type: none"> • the quality of guidance in preparation for choice in education, training or employment • the accuracy and relevance of information and advice • the extent to which guidance is founded on appropriate consultation 				
4.4	Guidance role in monitoring progress and attainment	<ul style="list-style-type: none"> • effectiveness of the monitoring process • quality of the profiles of pupils' progress and development • effectiveness of uses of acquired information, including recording on Record of Achievement 				
4.5	Effectiveness of learning support	<ul style="list-style-type: none"> • quality of learning support programmes • pupils' progress and attainment • quality of external guidance and support 				
4.6	Implementation of SEN legislation	<ul style="list-style-type: none"> • fulfilling the requirement of Records of Needs • procedures for implementing legislation • knowledge and understanding of legislation and related procedures 				
4.7	Placement of pupils with special educational needs	<ul style="list-style-type: none"> • effectiveness of processes for special needs placements • effectiveness of processes for placement to classes 				

No.	Performance Indicator	Themes				
Ethos						
5.1	Ethos	<ul style="list-style-type: none"> ◆ sense of identity and pride; equality and fairness ◆ welcoming environment ◆ pupil and staff morale and pupil-staff relationships ◆ pupil and staff expectations and use of praise ◆ pupils' behaviour and discipline 				
5.2	Partnership with parents and the school board	<ul style="list-style-type: none"> • encouragement to parents to be involved in their child's learning and the life of the school • responsiveness of the school to parents' views and enquiries • effectiveness of links between the school and school board 				
5.3	Links with other schools, agencies, employers and the wider community	<ul style="list-style-type: none"> • range, purpose and effectiveness of contacts with other educational establishments • range, purpose and effectiveness of contacts with employers, voluntary organisations, the wider community and employers • range, purpose and effectiveness of contacts with statutory organisations 				
Resources						
6.1	Provision of accommodation and facilities	◆ sufficiency, range and appropriateness				
6.2	Provision of resources	<ul style="list-style-type: none"> ◆ sufficiency of available finance ◆ sufficiency, range and suitability of resources 				
6.3	Organisation and use of resources and space	<ul style="list-style-type: none"> ◆ organisation and accessibility ◆ use of resources ◆ display and presentation of items of interest 				
6.4	Provision of staff	<ul style="list-style-type: none"> ◆ provision of staff ◆ experience, qualifications and expertise of staff 				
6.5	Effectiveness and deployment of staff	<ul style="list-style-type: none"> ◆ the effectiveness of teachers and teamwork ◆ formation of classes and deployment of teachers ◆ provision for liaison to support pupils ◆ use of ancillary staff (where applicable) 				
6.6	Staff development and appraisal	<ul style="list-style-type: none"> • effectiveness of links between staff development and appraisal, and school development planning • effectiveness of teacher appraisal • effectiveness of staff development 				
6.7	School management of devolved finances	<ul style="list-style-type: none"> • understanding of devolved school management • arrangements for managing the school's devolved budget • use of finance in support of school development planning and learning and teaching 				
Management, leadership and quality assurance						
7.1	Self-evaluation	<ul style="list-style-type: none"> • staff involvement in school self-evaluation • monitoring and evaluation by promoted staff • use of assessment information in evaluating overall attainment • monitoring and evaluation of management 				
7.2	The development plan	<ul style="list-style-type: none"> ◆ structure of the plan ◆ content of the plan ◆ presentation of the plan 				
7.3	Implementing the development plan	<ul style="list-style-type: none"> ◆ progress in achieving the targets in the development plan ◆ impact of the development plan 				
7.4	Effectiveness of leadership	<ul style="list-style-type: none"> • professional competence and commitment • leadership qualities • relationship with people and development of teamwork 				
7.5	Effectiveness of promoted staff and senior teachers	<ul style="list-style-type: none"> ◆ remits and deployment ◆ individual effectiveness ◆ corporate effectiveness 				

Key for themes

◆ key indicators and themes for library resource centres

Levels

4 Very Good

2 Fair – significant improvement required

3 Good – some improvement required

1 Unsatisfactory – urgent action required

2. *The Key Indicators: Illustrations, Themes and Practical Examples*

PERFORMANCE INDICATOR 1.2: Quality of courses or programmes

This performance indicator is concerned with the following themes:

- breadth, balance and choice
- integration, continuity and progression
- support and guidance for teachers.

Level 4 illustration

- Library-based courses, or programmes delivered by library staff or by teachers, are well designed and have breadth and balance across the various elements. They take account of national and local guidelines and are fully in keeping with the school aims. There are appropriate opportunities for pupil choice.
- The various elements of courses or programmes are planned and delivered in a logical sequence to promote progression and continuity in pupils' learning, building on skills already acquired. Transfer of relevant skills is encouraged across subject areas. Opportunities to make use of the library are taken up across all curricular areas.
- Teachers receive clear guidance on the role of the library in learning and teaching and on the support available from library staff as they develop and seek to resource new courses or programmes.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 illustration

- Courses or programmes delivered by library staff or by teachers show breadth and balance in some respects, but not consistently. They show an awareness of national and local guidelines and school aims but do not reflect all of the important elements of these. There are some opportunities for pupil choice.
- There is evidence that some effort has been made to plan and deliver courses or programmes in a logical way, and there are a few opportunities for pupils to develop the skills that have been taught. However, not enough is done to ensure clear progression and continuity, and transfer of skills is not consistently encouraged. Work undertaken in the library is not always linked clearly to the curriculum and pupils are at times unclear as to why they are using the library. Opportunities to make use of the library consistently across all curricular areas are rarely taken up.
- Limited guidance is given to teachers as to the role of the library and library staff in learning and teaching.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

Are courses or programmes that are based in the library of high quality?

Key area: Curriculum

Performance indicator 1.2: Quality of courses

How do you know?	Some features you might look for
To what extent is there sufficient breadth, balance and choice in library-based programmes and courses?	<ul style="list-style-type: none"> • Good range of skills introduced, taught and practised • Good range of resources introduced • Appropriate choice for pupils in activities offered • Balance of skill/resource-use developed
How effectively are library-based programmes and courses integrated with/complementary to class work?	<ul style="list-style-type: none"> • Planned programmes of library work related to subject/classwork, building on knowledge and skills • Library activities complement classroom work and integrated with curriculum topics • Joint evaluation and review of library-based programmes • Collaboration on delivery of programmes • Involvement of library staff in classwork where appropriate • Skills and resources introduced progressively through stages and levels • Whole-school policy on information skills avoids unnecessary duplication but provides reinforcement and encourages transferability of skills • Clear progression in learning outcomes of library programmes and skills courses • Review of programmes in the light of pupil achievement and ability • Forward plans and programmes of study include references to use of library
Some ways of finding out	
<ul style="list-style-type: none"> • Action plans for library courses and programmes, plans for classwork • Notes of planning meetings • Arrangements for library staff receiving curriculum information • Evidence of library staff involvement in curriculum meetings • Pupils' work • School policies 	

PERFORMANCE INDICATOR 2.3: Overall quality of attainment

This performance indicator is different from the rest. It uses the evaluations from four other PIs:

- Attainment in coursework (PI 2.1)
- Attainment in relation to national examinations/targets (PI 2.2)
- Quality of pupils' learning (PI 3.2)
- Meeting pupils' needs (PI 3.3).

These four PIs should be used in a balanced and complementary way in arriving at an overall evaluation of the contribution that library-related work makes to pupils' attainment.

Level 4 illustration

- The overall quality of pupils' attainment in library-based work is very good. Pupils' needs are well met.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 illustration

- The overall quality of pupils' attainment in library-based work is fair. Pupils' needs are not consistently met.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effectively does the library contribute to pupils' attainment?

Key area: Attainment

Performance indicator 2.3: Overall quality of attainment

How do you know?	Some features you might look for	
<p>Does the work of the library contribute to pupils' attainment:</p> <ul style="list-style-type: none"> • in cross-curricular and core skills • in coursework • in literacy development? <p>(PI 2.1)</p>	<ul style="list-style-type: none"> • Almost all pupils are making good progress on the tasks set in their coursework • Pupils with special educational needs are assessed on their progress towards individualised targets • Evidence of pupils' attainment in expected learning outcomes • Evidence of knowledge of relevant information sources and search strategies • Evidence of success in individual research • Evidence of reading for enjoyment across the school • Pupils' performance is assessed on the basis of their performance in all of their coursework done in class or at home 	
<p>To what extent are pupils making appropriate progress in learning?</p> <p>To what extent are pupils making appropriate progress in developing and using information skills?</p> <p>(PI 3.2)</p>	<ul style="list-style-type: none"> • Pupils have successfully completed learning tasks that have engaged them fully and that have encouraged them to make very good progress • Use is made of the library independently and outwith class time • There is a high success rate in achieving outcomes 	
<p>How well matched to the needs and abilities of pupils are the tasks, activities and teaching methods used in library work?</p> <p>How appropriate is the pace of learning?</p> <p>How relevant is the purpose and content of library work to the needs and experiences of pupils?</p> <p>(PI 3.3)</p>	<ul style="list-style-type: none"> • Suitable differentiation of tasks and activities • High quality of pupils' work • Challenging but achievable tasks are set to reflect pupils' abilities and interests • Evidence of how well LS staff plan and work with class teachers and library staff to provide support or extension materials to meet individual needs of pupils • Range and relevance of resources • Variety of resources and contexts • Pupils work enthusiastically • Variety of teaching methods used • Variety and interest of materials and situations 	
Some ways of finding out		
<p>PI 2.1 Pupils' work in class and library Pupil folders Tasks and assignments On-going assessments</p>	<p>PI 3.2 Feedback, oral or written Pupils' written work Pupil records/profiles Pupil self-assessments Observation of pupils working together</p>	<p>PI 3.3 Programmes and activities Course materials and worksheets Forward plans of library/teaching staff Pupils' folders Discussion with pupils, teachers and library staff Observation of activities in the library</p>

PERFORMANCE INDICATOR 3.2: Quality of pupils' learning

This performance indicator is concerned with the following themes:

- the extent to which pupils are motivated by their learning experience in the library
- progress in learning, including skills development
- personal responsibility for learning, independent thinking and active involvement in learning
- interaction with others.

Level 4 Illustration

- A learning environment that encourages pupils to produce work of high quality has been established. Praise is used effectively to encourage pupils. Pupils are motivated to work well and enthusiastically without close supervision.
- Almost all pupils are making progress in their learning and, in particular, in the development and use of information/enquiry skills.
- Pupils take responsibility for, and are active in, their own learning. Pupils are frequently required to think for themselves and reflect on their needs, and how to achieve them, in the library.
- Pupils work collaboratively in the library in a variety of circumstances, involving groups of different composition and size.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- Pupils participate in tasks set in the library, but the work is characterised by a lack of enthusiasm and pupils have few opportunities to exercise initiative. Attempts to improve pupil motivation are not sustained.
- The majority of pupils make good progress in the development and use of information and enquiry skills.
- Pupils occasionally take responsibility for, and are active in, their own learning. They do not always work well in the absence of direct supervision.
- Pupils rarely work collaboratively and the composition and size of pupil groups lacks variety.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

Is pupils' learning in the library of high quality?

Key area: Learning and teaching

Performance indicator 3.2: Quality of pupils' learning

How do you know?	Some features you might look for
To what extent does the library provide a positive environment for learning?	<ul style="list-style-type: none"> • Pupils work enthusiastically without close supervision • Pupils are clear about what is expected of them • Pupils are encouraged and supported by teaching and library staff • Positive comment is made on pupils' work • Effort, as well as high performance, is recognised and praised
To what extent do pupils make progress in their learning?	<ul style="list-style-type: none"> • Work is challenging but not beyond reach • Pupils acquire new skills and ideas related to existing knowledge, understanding and skills • There is revision and consolidation of new learning • There is evidence of the development of pupils' information/enquiry skills • Information/enquiry skills are applied in practical contexts
How actively are pupils involved in learning in the library?	<ul style="list-style-type: none"> • Pupils have the opportunity to work independently • Pupils are supported in planning their work • Pupils are supported in developing skills • Library resources are selected and organised to support independent use • More challenging work is provided for higher attaining pupils • Pupils undertaking curriculum-related work independently have ready access to appropriate resources and support from library staff
To what extent do pupils work collaboratively in the library?	<ul style="list-style-type: none"> • Pupils have the opportunity to work together on group tasks and projects • Pupils are encouraged to support each other in planning, organising and presenting work • Resources are available to support group use • Varied opportunities are planned for pupils to work collaboratively • Pupils take responsibility in group work • Evidence of pupils' approaches to task management
Some ways of finding out	
<ul style="list-style-type: none"> • Library courses and programmes • Discussions with library staff, teaching staff and pupils • Observation of staff–pupil interaction • Observation of pupils • Examining pupils' folders • Evaluation of pupils' work 	

PERFORMANCE INDICATOR 3.3: Meeting pupils' needs

This performance indicator is concerned with the following themes:

- the choice of tasks, activities and resources
- the pace of learning to achieve appropriate outcomes for all pupils
- the relevance of the purposes and contexts of library use to pupils' experiences and interests
- where applicable, the contribution made by learning support staff.

Level 4 Illustration

- In consultation with teaching colleagues, library staff ensure that outcomes, tasks, activities and resources are very well matched to the needs and aptitudes of pupils.
- The pace of learning enables pupils to achieve appropriate outcomes.
- The purposes of activities and contexts of library use are relevant and meaningful to pupils' experiences, interests and future development. Pupils undertaking independent study or following personal interests or goals have access to resources and support from library staff.
- Learning support staff contribute to coursework and pupil support in library-related activities.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- Some steps are taken to match outcomes, tasks, activities and resources to the needs of pupils but teaching approaches are not always helpful for achieving the outcomes set. Little meaningful discussion takes place between teachers and library staff.
- The pace of learning is not always appropriate and hinders the achievement of the targets set.
- The purposes and contexts of library use are only occasionally relevant and do not always take sufficient account of pupils' experiences, interests and future development, Pupils undertaking independent study or following personal interests or goals have limited access to resources and support from library staff.
- Support for Learning staff are rarely involved in supporting library-related activities.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effective is the library in supporting pupils' learning?

Key area: Learning and teaching

Performance indicator 3.3: Meeting pupils' needs

How do you know?	Some features you might look for
How well matched to the needs and abilities of pupils are the tasks, activities and teaching methods used in library work?	<ul style="list-style-type: none"> • Suitable differentiation of tasks and activities • Variety in teaching methods • Pupils with specific abilities, difficulties and aptitudes are identified • Account is taken of equal opportunities, gender and cultural diversity • Evidence of co-operation between library and teaching staff in the planning and development of the library
How well matched are resources to the needs of pupils and learning outcomes?	<ul style="list-style-type: none"> • Range and relevance of resources to learning outcomes • Identification of resources in forward plans • Gender and culture taken account of • Appropriate balance between text-based and ICT resources
Is the pace of learning appropriate?	<ul style="list-style-type: none"> • Challenging but achievable tasks are set to reflect pupils' abilities and interests • Activities are based on progressive skills-building
How relevant is the purpose and context of library work to the needs and experiences of pupils?	<ul style="list-style-type: none"> • Positive strategies are used to challenge traditional views of male/female activities • Pupils are encouraged to see learning as a lifelong process • Differentiated activities and tasks in the library challenge pupils and enable them to enjoy success • Support for study skills and reference skills courses • Use of ICT • Pupils access the National Grid for Learning and the World Wide Web
To what extent do learning support staff work in partnership to support pupils in library work?	<ul style="list-style-type: none"> • Evidence of how LS staff plan and work with library staff to support pupils • Involvement of LS staff in structuring library tasks and activities
To what extent does the library support pupils working independently and pursuing personal goals and interests?	<ul style="list-style-type: none"> • The library and librarian are used by individual pupils as a resource to support learning • Accessibility of the library, library staff and resources • Range and relevance of resources to personal goals and interests • Helpful arrangements for access, opening hours • Support for supported study and homework clubs • Information for pupils on library organisation and resources • Opportunities for pupil choice of activities
Some ways of finding out	
<ul style="list-style-type: none"> • Review programmes and activities • Pupils' folders • Observation of activities in the library • Evaluate timetable 	<ul style="list-style-type: none"> • Monitor forward plans of library and teaching staff • Discussion with pupils, teachers and library staff • Review library publications • Review course materials and worksheets

PERFORMANCE INDICATOR 5.1: Ethos

This performance indicator is concerned with the following themes:

- a sense of identity and pride in the library; equality and fairness
- a welcoming environment
- library staff morale and pupil–library staff–teacher relationships
- pupil and staff expectations and use of praise
- pupils' behaviour and discipline.

Level 4 Illustration

- Pupils and staff are proud of their school library. The work of the library staff and the resources in the library reflect a strong sense of equality of opportunity and fairness.
- Pupils and staff are always welcome in the library and the environment is friendly, with help being offered willingly and sensitively.
- Library staff work in partnership with teachers and their role in supporting learning and teaching in the school is recognised. Library staff morale is high. Good relationships are seen in the interactions among pupils in the library and between pupils and library staff.
- Library staff's expectations of pupils' attainment, behaviour and discipline are high. The importance of praise as a motivating and positive aspect of school life is well understood. At all stages, pupils working in the library have opportunities to exercise responsibility and many do so.
- Standards of pupils' behaviour and discipline in the library are very high. Pupils work conscientiously and co-operatively with staff and one another, and are well behaved and polite. Library staff handle any attendance and discipline problems in a sensitive and caring but authoritative manner in line with the school's behaviour management policy.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- Pupils and staff share a limited sense of ownership of their school library. Equality of opportunity and a sense of fairness are not major features of the work of the library nor are they consistently reflected in the available resources.
- The reception pupils and staff receive when they come into the library is not given sufficient priority. The environment is not sufficiently welcoming.
- Library staff are not fully integrated into the life of the school and their role in supporting learning and teaching is not clear to many staff. Library staff morale is variable.
- Library staff's expectations of pupils' attainment, behaviour and discipline are not always appropriate. Praise is used but its value is not fully recognised. Pupils' expectations of themselves and others are limited. Opportunities to exercise responsibility are restricted, and may be limited to older pupils only.
- Standards of pupils' behaviour and discipline in the library are variable. A significant number of pupils fail to work co-operatively with staff and their behaviour lacks consideration for others. Attendance and discipline problems are not always consistently dealt with and weaknesses in library staff–pupil relationships give rise to occasional indiscipline that could be avoided.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

Does the school library contribute to a positive ethos across the school?

Key area: Ethos

Performance indicator 5.1: Ethos

How do you know?	Some features you might look for
Is there a sense of identity and pride in the library?	<ul style="list-style-type: none"> • Pupils are keen to help and support the library • Pupils display a sense of responsibility in the library • Pupils are consulted on library developments • Pupils and staff treat the library well and look after it well • The library is well cared for physically • Pupils participate willingly in extra-curricular activities based in the library • Pupils show a sense of ownership • Library activities outside the curriculum are recognised, celebrated and publicised
Does the library provide a welcoming environment?	<ul style="list-style-type: none"> • Library staff offer help willingly and sensitively • The atmosphere is friendly and supportive • The physical environment is comfortable and inviting • Pupils are encouraged to use the library outwith classes, in order to pursue their own interests • Displays are changed regularly • Signs and guiding are easy to understand and in good repair
Is library staff morale high and are pupil–library staff relationships good?	<ul style="list-style-type: none"> • Library staff participate in extra-curricular activities; voluntary involvement in social events • Library staff welcome new developments, are innovative and are proactive in development • Library staff are clearly recognised as part of the learning and teaching team; their professional contribution is recognised • Pupils volunteer to support/work in the library • Pupils and staff feel they have fair access to the library • Pupils' work is valued and praised
Is pupils' behaviour and discipline good?	<ul style="list-style-type: none"> • Expectations of pupils' behaviour are high – pupils are given responsibility and trust • Clear guidelines on code of conduct within the library – pupils are aware of these and work within the code • The role of library staff in relation to the school's discipline process is understood and fair – indiscipline issues are dealt with consistently • The library staff receive strong support from the SMT in matters of discipline • The library staff are involved in training on behaviour management • Opportunities for disruptive behaviour are minimised – there is structured work, supervised study and purposeful activity
Some ways of finding out	
<ul style="list-style-type: none"> • Discussion with/survey of pupils, staff and parents • Observation of pupils in the library • Arrangements for involving library staff in school activities 	<ul style="list-style-type: none"> • Review of information to pupils and staff • Discussion with library staff • Monitor librarian–pupil interaction • Observe pupils working in the library when not under the direct supervision of a teacher

PERFORMANCE INDICATOR 6.1: Provision of accommodation and facilities

This performance indicator is concerned with the following theme:

- sufficiency, range and appropriateness.

It refers to the accommodation and facilities allocated to the library by the school management within the overall context of those allocated by the education authority.

Level 4 Illustration

- The library is located centrally and is accessible to all, including those with physical disabilities. The library space¹ is sufficient to encourage formal and informal use by classes, small groups and individuals. Adequate office and secure storage space mean that the library is safe and tidy at all times. Facilities for display are plentiful and convenient. Accommodation is in a very good state of repair and decoration. Fixtures, fittings and furniture match educational needs; they are of a high quality and are made of materials suited to the purpose. Any shelving conforms to relevant standards² and is correctly installed.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- The library accommodation and facilities provide a safe environment but some adaptations are needed to support the range of activities pursued there. Insufficient space in the library restricts the number and type of activities that can be carried out at any one time. Library office space is only available in an open area and does not allow for adequate secure storage. Storage provision and display facilities need improvement. Accommodation is in need of some decoration. Fixtures, fittings and furniture are functional but they do not fully match educational needs or are in only fair condition. Shelving is fixed, insubstantial or inflexible. A number of aspects of maintenance require review. Access is difficult for some users.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

¹ For advice on space and other requirements refer to *Library Association Guidelines for Secondary School Libraries*

² For British Standards refer to BS 5459: part 3, 1983: *Specification for performance requirements and tests for office furniture. Storage furniture.*

SELF EVALUATION – PRACTICAL EXAMPLE

How adequate are the library accommodation and facilities?

Key area: Resources

Performance indicator 6.1: Provision of accommodation and facilities

How do you know?	Some features you might look for
Do the library's accommodation and facilities provide a safe, pleasant and stimulating working environment?	<ul style="list-style-type: none"> • Inclusion of the library in the school's safety audit • Adequate light, heating and ventilation • A range of activities and uses can be undertaken by varied groups • Safe and suitable flooring • The environment is conducive to different cultural needs • Wide doors with safe openings for wheelchair access
Is the space sufficiently flexible and convenient?	<ul style="list-style-type: none"> • Space for pupils to move around when accessing resources • When patterns of use change, the layout of the library can be altered • Display area for pupils' material and work
Do library staff have adequate working facilities, sufficient storage and display areas?	<ul style="list-style-type: none"> • Provision of a lockable office with appropriate facilities • Storage facilities for materials and equipment not currently in use • Tables for research work • Flexible display areas for information, projects, new additions, etc.
Is the accommodation in a good state of decoration and repair?	<ul style="list-style-type: none"> • Attractive, well-maintained decor • Accommodation is well looked after • Easily opened windows and doors
Are fixtures, fittings and furniture suited to their intended purposes?	<ul style="list-style-type: none"> • Good quality and comfortable furniture that suits purpose, for example chairs for working at computers, that is in good repair • Shelving is plentiful and versatile • Shelving conforms to British Standards • Suitable work areas for teachers and pupils • Chairs, tables and desks are suitable for the needs of all pupils
Can all users gain access to the library and its facilities?	<ul style="list-style-type: none"> • There is no physical impediment preventing the use of the library and its facilities • Helpful arrangements for access, opening hours • Information for pupils on library organisation and resources
Some ways of finding out	
<ul style="list-style-type: none"> • Observation • Checks of specific aspects agreed by the SMT and staff • Regular review of library accommodation/layout • Safety audit records • Carry out regular surveys • Discussion with users 	

PERFORMANCE INDICATOR 6.2: Provision of resources

This performance indicator is concerned with the following themes:

- sufficiency of available finance
- sufficiency, range and suitability of resources.

Level 4 Illustration

- Available finance provides a very good basis for supporting the work of the library.
- Resources in the library exist in adequate quantity, quality, range and variety so as to make a positive contribution to the learning of all pupils in the school. Resources match the educational context, are current and in good condition and provide very suitable differentiated support and stimulation. Mechanisms are in place to ensure that the resources are consistent with the school's aims and objectives. Policies exist on the management of resources. The library is included in the whole-school programme for upgrading ICT provision. Library staff make effective use of services and resources available from outside agencies such as the School Library Service.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- While the available finance is sufficient to provide the minimum necessary support for the work of the library, in several respects the level of finance available adversely affects the quality of the resources for supporting learning and teaching and it delays developments.
- Resources in the library are in reasonable condition but some are outdated and/or there are deficiencies in quantity, range or suitability. Limited use is made of resources from outside agencies. Policies on resource management exist but they are not well developed or fully implemented. These factors limit several aspects of the work of the library.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effective is the provision of resources?

Key area: Resources

Performance indicator 6.2: Provision of resources

How do you know?	Some features you might look for
Is there sufficient finance to support the work of the library?	<ul style="list-style-type: none"> • There is an appropriate rationale for allocating financial resources • Priorities agreed in the library development plan are supported by the allocation of adequate finance • The maintenance agenda is met through: <ul style="list-style-type: none"> – replacement of worn and lost/stolen materials – maintenance contracts for IT systems – consumables • The library is included in any school bidding process
Is the stock of materials and equipment sufficient to support learning and teaching?	<ul style="list-style-type: none"> • Clear responsibility for selection and production of materials • Systems for reviewing material and consultation before purchase • Stock is controlled to minimise loss • Resources appropriate to the multicultural and otherwise diverse community which the school/library serves • Resources match the educational context and: <ul style="list-style-type: none"> – are current – are in good condition – provide suitable differentiated support and stimulation – are available in quantities appropriate to use • Resources borrowed from outside agencies where appropriate
Some ways of finding out	
<ul style="list-style-type: none"> • The collection development programme is in line with the library development plan • Survey stock • Observation and analysis of stock • Interview school library staff • Analyse requests and use of resources • Review financial records • Survey of ICT capability 	

PERFORMANCE INDICATOR 6.3: Organisation and use of resources and space

This performance indicator is concerned with the following themes:

- organisation and accessibility
- use of resources
- display and presentation of items of interest.

Level 4 Illustration

- Resources, including space and materials from outwith the school, are efficiently and effectively organised for use by pupils and staff, who know what is available and how to access it.
- A whole-school, learning-skills policy and programme, in which the library plays an integral part, supports pupils in making good use of the resources available, including those from outside agencies. The library provides high-quality support for learning and teaching. Self-help information guides are available to support pupils, who are encouraged to make independent use of resources within and outside the school where appropriate.
- The library has a high profile within the school, and information about its services and resources is made available through various methods including newsletters and displays in other areas of the school. Pupils' work and exhibitions of resources are used to create a stimulating working environment within the library.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- The use of space and the organisation of resources within the library do not allow for optimum use by pupils and staff. Use of guides is inadequate and the catalogue is not user-friendly. Access to the library is, at times, restricted and this impedes use of the resources.
- A stand-alone, short course introducing pupils to the library is delivered to all first year pupils with refresher courses taking place further up the school. However, lack of an agreed whole-school learning-skills policy means that skills development is not integrated closely into course work and independent use of library resources is not a major feature.
- The library is not promoted in a planned way; there is insufficient attention given to the range, quantity and quality of publicity information. There are displays of pupils' work and exhibitions of resources but these are seldom changed and insufficient attention is paid to their contribution to learning and teaching. Overall, the library does not provide a stimulating environment in which to work.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How adequate are the library accommodation and facilities?

Key area: Resources

Performance indicator 6.3: Organisation and use of resources and space

How do you know?	Some features you might look for
How efficiently and effectively are resources organised?	<ul style="list-style-type: none"> • Classification of materials that is consistent with appropriate level of detail • Pupils and staff know about available resources through an easily operated, effective automated library management system • Resources are shelved and stored in a logical way and are easy to retrieve • Storage systems facilitate ready access and effective monitoring • Library sections are easily identifiable and guides are easy to follow
Is good use made of resources?	<ul style="list-style-type: none"> • The resources are well used by all pupils, for a variety of purposes • Library stock is regularly reviewed and edited, and updated with new resources • Guidelines and training are provided on the use of library resources
Are pupils encouraged to make independent use of all resources?	<ul style="list-style-type: none"> • There are guidelines and training for the use of materials, hardware and software • There is evidence that pupils can use library resources with minimal intervention • Users are assisted by library guides (booklets, posters, on-screen) • Planning takes place to allow pupils opportunities to take responsibility for accessing appropriate resources • Pupils have responsibility and accountability for use of resources • Pupils pursuing personal interests or goals have ready access to appropriate resources and support from library staff
Are displays well presented, varied and regularly changed?	<ul style="list-style-type: none"> • Displays are eye-catching and pertinent, helping to create a stimulating environment • Some displays include pupils' work • Displays are current, titled and dated
Some ways of finding out	
<ul style="list-style-type: none"> • Monitor and evaluate the use of library catalogue/automated library management system • Review the labelling system • Observation of pupil use • Review of range of resources used • Review library guides • Observation of displays 	

PERFORMANCE INDICATOR 6.4: Provision of staff

This performance indicator is concerned with the following themes:

- provision of staff
- experience, qualifications and expertise of staff.

Level 4 Illustration

- There are sufficient library staff to provide good curriculum support for all pupils and staff. Library staff are complemented in their work by other staff: teachers, technicians, administrative and janitorial staff.
- Library staff have qualifications, experience, skills and training relevant to the needs of the school. Schools and other educational establishments without a librarian in post have access to professional support from a central service and/or from an associated secondary school.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- There is an insufficient level of staffing to provide good curriculum support for all pupils and staff, and staffing levels mitigate against full exploitation of the library and its facilities
- Library staff are adequately qualified but their lack of experience, skills or training causes difficulties in meeting the needs of the school.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How adequate is the provision of library staff?

Key area: Resources

Performance indicator 6.4: Provision of staff

How do you know?	Some features you might look for
<p>How sufficient and experienced are library staff to provide good curriculum support for all pupils and staff?</p>	<ul style="list-style-type: none"> • The library is adequately staffed at all times • There is full exploitation of the library and its facilities • Library staff are appropriately qualified and experienced for the responsibilities/tasks they are asked to undertake • Staff, in consultation with teachers, are able to provide contexts and experiences for pupils at all stages and areas of the curriculum • Library staff are encouraged to take up opportunities offered for staff development • Support is available, where appropriate, from other ancillary staff, for example administrative staff and technicians • A system exists to inform library staff of all development opportunities
<p>Are library staff complemented by other staff?</p>	<ul style="list-style-type: none"> • Library staff have good working relationships with colleagues, both teachers and support staff • Library resource teams operate for specific events or activities • Good communication exists between library and other school staff • Good communication exists between library and specialist agencies • The school has a library committee to support library staff and to promote the importance of the library as a key school resource • Wide circulation of minutes of library committee meetings • A member of the management team has responsibility for co-ordination of the work of the library • Regular reports to, or attendance at, SMT meetings
<p>Some ways of finding out</p>	
<ul style="list-style-type: none"> • Examine person specification at time of recruitment • Discussion with library staff • Interviews with teachers and support staff • Discuss personal development profiles (where not confidential) 	

PERFORMANCE INDICATOR 6.5: Effectiveness and deployment of staff

This performance indicator is concerned with the following themes:

- the effectiveness of library staff and teamwork
- the deployment of staff
- provision for liaison to support pupils
- use of ancillary staff and volunteers.

Level 4 Illustration

- The role of library staff within the school is clearly defined and understood. Library staff make an effective contribution to the work of the school, serving on relevant whole-school working parties and committees, for example 5-14, ICT, literacy development. Library staff work well with others in teams.
- The deployment of library staff is carefully planned and regularly reviewed to good effect.
- There is a planned system, which allows regular and effective liaison among all staff jointly involved with any particular pupil or group of pupils. The librarian is appropriately located in the school's management structure.
- Ancillary staff and volunteers make a very effective contribution to the work of the library. Their role is clearly defined and understood by all.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- The quality and effectiveness of the contribution of library staff to the work of the school varies. Library staff do not always work well in teams. The duties of staff are not sufficiently well defined or clearly understood.
- The deployment of library staff does not always make best use of their expertise, experience and qualifications.
- Liaison among staff responsible for any particular pupil or group of pupils is irregular and only partially effective. There is uncertainty about where library staff fit into the school's management structure.
- Ancillary staff and volunteers do not always make an effective contribution to the work of the library. Their role is not sufficiently well defined or clearly understood by all.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effective are library staff; how effective is their deployment?

Key area: Resources

Performance indicator 6.5: Effectiveness and deployment of staff

How do you know?	Some features you might look for
Do library staff make an effective contribution to the work of the school and the library?	<ul style="list-style-type: none"> Library staff are fully involved in the delivery of the curriculum and extra-curricular activities The library is seen as a vibrant and central part of pupils' learning Library staff keep teaching staff informed of new developments and acquisitions related to the working of the library Library staff offer advice and support in resource management and acquisition
Do library staff work well with other staff?	<ul style="list-style-type: none"> Library staff are well integrated and display good interpersonal skills Library staff have a positive approach to working with others
Are staff duties clearly defined and understood by all?	<ul style="list-style-type: none"> There are agreed job descriptions for all posts The parameters of each post are made known to all staff
Is the deployment of library staff carefully planned and regularly reviewed?	<ul style="list-style-type: none"> Management structures ensure staff are deployed as effectively as possible and are reviewed regularly Discussion takes place between the management team and library staff on deployment and timetables Staff are deployed to maintain a balance between formal and informal use of the library
Is there effective liaison among all staff jointly involved with pupils?	<ul style="list-style-type: none"> Opportunities exist to liaise on joint programmes of work and to share information on pupils' needs Library staff have the opportunity and time to liaise with teaching staff Liaison time is used effectively, with a clear purpose, and action points are noted
Is the role of ancillary staff and volunteers clearly defined and understood by all?	<ul style="list-style-type: none"> Volunteer helpers and ancillary staff are encouraged to assist library staff Volunteers are given specific duties that are clearly defined and understood All school staff are aware of the working relationships, roles and responsibilities
Some ways of finding out	
<ul style="list-style-type: none"> Management team visits to the library Interviews with library and teaching staff Talk to pupils Observation of work of library Monitor library timetable 	

PERFORMANCE INDICATOR 7.2: The development plan

This performance indicator is concerned with the following themes:

- structure of the plan
- content of the plan
- presentation of the plan.

Level 4 Illustration

- The library plan contains aims, audit and action sections³ and there is clear linkage among the three. All projects for development are set out systematically, with clear attention to targets, criteria for success, implementation strategies, timescales, responsible persons, resources and staff development requirements, and evaluation procedures.
- The aims are clear statements of what is important for the library and take account of national and local guidance. They clearly relate to supporting an ethos of achievement and to improving the quality of pupils' experiences. Performance indicators have been effectively used and the audit is an accurate summary of strengths and development needs and of the progress achieved in the previous year's plan. The action section contains a manageable number of priority projects, that emphasise the role of the library in supporting learning and teaching with a view to improving standards of attainment and the quality of pupils' experiences. The priority projects accurately target the identified development needs of pupils and staff. The identified priorities support the school's aims and there are clear links with the school development plan. Maintenance aspects are fully addressed and there is an evaluation of on-going aspects of the work of the library in the audit section.
- The plan is a concise document. It is clearly presented, easy to read and the information it contains is well organised and easily accessed.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- The structure of the library plan conforms generally to national and local authority advice. However there are significant omissions, or sections that lack focus. There is insufficient linkage among the aims, audit and action sections. Projects are outlined in some detail but targets and/or criteria for success often lack clarity.
- Performance indicators have not been effectively used to inform the audit process, which is not sufficiently rigorous and does not accurately identify strengths and development needs. A limited range of strategies is used for gathering evidence. The action section contains either over-ambitious or unchallenging projects, or too many or too few priority projects. The targets are insufficiently directed at learning and teaching with a view to improving standards of attainment and the quality of pupils' experiences. The identified priorities do not sufficiently support the school's aims, and links with the school development plan are not clear. Insufficient attention is given to maintenance aspects.
- While the plan contains useful information, the presentation is poor, particularly with respect to finding relevant information. Its length is either such that it may discourage some readers or it is insufficiently detailed.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

³ The aims, audit and action sections need not necessarily be presented as a single document. Statements of aims that underlie planning and a current thorough audit may be available in other documentation such as a library handbook or the report of an annual review of the library.

SELF EVALUATION – PRACTICAL EXAMPLE

How appropriate is the library development plan?

Key area: Management, leadership and quality assurance

Performance indicator 7.2: The development plan

How do you know?	Some features you might look for
How effectively are library staff involved in the school's development planning process?	<ul style="list-style-type: none"> • Library staff are involved in identifying priorities to be included in the plan • Library staff help to undertake an audit of the work of the library • Library staff are involved in the construction and writing of the action plan • Library staff are involved in training and guidance for development planning • There are clear expectations of SMT on the production of a library development plan • Library staff understand the planning process and are confident in progressing this • Library staff and the management team are involved in progress and success checks of the priority projects in the plan
Is the plan appropriately constructed and presented?	<ul style="list-style-type: none"> • Evidence of audit: gathering evidence to support evaluation, identification of priorities and appropriate action planning • Involvement of appropriate SMT, teaching staff and pupils in identifying priorities • Format in line with agreed school-planning formats • Plan includes targets, success criteria, means of implementation, timescales, person responsible, resources and staff development needs, and means of measuring success • The plan is a concise and clearly presented document • The plan is easy to read and understand • Copies of the plan are available to all staff who have a role, responsibility for, or a professional interest in the work of the library • There is a manageable number of priorities • Links to school plan and departmental plans • Priorities are challenging but manageable • Maintenance aspects are sufficiently emphasised • Inclusion of national and local priorities related to library resource centres
Some ways of finding out	
<ul style="list-style-type: none"> • Monitor library plan and action plan • Review school guidance on the planning process • Discussion with library staff and appropriate management staff 	

PERFORMANCE INDICATOR 7.3: Implementing the development plan

This performance indicator is concerned with the following themes:

- progress in achieving the targets in the development plan
- the impact of the development plan.

Level 4 Illustration

- Substantial progress has been made towards achieving the targets in line with the timescales and resource allocations detailed in the plan while sustaining ongoing (maintenance) aspects of the work of the library.
- Library staff, and others as appropriate, are fully involved in the implementation of the library's development plan. In secondary schools, links between senior management and library staff are mutually supportive and make a positive contribution to the school's overall development. The library's development plan has had a demonstrably positive impact on the quality of pupils' education.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- Progress has been made towards achieving the targets set, but in a number of respects implementation has not been completely successful, is unjustifiably behind schedule or is having an adverse effect on the ongoing (maintenance) aspects of the work of the library.
- Although other staff are involved in the implementation of the development plan as appropriate, for example in developing library policies and programmes of work, there is a lack of commitment to its implementation by some of them. There are inconsistencies in the staff's understanding of the policies and programmes produced. There are significant variations in the quality of progress achieved in implementing the plan. Limited or unsupportive links between the SMT and the library staff detract from the school's overall development. The positive impact of the library plan on the quality of pupils' education is limited.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effective is the library development plan?

Key area: Management, leadership and quality assurance

Performance indicator 7.3: Implementing the development plan

How do you know?	Some features you might look for
Is there consistent progress towards the achievement of identified targets?	<ul style="list-style-type: none"> • Regular review of action plan timescales and targets with amendment as necessary • Realistic approach to task management that helps targets to be met • Appropriate staff are involved in the implementation of each priority
Are appropriate staff involved in the implementation of the plan?	<ul style="list-style-type: none"> • Awareness of teaching staff • Teaching staff involvement • Support from SMT in providing necessary time and resources • Team approach to implementation • Management team is involved in progress checks • Library team, working group or committee is closely involved in supporting the implementation of the plan
To what extent does the development plan have a positive impact on pupils' learning?	<ul style="list-style-type: none"> • Increase in skills and effectiveness of pupils' learning <ul style="list-style-type: none"> – increased interest in learning – increase in independent learning – increase in pupil responsibility for own learning – improved access to and use of information • Pupils' enjoyment in working in the library is enhanced • Greater awareness of the breadth of resources available to support learning, such as, print, video, photographic, ICT, etc. • Pupils are able to identify appropriate resources for their area of study
Some ways of finding out	
<ul style="list-style-type: none"> • Monitor progress in action plans • Review arrangements or reviewing plans • Note of SMT/library staff meetings • Library committee/working group meetings • Review of allocation of resources • Evaluation of improvements in library work • Review of mechanisms for securing feedback from staff and pupils 	

PERFORMANCE INDICATOR 7.5: Effectiveness of promoted staff and senior teachers

This performance indicator is concerned with the following themes:

- remits and deployment
- individual effectiveness.

Level 4 Illustration

- The remits of the senior management team in relation to the library are clearly defined and understood. All aspects of the work of the library are addressed.
- The senior management team fulfil their remits well in relation to the library, are influential and show positive leadership qualities and breadth of vision.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- The remits of the senior management team do not take sufficient account of the needs of the library. Some important aspects of the role of the library are not being addressed.
- The senior management team fulfil their remits in relation to the library in a limited way, only occasionally demonstrating positive leadership and breadth of vision.

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

SELF EVALUATION – PRACTICAL EXAMPLE

How effective is the library development plan?

Key area: Management, leadership and quality assurance

Performance indicator 7.5: Effectiveness of promoted staff and senior teachers

How do you know?	Some features you might look for
To what extent is there a clear commitment on the part of the SMT to support and develop the library?	<ul style="list-style-type: none"> • SMT clear about aims and objectives of library resource centre in relation to pupil learning • Explicit role and responsibility identified in SMT remits • Understanding of, and interest in, library issues • Regular support and guidance for library staff – intervention as necessary • Communication between SMT and teaching staff regarding the library • Promotion of the role of the library in learning and teaching • Regular item on SMT meetings • Involvement in library development planning process • Involvement in reviews of effectiveness of the library
How effective are the SMT in fulfilling their remits in relation to the library?	<ul style="list-style-type: none"> • Commitment to the work of the library • Attendance at meetings • Initiating action in relation to library • Assisting in short- and long-term planning • Regular visits to the library • Consultation on allocation of resources • Support library staff in decision making and day-to-day work • Awareness of the use of the library in terms of quality and quantity • Awareness of the use of the library across subject areas and across stages • Awareness of the use of the library in supporting the learning of individual pupils in projects, research and assignments • Awareness of the use of the library in supporting development of teachers
Some ways of finding out	
<ul style="list-style-type: none"> • Review SMT and senior teacher remits in relation to the working of the library • Monitor dissemination of information regarding the role of the library • Discussions with SMT and teaching staff • Minutes of meetings between SMT/library/library committee • Minutes of working groups and departmental meetings 	

3. Staff Development Activities

Activity 1: How are we doing?

Taking a look at how effective the library is in supporting pupils' needs

Tasks: On pages 14 and 15 we have focused on PI 3.3 *Meeting pupils' needs*. We have used the level 4 illustration to help us approach the question *How do you know?* and then to agree on *some features you might look for*. This practical example on page 15 illustrates the type of questions and features we might look for to review how the library is helping us to meet pupil needs and to support their learning.

- Select any or all of the themes from this indicator; these can be found on page 14.
- Use these as a basis for:
 - planning your own adapted set of audit questions
 - determining where you are going to get your evidence and against which guidelines or benchmarks you will evaluate your performance
- Record your results, noting aspects that may be ones for development.

Activity 2: Using the audit template with PI 6.2. How effective is the provision of resources in the library?

How effective is the provision of resources in the library?

Time: 30 minutes

Context: INSET, PAT or team or working-group meeting

Text: To evaluate the effectiveness of the provision of resources within the library as illustrated in PI 6.2 themes 1 and 2.

Examine the exemplar for PI 6.2 themes 1 and 2, which is included on page 21 of this publication. Use the questions and the features to look for so that you can examine how you are performing in this aspect of the library's work. Consider what evidence should be collected, how the evidence would be collected, and who would collect it and when. Draw up a plan to use this template along with the exemplar in your own library or school. Enter in the key pieces of evidence you have at present and use the template to make a judgement of the effectiveness of your practice and consider any points for action.

Evidence gathered

Action required

Evaluation

Level

Activity 3: Focusing on action theme 5.1: Ethos

To what extent does the library contribute to a positive ethos across the school?

Text: 30 minutes

Context: INSET, PAT or team or working-group meeting

Task: To agree on action for improvement using a 'traffic lights' approach.

Examine the practical example on page 17, which refers to PI 5.1 *Ethos*. Consider the questions and features to look for and consider what evidence you have on this aspect of the library's work. Each member of staff must now write one or two short suggestions under each heading below. Gather all the suggestions together and discuss.

RED 1. Things to stop doing:

AMBER 2. Things to keep doing:

GREEN 3. Things to start doing:

4. Useful Sources

Schools will find useful supporting information in the following publications.

Book Trust, *School Spending on Books: Books in Schools Report 3*, London Book Trust, 1996

Convention of Scottish Local Authorities, *Standards for School Library Services in Scotland: A Framework for Developing Services*, COSLA, 1999

Department for Education and Employment, *Connecting the Learning Society: National Grid for Learning*, HMSO, 1997

De Silva, R. and Turriff, A., *Developing the Secondary School Library Resource Centre*, Kogan Page, 1993

Elkin, J. and Lonsdale, R., *Focus on The Child: Libraries, Literacy and Learning*, Library Association Publishing, 1995

Herring, J., *Teaching Information Skills in Schools*, Library Association Publishing, 1996

Higher Still Development Unit, *Core Skills: Information for Senior Managers*, HSDU, 1998

The Library Association, *Guidelines for Secondary School Libraries*, Library Association, 1997

Marland, M., *Information skills in the secondary curriculum*, Methuen Educational, 1981

New Opportunities Fund; Lottery-funded ICT Training Programme for School Librarians, *Expected Outcomes for School Librarians*, New Opportunities Fund, 1998

Scottish Consultative Council on the Curriculum, *Supporting Learning in Schools: A Paper for Discussion and Development*, Scottish CCC, 1997

Scottish Library and Information Council, *Libraries in Scottish Further Education Colleges: Standards for Performance and Resourcing*, Scottish Library and Information Council and Scottish Library Association, 1997

Scottish Office Education Department, *Information and Study Skills in Scottish Secondary Schools: A Report by HM Inspectors of Schools*, SOED, 1991

Scottish Office Education and Industry Department, *Effective Learning and Teaching in Scottish Secondary Schools* series, SOEID, 1991–9

Scottish Office Education and Industry Department, *How Good is Our School?: Self Evaluation Using Performance Indicators*, SOEID, 1996

Scottish Office Education and Industry Department, *Improving Reading at The Early Stages of 5-14: A Report by HM Inspectors of Schools*, SOEID, 1998

Scottish Office Education and Industry Department, *Scottish Schools Using The Superhighways: ICT and Development Planning*, SOEID, 1998

South Ayrshire Council, *A Route to Effective Learning and Teaching: How Good is Our School?*, South Ayrshire Council, 1999

Streatfield, D. and Markless, S., *Invisible Learning? The Contribution of School Libraries to Teaching and Learning*, British Library, 1994

