

# Library Books in Schools

## Spending and provision in primary and secondary schools in England

Project undertaken by  
Tanya Rowan  
Senior Researcher  
Market Research Unit  
Institute of Public Finance Ltd

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## Executive Summary

### Primary schools survey

- The average number of pupils in each school was 219
- Almost nine in ten schools (88%) had a dedicated library space; a further 80% provided books in corners in classrooms
- Where the school had books in corners, almost half of the respondents (45%) reported that the children had access to books elsewhere in the school
- The mean number of books that children had access to in the school library was 2,687
- In most cases (72%) space / accommodation determined the nature of the reading space
- In almost three in ten cases (29%) the library was run by a Literacy Coordinator
- Over six in ten respondents (63%) reported that their library used student helpers; in 15% of cases their contribution was deemed essential
- A smaller proportion of schools used adult volunteer helpers, although 10% still regarded their contribution as essential
- Two thirds of respondents (66%) stated that the person who ran the library *did* have specialist knowledge of children's literature
- Seven in ten respondents (72%) reported that the library was used for pupils reading or selecting books independently. A significant proportion stated that the library was used for non reading-related activity, such as for ICT (39%)
- There was an even (50% / 50%) split between those schools where the children *did* choose the book stock for the library and those where children *did not*
- During term-time, the library was generally open for 21-30 hours a week (42%) or 41 hours or more (41%)
- In 72% of cases the library was open during lesson times. Many libraries were *only* open during these times
- An average of 5,696 loans were made in the 2005-6 academic year
- The average library budget for 2006-7 was £2,682
- In most instances the library budget for 2006-7 was more or less the same as for 2005-6
- On average 77% of the library budget was allocated to books for loan
- Seven in ten respondents (72%) *would* spend more on the library if they had a bigger school budget. Of those, 63% would spend it on books for loan

- On average, 17 books per pupil would provide an ideal range and quantity of stock. However, 46% of respondents would provide *less* than the 13 books per pupil recommended by CILIP
- Nine in ten respondents (90%) would discard a book if it was damaged; 72% if it looked dated
- The vast majority of respondents (91%) reported that there *was* a Schools Library Service in the area; however just 73% subscribed to it
- Just over half of the schools in the sample (51%) had a Library Policy and just 33% had a Library Development Plan
- In 61% of cases the library was mentioned in the School Improvement Plan
- Almost three quarters of respondents (74%) reported that their school had undertaken an evaluation of its library services in the last two academic years
- Almost seven in ten respondents (69%) stated that the library was **very** important within the school.

#### Secondary schools survey

- Just over five in ten respondents (52%) reported that the pupils at their school were between 11 and 18 years of age
- The average number of pupils per school was 1,198
- The average number of books in the library was 9,966
- In 42% of cases the library was run by a chartered librarian full-time
- For 48% of respondents, the contribution of student helpers was essential
- In the main, libraries did not benefit from the support of adult volunteer helpers (82% No)
- Whilst 78% of respondents *did* have specialist knowledge of children's literature, 22% *did not*
- The library was primarily used for pupils reading or selecting books (84%) or for pupils using ICT (82%)
- Over eight in ten respondents (84%) reported that students helped to choose the book stock for the library
- In five in ten cases (51%), the library was open for 31-40 hours a week during term-time
- In the main (93%), the library was open during break times
- An average of 4,423 loans were made in 2005-6
- The average library budget for 2006-7 was £5,262
- In 63% of cases the budget for 2006-7 was more or less the same as for 2005-6

- On average, 66% of the library budget was allocated to books for loan
- Almost eight in ten respondents (78%) stated that if they had a bigger library budget, they would spend it on books for loan
- For 50% of respondents, 10 books per pupil would provide an ideal range and quantity of stock. This is less than that recommended by CILIP
- Over nine in ten respondents (93%) would discard a book if it was damaged
- Whilst 87% of respondents stated that there *was* a Schools Library Service in their area, just 54% subscribed to it
- Almost nine in ten schools (87%) had a Library Policy, and 76% had a Library Development Plan
- In 69% of cases, the library *was* included in the School Improvement Plan
- Just 33% of schools had undertaken an evaluation of its library services in the last two academic years
- Respondents were marginally more like to rate the library as fairly important within the school (42%) rather than very important (40%).

## Introduction

In March 2007, Booktrust commissioned the Institute of Public Finance (IPF) Limited to undertake a survey of head teachers in state primary schools and librarians in state secondary schools in England.

The purpose of the surveys was to:

- Gather information about the availability and provision of books in primary and secondary schools
- Chart the occurrence of various models of library provision (*primary schools only*), and
- Update and build upon Booktrust's Schools Spending on Books Survey, focusing specifically on spending on school library books.

As used in the survey, the term 'library' refers to all the book collections in a school, whether in a dedicated library space, if there is one, or other areas, and including class collections. This survey focuses on books for children to read independently; it does *not* include textbooks, class readers, reading scheme material or books only for use as a structured progressive scheme.

A random sample of 1% of all state primary and secondary schools in England was drawn, equating to 225 primary schools and 45 secondary schools. The sample was drawn from databases listing all primary and secondary schools in England. The databases were from 2003 and 2005/6.

The 900 schools that did not appear in the 2005/6 database were deleted. Regional codes (1-9 for the nine regions) and school codes were applied to the primary and secondary schools in the database as follows:

- **Primary schools:** Nursery, first, lower, infant, junior, middle deemed primary, primary
- **Secondary schools:** comprehensive, middle deemed secondary, high, upper, secondary

Using these codes, schools were divided up by region into one of two databases: a primary schools database, and a secondary schools database. This provided IPF with a base of 17,265 primary schools and 3,005 secondary schools from which to draw a sample.

In order to achieve **45** completed interviews with secondary schools, it was decided that the telephone interviewing unit would be provided with five times the sample (i.e. 225 secondary schools). The sample was drawn using the Statistical Package for the Social Sciences (SPSS) whereby an algorithm was created requesting that 25 records from each of the nine regions be selected, thereby providing a sample of 225 schools (5 per region).

For primary schools, it was anticipated that 225 interviews would be completed (25 in each of the nine English regions), and that the telephone interviewers would be provided with five times the sample needed. As with the secondary schools, the sample was drawn using SPSS and a total of 1,125 schools were selected (125 per region).

The survey of secondary schools commenced at the beginning of April and was completed within two weeks. Respondents were receptive to the survey and also relatively easy to access.

The interviews with primary school head teachers also commenced at the beginning of April but took two months to complete. The fieldwork period needed to be extended due to the fact that it was hard for the head teacher to find the time to complete the survey; therefore, it was difficult to survey them during school hours.

It is interesting to note that for 36% of primary schools in the sample, a literacy coordinator had more knowledge of the library than did the head teacher. In these instances the head teacher felt it was more appropriate for these individuals to be interviewed.

In order to try and boost response further, Booktrust and IPF agreed between them to offer head teachers (or literacy coordinators, where relevant) the option of completing the questionnaire electronically. Email addresses were obtained for all schools in the sample, and an email was sent to the head teacher (or in many cases the school secretary), with the questionnaire attached. A total of 5% of respondents completed the questionnaire either electronically or printed it off and faxed it back.

The primary schools survey was completed on 11 June 2007.

## Survey findings – PRIMARY SCHOOLS

Between April and June 2007, a total of 225 primary school head teachers and literacy coordinators were either interviewed by telephone or completed an electronic questionnaire.

Note:

- Full responses to the questions where respondents could provide an 'other response' (Questions 2a, 2b, 4, 5, 9, 12, 18, 20 and 23) are provided at Appendix 3
- Regional analysis has been provided for the following questions: 2a, 10, 11, 17 and 26. The regional findings must be treated with some caution due to the small base sizes (25 respondents per region).

### 1. Approximately how many pupils are currently enrolled at your school?

Taking the approximate figures provided by 223 of the 225 respondents, we find that the **mean average** number of pupils per school is **219**.

The table below ranks the pupil numbers into ranges and reveals that for 22% of respondents, between **201 and 250 pupils** were currently enrolled at their school.

Range	%	No.
50 or less	6	14
51 – 100	17	37
101 – 150	11	25
151 – 200	16	36
<b>201 – 250</b>	<b>22</b>	<b>48</b>
251 – 300	6	14
301 – 350	7	15
351 – 400	7	15
401 – 450	3	7
451 or more	5	12

*Base: 223 (all who provided a response)*

2a. What kind of reading spaces do you have in your school? Do you have -

Reading space	%	No.
A dedicated library space available to all pupils	88	197
Book corners in the classrooms	80	180
Shelves of books in the hallway	32	73
Other	20	44

Base: 224 (all who provided a response) – multiple choice

As shown in the table above, 88% of respondents (197 head teachers / literacy coordinators) reported that their school had a **dedicated reading space available to all pupils**. This is a very positive response and suggests that the provision of a library facility is important in many schools<sup>1</sup>. Eight in ten respondents (80%) stated that their school provided **book corners in the classrooms**. A smaller proportion of respondents reported that the reading spaces at their school consisted of **shelves of books in the hallway** (32%).

Note that **56** respondents reported that their school provided all three types of reading space. This equates to a quarter of all respondents (25%).<sup>2</sup>

Analysis of the **'Other'** comments revealed some very interesting findings as follows:

- A number of respondents reported that children read in an **area outside in the playground**
- In some instances, the dedicated library space was for non-fiction books only, and often these were not available for loan. Fiction books were generally available to children from the book corners in their classrooms
- Several respondents also mentioned that their school provided separate libraries for children at **Key Stage 1** and **Key Stage 2**. In some cases it would seem that younger children (KS1) were more likely to access books in their own classrooms, whereas older children (KS2) utilised the resources provided in a dedicated library space
- In another instance, a school had two libraries; one was the main library and the other was used specifically for story telling and author visits

<sup>1</sup> It is important to note that this finding contradicts anecdotal evidence which suggests that the majority of primary schools do not provide a library for pupils. Due to the difficulty of recruiting head teachers to the survey, it might be that because respondents were self-selecting they were therefore more interested in the library than other schools.

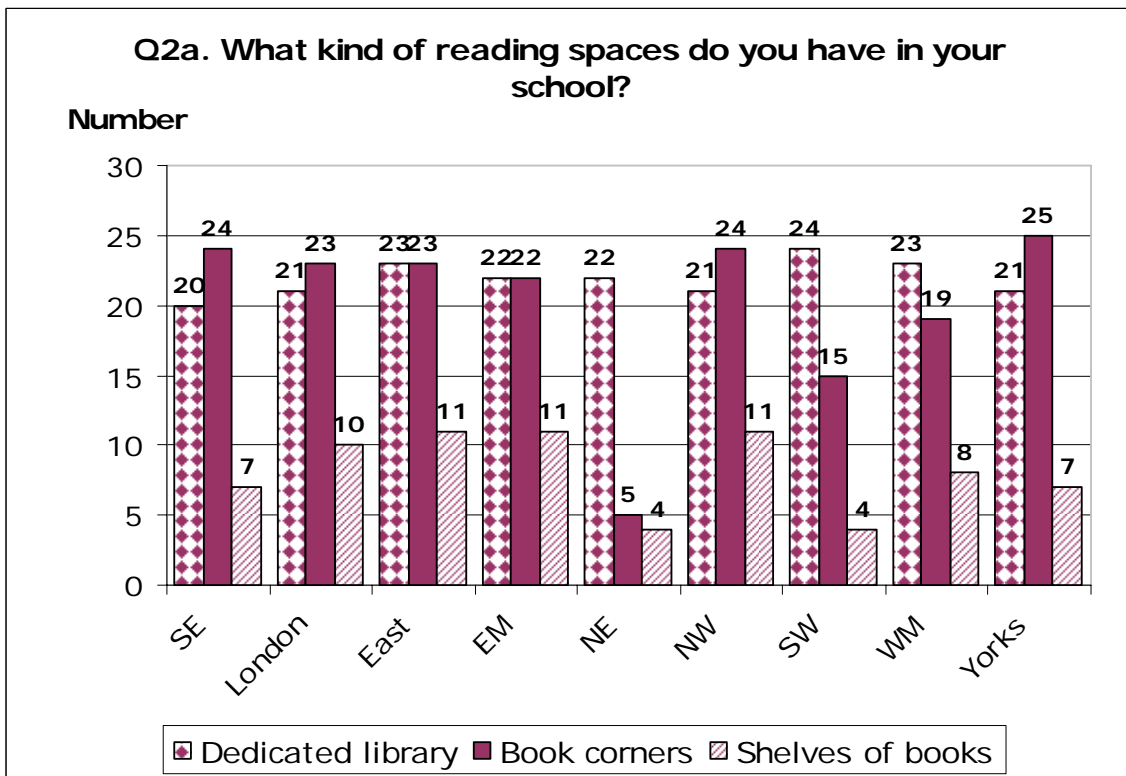
<sup>2</sup> This finding is also interesting in that anecdotal evidence suggests that schools with book corners in classrooms do not usually have libraries as well.

- Some respondents reported that their school was in the process of creating a new library / refurbishing an old library, so that future provision for children would be much improved
- Where schools do not have libraries (or at least a dedicated space available to all pupils), many ensure that children are able to access books from other sources - for example arranging visits to the local public library or bookshop, utilising the resources on a public mobile library or buying into the local Schools Library Service.

The regional breakdown outlined in the chart below reveals that a higher proportion of schools in **Yorkshire and the Humber**, the **North West**, the **South East** and **London** provided **book corners in the classrooms** than the other types of reading space.

In the **South West**, **West Midlands** and **North East** respondents were most likely to state that their school provided a **dedicated library space available to all pupils**.

In the **East of England** and the **East Midlands**, an equal proportion of respondents reported that their school provided a **dedicated library space available to all pupils** and / or **book corners in the classrooms**.



**2b. Do the children have access to books elsewhere in the school?**

	<b>%</b>	<b>No.</b>
Yes	<b>45</b>	<i>80</i>
No	32	<i>58</i>
Did not state	23	<i>42</i>

*Base: 180 (all those that stated they did have book corners in classrooms)*

Over four in ten respondents (45%) who reported that their school provided book corners in the classrooms at Question 2a, stated that the children **did** have access to books elsewhere in the school. It should however be noted that a significant 32% of respondents stated that children **did not** have access to books elsewhere.

When asked to explain where else children could access books, just 20 people (14%) provided an answer<sup>3</sup>, the most commonly mentioned of which are detailed below:

- Dining area
- Through Schools Library Service
- From the public mobile library
- From book trolleys in the school reception area
- In the computer suite.

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<sup>3</sup> Anecdotal evidence from the telephone interviewers suggests that this was because respondents had already explained at Question 2a the other places children could access books within the school.

**3. Approximately, what is the total number of books (both for loan and not for loan) that children have access to in the library?**

Taking the figures provided by 103 of the 225 respondents, we find that the **mean average** number of books that children have access to in the library is **2,687**.

The table below provides an approximation of the number of books available to children by school size.

School size (range)	Number of books									Base (No.)
	Up to 500	501-1000	1001-1500	1501-2000	2001-2500	2501-3000	3001-3500	3501-4000	4001 or more	
50 or less	5	1	0	2	0	0	0	0	0	<b>8</b>
51 – 100	8	6	2	3	0	0	0	0	0	<b>19</b>
101 – 150	0	3	3	0	1	2	0	0	0	<b>9</b>
151 – 200	1	2	0	4	2	2	2	0	4	<b>17</b>
201 – 250	1	6	2	2	3	0	0	1	<b>9</b>	<b>24</b>
251 – 300	0	1	0	2	0	1	0	0	1	<b>5</b>
301 – 350	1	0	1	1	0	0	0	0	2	<b>5</b>
351 – 400	1	1	1	0	0	0	0	0	3	<b>6</b>
401 – 450	0	0	1	0	0	0	0	0	1	<b>2</b>
451 or more	0	1	0	2	0	0	1	1	<b>3</b>	<b>8</b>

The findings show that for 38% of schools (9 respondents) with between 201 and 250 pupils, the children have access to **4001 or more** books in the library. Whilst it is also the case for three schools / respondents (38%) where 451 or more children are enrolled, this result is to be expected for a larger school.

When analysing the results provided by the 103 respondents, we find that there is huge variation between schools in the number of books that children have access to. Some schools may provide just 2 or 3 books per pupil, whereas others have 20 or more available for each individual child. There does not seem to be any consistency in the provision of books for children.

Analysis of the figures relating to the number of pupils currently enrolled at the schools in the sample and the total number of books that they have access to, we find that there are approximately **13 books** available for each primary school pupil.

The table below provides a breakdown by ranges, illustrating the approximate number of books available to each child in a primary school:

Number of books per pupil	%	No.
5 or less	24	25
6-10	<b>27</b>	28
11-15	13	13
16-20	17	18
21 or more	18	19

*Base: 103 (all who provided a response)*

In over a quarter of cases (27%), there were approximately **6-10 library books** per pupil.

It must be emphasised that the figures provided by head teachers and literacy coordinators are **estimates**, nevertheless, they provide some useful indicator information as to the diverse range of provision for children in England.

#### 4. What determines the nature of your reading space?

	%	No.
Space / accommodation	<b>72</b>	161
Budget	47	106
Priority placed on importance of school library	24	55
Other	11	25

*Base: 225 (all respondents) – multiple choice*

The table above reveals that **space / accommodation** is the biggest determinant regarding reading space, with 72% of respondents citing it as a reason. This is followed by **budget** (47%).

Analysis of the 'Other' reasons provided reveals that for many respondents, all three factors determined the nature of the reading space, or else they did not know. For those who provided a reason, the most commonly mentioned were:

- **Preference** (some respondents stated that their school used to have a dedicated library space, but this was under utilised. Thus children now had access to books in their own classrooms, which had led to an increase in borrowing and reading. Furthermore, some respondents also reported that it was easier to manage and tailor books to the age group this way)
- School Improvement / Action Plan
- Analysis of children's needs
- Age of the children
- Size of the school.

#### 5. Who runs the library?:

	%	No.
A library assistant part-time	12	27
A teacher part-time	10	22
A teacher full-time	8	17
A teacher / librarian part-time	5	11
A library assistant full-time	4	10
A chartered librarian part-time	2	4
A teacher / librarian full-time	1	2
A chartered librarian full-time	0	0
Other	<b>68</b>	154

*Base: 225 (all respondents) – multiple choice*

The table above reveals that very few schools (just 42%) utilise the services of one or more of the listed staff. Just 2% of school libraries were run by a **chartered librarian part-time** and none of the respondents mentioned that a **chartered librarian full-time** ran their school library.

Instead, 68% stated that the library was run by an 'Other' individual. The most frequently mentioned were as follows:

- Literacy coordinator (mentioned by 29% of respondents)
- Teaching assistant (usually applied where books were provided in classrooms)
- (Generally older) children

- Parent volunteers
- Other volunteers
- Teachers (this applied where books were provided in classrooms)
- Head teacher (who in some instances was also the literacy coordinator)
- Deputy head teacher (as above)
- School governors
- General assistant
- Nursery assistant.

In one instance, the head teacher stated that the library was *"...not run by anyone. It just runs itself and the children can use it as and when they want to. There are some children that help to tidy the library on a daily basis"*.

**6. Does the library currently benefit from the support of student helpers?**

	<b>%</b>	<b>No.</b>
Yes, their contribution is essential	<b>15</b>	<i>33</i>
Yes, to a considerable degree	<b>19</b>	<i>42</i>
Yes, to some extent	<b>29</b>	<i>65</i>
No, we do not use student helpers	<i>37</i>	<i>82</i>

*Base: 222 (all who provided a response)*

It is interesting to note that 63% of schools in the study **used** student helpers in the library. This finding is supported by the open ended comments provided at Question 5. In most cases, they used them to **some extent** (29%), or to a **considerable degree** (19%). However, a positive 15% of respondents stated that the students' contribution was **essential**.

**7. Does the library currently benefit from the support of adult volunteer helpers?**

	<b>%</b>	<b>No.</b>
Yes, their contribution is essential	10	23
Yes, to a considerable degree	14	31
Yes, to some extent	32	71
No, we do not use adult volunteer helpers	<b>43</b>	95

*Base: 220 (all who provided a response)*

The table above shows that three quarters of respondents (75%) reported that their library either **did not use** adult volunteer helpers (43%) or they used them to **some extent** (32%). However, as with student helpers, their contribution was deemed **essential** by a significant minority of respondents (10%).

**8. Does the person who runs the library have any specialist knowledge of children's literature (for example, they are familiar with a wide variety of children's literature to suit a range of abilities)?**

	<b>%</b>	<b>No.</b>
Yes	<b>66</b>	143
No	31	68
Don't know	3	7

*Base: 218 (all who provided a response)*

It is positive to note that two thirds of respondents (66%) reported that the person who ran their school library **did** have specialist knowledge of children's literature. It is important to note however that a significant 31% of schools in the sample **did not** have anyone with specialist knowledge of children's literature running the library.

## 9. What is the library used for?

	%	No.
Pupils reading or selecting books independently	72	162
Pupils reading or selecting books as part of a class visit	56	125
Class visits for research	55	123
Special Educational Needs (SEN) activities	49	110
One-on-one tutorials with pupils	43	96
Paired reading	42	95
Story times	40	91
Pupils using ICT	39	88
Story telling	37	84
Time out space	26	59
Author visits	24	55
Other	23	51

Base: 225 (all respondents) – multiple choice

In 72% of cases, the library was used for **pupils reading or selecting books independently**. Over half of the respondents also stated that the library was used for **pupils reading or selecting books as part of a class visit** (56%), and / or for **class visitors for research** (55%).

It is interesting to note the relatively high proportion of respondents who reported that the library was used for non-reading related activity, for example **special educational needs activities** (49%), **one-on-one tutorials with pupils** (43%), **pupils using ICT** (39%) and **time out space** (26%).

Just over two in ten respondents reported that the library was used for '**Other**' reason(s), and it is significant that many gave examples of the library being used for other non reading-related purposes, such as:

- Music / drama workshops or lessons
- Meetings
- Exams
- Assemblies
- ICT suite
- Interviews

- Lunch area
- For children to rest in if unwell
- Lunch time club.

Note however that many respondents **did** state that the library was **only** used for reading or reading-related activities such as guided reading sessions or groups.

**10. Do the students help to choose the book stock for the library?**

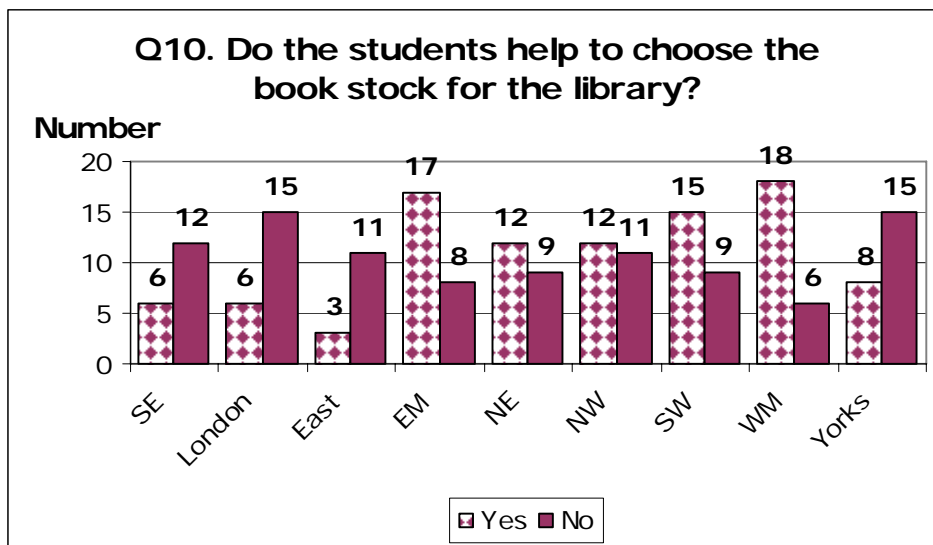
	%	No.
Yes	50	97
No	50	96

*Base: 193 (all who provided a response)*

An equal proportion of respondents stated that students **did not** choose the book stock for the library as **did** (50% **Yes** / **No** both).

Analysis of this question by region (see chart below) reveals that a higher proportion of schools in the **West Midlands, East Midlands, South West, North East** and **North West** **did** allow students to help choose the book stock for the library.

Respondents in **Greater London, Yorkshire and the Humber, the South East, the East** were more likely to state that students **do not** help to choose library book stock in their school.



**11. How many hours a week is the library open during term-time?**

	<b>%</b>	<b>No.</b>
Up to 5	2	4
6-10	1	1
11-20	7	14
21-30	<b>42</b>	<b>88</b>
31-40	8	16
41 hours or more	<b>41</b>	<b>87</b>

*Base: 210 (all who provided a response)*

In general, respondents' school libraries were either open between **21 and 30 hours** a week (42%) or for **41 hours a week or more** (41%).

The table overleaf reveals some interesting regional variations. In the **East**, **South West**, **Greater London** and the **North East**, school libraries were generally open for **41 hours a week or more**. However, in **Yorkshire**, the **East Midlands**, **West Midlands** and the **North West**, school libraries were more likely to be open for **21 – 30 hours** a week. In **Greater London**, an equal proportion of schools' libraries were open for either 21-30 hours a week, or 41 hours or more.

	<b>Region</b>								
	<b>South East</b>	<b>Greater London</b>	<b>Eastern</b>	<b>East Midlands</b>	<b>North East</b>	<b>North West</b>	<b>South West</b>	<b>West Midlands</b>	<b>Yorks &amp; Humber</b>
	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>
Up to 5	0	1	0	0	0	2	0	0	1
6-10	0	0	0	0	1	0	0	0	0
11-20	2	4	2	0	1	3	1	0	1
21-30	<b>11</b>	3	3	<b>16</b>	4	<b>12</b>	6	<b>16</b>	<b>17</b>
31-40	0	1	0	6	5	2	0	1	1
41 hours or more	<b>11</b>	<b>15</b>	<b>20</b>	1	<b>11</b>	3	<b>17</b>	6	3

## 12. During term-time, when is the library open?

	%	No.
Before school	17	38
During break times	44	99
During lunch times	55	124
During lesson times	<b>72</b>	<b>161</b>
After school	21	47
Other	20	46

Base: 225 (all respondents) – multiple choice

Just over seven in ten respondents (72%) reported that their school library was **open during lesson times** in term-time. Considering that 80% of respondents reported at Question 2a that their school had book corners in classrooms, then this result is perhaps not surprising. Over half of the respondents (55%) stated that the library was open **during lunch times**. A significant 38% of respondents also said that the library was **open after school** (21%) and / or **before school** (17%).

Whilst these results are positive and suggest that many children have access to books for much of each school day, in many instances schools could do more to extend the use of the library by teachers and pupils *throughout* the day, especially at lunchtimes. This is particularly pertinent, as 17% of respondents stated that their library was *only* open during lesson times.

Two in ten respondents (20%) provided additional information regarding the times when the library was open, as follows:

- Pupils had restricted access and could only use the library if accompanied by an adult
- There were specific time slots for older pupils
- The library was open when needed
- The library was open on certain day(s) of the week and at certain time(s)
- The library was open all the time.

**13. Approximately, how many loans were made from the library last academic year (2005-6)?**

Just 35 respondents were able to provide a response to this question; with most stating they **did not** know how many loans were made<sup>4</sup>.

Analysis of the 35 respondents' figures that were provided reveals that an **average** of **5,696** loans were made from the school library last academic year (2005-6). This equates to an average of **1.3 loans per pupil**.<sup>5</sup>

**14. What is your approximate library budget for the academic year 2006-7?**

Four in ten respondents (40%; 91 people) provided an approximate figure - of those that did not, many stated that their library either did not have a budget, or it was part of the literacy budget. Many schools also undertake fundraising to pay for new books.

Analysis of the results provided show that the **average** library budget for the academic year 2006-7 is **£2,682**.

The table below provides approximate library budget by school size.

School size (range)	Library budget £								Base (No.)
	Up to 250	251 -500	501- 1,000	1,001 – 1,500	1,501- 2,000	2,001– 2,500	2,501 – 3,000	3,001 or more	
50 or less	1	1	2	0	0	0	0	0	<b>4</b>
51 – 100	2	3	4	1	0	0	0	1	<b>11</b>
101 – 150	1	3	0	1	2	0	0	2	<b>9</b>
151 – 200	0	3	3	4	3	0	1	2	<b>16</b>
201 – 250	0	3	5	1	2	0	2	<b>7</b>	<b>20</b>
251 – 300	0	1	3	0	0	0	0	0	<b>4</b>
301 – 350	0	0	1	2	2	0	0	4	<b>9</b>
351 – 400	0	2	2	0	0	1	0	2	<b>7</b>
401 – 450	0	1	0	1	0	0	0	1	<b>3</b>
451 or more	0	1	0	1	0	0	1	4	<b>7</b>

*Note: range not provided for one respondent as no school size information was provided.*

<sup>4</sup> Anecdotal evidence provided by the telephone interviewers suggests that many schools did not keep a record of the books that children borrowed (they could borrow freely, as and when they liked), or else the school did not have a policy of loaning books to children

<sup>5</sup> Taking the number of pupils at the 35 schools and analysing this information by the number of loans made.

It would be expected that the larger schools would spend more on library books, but as the table shows, this is not necessarily the case. Analysis of the individual figures given reveal that there is great diversity between schools in that some very large schools spend little on the library, and smaller schools often have a quite significant library budget.

Further interrogation of the information provided regarding school size (Q1) reveals that approximately **£11** is spent on library books for **each pupil** in this academic year.

**15. How does this spending compare to the previous academic year?**

	<b>%</b>	<b>No.</b>
More or less the same as for 2005-6	<b>64</b>	<i>96</i>
More than for 2005-6	19	<i>29</i>
Less than for 2005-6	17	<i>25</i>

*Base: 150 (all who provided a response)*

For the majority of respondents (64%), the budget for 2006-7 was **more or less the same as for 2005-6**.

**16. In this academic year 2006-7, approximately what percentage of the library budget is allocated to books for loan?**

Over half of the respondents (55%; 124 people) **were** able to provide an approximate figure.<sup>6</sup> On average **77%** of the library budget was allocated to books for loan.

The table below shows that, of those who provided a percentage, 29% reported that **all** of the library budget was allocated to books for loan.

	<b>%</b>	<b>No.</b>
25% or less	6	8
26% – 49%	2	2
50% – 59%	13	16
60% - 69%	6	8
70% - 79%	13	16
80% - 89%	13	16
90% - 99%	18	22
100%	<b>29</b>	<b>36</b>

*Base: 124 (all who provided a response)*

**17. If you had a bigger school budget, would you spend more on the library?**

	<b>%</b>	<b>No.</b>
Yes	<b>72</b>	155
No	21	46
Don't know	7	15

*Base: 216 (all who provided a response)*

Most respondents stated that they **would** spend more on the library if they had a bigger school budget (72% **Yes**).

Analysis of the results by region reveals no significant regional variations as most respondents within each of the nine regions reported that they would spend more on the library.

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<sup>6</sup> However many stated that the library did not operate in that way, or they did not know the percentage, or that their library did not have a specifically designated budget.

**18. In the main, what would you spend the money on? (1<sup>st</sup> and 2<sup>nd</sup> choices only)**

	1 <sup>st</sup> choice		2 <sup>nd</sup> choice	
	%	No.	%	No.
Books for loan	63	98	12	18
Books not for loan	32	49	17	27
More staff	12	18	6	9
Reading events	12	19	14	21
Further provision of ICT	11	17	12	19
Consumables (e.g. newspapers)	9	14	8	13
Extended opening hours	6	10	8	12
Other	26	40	N/A	N/A

*Base: 155 (all who stated that they would spend more on the library)*

The table above reveals that for 63% of respondents, they would **first** spend the money on **books for loan**. Just 6% would make **extending the opening hours** a priority.

(Note that most respondents found it difficult to give their top two choices and thus provided a response for two or more options).

Over a quarter of respondents (26%) cited '**Other**' resources that they would like to spend the money on. These included:

- Improved furnishings, fixtures and fittings
- Extending the library / creating a dedicated space
- Fiction books specifically
- Non-fiction books specifically
- Talking books
- Author visits.

**19. Approximately, how many books per pupil would you need in order to have an ideal range and quantity of stock, if budget were not an issue?**

Although some found it difficult to quantify, six in ten respondents (60%) provided an estimate as to the number of books that they would need per pupil to have an ideal range and quantity of stock. The table below shows that, of those respondents who provided a figure, 39% reported that between **6 and 10** books per pupil would provide an ideal range and quantity of stock.<sup>7</sup>

	<b>%</b>	<b>No.</b>
5 books or less	7	10
6-10 books	<b>39</b>	52
11-15 books	17	23
16-20 books	18	24
21-25 books	6	8
26-30 books	7	10
31 or more books	5	7

*Base: 134 (all who provided a response)*

Closer analysis of the figures reveals that 60% of respondents stated that either **10 books** (28%), **20 books** (17%) or **15 books** (14%) would be ideal to provide a good range and quantity of stock for pupils in their school. Taking all of the figures provided, the **average** number of books per pupil is **17**. This figure is higher than that given in the table above due to the fact that 44 respondents (33%) stated that 20 or more books would provide an ideal range and quantity of stock.

It is interesting to note that CILIP<sup>8</sup> recommend that a minimum of 13 books be provided for each pupil. However 61 respondents (46%) reported that **less than** this number should be provided.

When analysing these results by the information provided at Question 3 (total number of books that children have access to in the library), we find that in most cases, respondents would want to provide children with **more** books than are currently available to them.

<sup>7</sup> Note that four schools provided a figure for the school as a whole. Therefore each of the figures was divided by the number of pupils in each school to reach the number of books per pupil.

<sup>8</sup> Chartered Institute of Library and Information Professionals

However, of particular interest is the fact that a number of respondents (21 people; 33% of those who provided a response for both Question 3<sup>9</sup> and Question 19<sup>10</sup>) stated that children should have access to **less** than the number of books currently provided (in one instance 10 books where 30 were currently provided).

## 20. What would your criteria be for discarding a book?

	%	No.
It is damaged	90	202
It looks dated	72	163
Content out of date	68	154
It is not presenting a modern inclusive picture of our society	45	102
It is not appropriate for the age range	14	32
It is not appropriate for the ability range	9	21
Other	20	46

*Base: 225 (all respondents) – multiple choice*

Nine in ten respondents (90%) would discard a book if it was **damaged**, and almost three quarters (72%) would do so if it looked **dated**. Just 9% of respondents stated that they would discard a book if it was **not appropriate for the ability range**.

Two in ten respondents gave an '**Other**' reason. The most commonly mentioned of which were:

- If the language or content were inappropriate (especially if racist or sexist)<sup>11</sup>
- If the book was not being borrowed
- If it was over 10 years old.

<sup>9</sup> Number of books currently provided

<sup>10</sup> Ideal number of books.

<sup>11</sup> This is what 'not presenting a modern inclusive picture of our society' means. Therefore it is possible that this option was not phrased clearly enough for the respondents.

**21. Is there a Schools Library Service in your area?**

	<b>%</b>	<b>No.</b>
Yes	<b>91</b>	<i>202</i>
No	8	<i>18</i>
Don't know	1	<i>3</i>

*Base: 223 (all who provided a response)*

Nine in ten respondents (91%) reported that there **was** a Schools Library Service in their area.

**22. Does your school subscribe to the Schools Library Service?**

	<b>%</b>	<b>No.</b>
Yes	<b>73</b>	<i>147</i>
No	25	<i>50</i>
Don't know	2	<i>4</i>

*Base: 201 (all who stated that there was a Schools Library Service in the area and provided a response)*

Of those who stated that there was a Schools Library Service in their area, 73% **subscribed** to it. It is interesting to note that a quarter (25%) of those who had access to a Schools Library Service, **did not** subscribe to it.

**23. Does your school have a:**

	<b>Yes %</b>	<b>No %</b>	<b>Don't know %</b>
Library Policy	<b>51</b>	41	7
Library Development Plan	33	<b>58</b>	8
Other library plan	3	<b>67</b>	14

*Base: 225 (all respondents)<sup>12</sup>*

<sup>12</sup> Note that 36 respondents did not provide a response regarding any 'Other' library plans the school might have.

Whilst 51% of respondents' schools have a **library policy**, most **do not** have a **library development plan** or **another** type of library plan (58% and 67% **No** respectively).

**24. Is the library mentioned in the School Improvement Plan?**

	<b>%</b>	<b>No.</b>
Yes	<b>61</b>	<i>136</i>
No	27	<i>60</i>
Don't know	13	<i>28</i>

*Base: 224 (all who provided a response)*

In 61% of cases, the library **was** mentioned in the School Improvement Plan. However a significant 27% of respondents stated that it **was not**.

**25. In the last two academic years, has your school undertaken any evaluation of its library services?**

	<b>%</b>	<b>No.</b>
Yes	<b>74</b>	<i>162</i>
No	22	<i>49</i>
Don't know	4	<i>8</i>

*Base: 219 (all who provided a response)*

Almost three quarters of respondents (74%) stated that their school **had** undertaken an evaluation of its school library services in the last two academic years. **It is recommended** that Booktrust investigate in more detail through future research, the type and extent of evaluation undertaken.

**26. How would you rate the library's importance within the school?**

	<b>%</b>	<b>No.</b>
The library is very important within the school	<b>69</b>	<i>149</i>
The library is fairly important within the school	24	<i>53</i>
The library is somewhat important within the school	6	<i>13</i>
The library is not very important within the school	1	<i>1</i>
The library is not at all important within the school	1	<i>1</i>

*Base: 217 (all who provided a response)*

The table above illustrates how important the library is to primary schools, as 93% of respondents reported that the library was either **very important** (69%) or **fairly important** (24%) within their school. Analysis of the results by region reveals no significant regional variations as most respondents within each of the nine regions reported that the school was **very important within the school**.

**27. Booktrust may consider undertaking further research on these issues. Would you be interested in participating in future research?**

	<b>%</b>	<b>No.</b>
Yes	<b>72</b>	<i>148</i>
No	28	<i>58</i>

*Base: 206 (all who provided a response)*

The details of the 72% of respondents that said they **would** be happy to participate in further research are provided in the Excel spreadsheet which accompanies this final report. **It is recommended** that Booktrust utilise this willingness to take part in further research to probe some of the issues raised in this study in more detail.

## Survey findings – SECONDARY SCHOOLS

In April 2007, 45 librarians across the nine English regions (five in each region) were surveyed by telephone.

Note:

- Full responses for the 'Other' options as Questions 4, 8, 16 and 18 are provided at Appendix 3
- No regional analysis has been provided as the base sizes (5 per region) are too small for any meaningful conclusions to be drawn.

### 1. What is the age range of pupils taught in your school?

Age of pupils	%	No.
11-16	30	13
11-18	<b>52</b>	23
12-17	0	0
13-18	9	4
Other	9	4

*Base: 44 (all who provided a response)*

Just over half of the respondents (53%) reported that the pupils at their school were between **11 and 18** years of age.

Four respondents stated that the age range of the pupils in their school differed from those listed, as follows:

- 11-19
- 14-18
- 12-18
- 13-19.

**2. Approximately how many pupils are currently enrolled at your school?**

Analysis of the figures provided by all 45 respondents reveals that the **mean average** number of pupils per school was **1,198**.

The table below ranks the pupil numbers into ranges and reveals that for 16% of respondents, **800 pupils or less** were currently enrolled at their school. Over a quarter of respondents (26%) reported that their school either had between **1,301 and 1,400** pupils enrolled at their school (13%) or **1,401-1,500** (13%).

<b>Range</b>	<b>%</b>	<b>No.</b>
800 or less	<b>16</b>	7
801–900	9	4
901–1,000	11	5
1,001–1,100	7	3
1,101–1,200	11	5
1,201–1,300	7	3
1,301–1,400	<b>13</b>	6
1,401-1,500	<b>13</b>	6
1,501-1,600	9	4
1,601 or more	4	2

*Base: 45 (all respondents)*

**3. Approximately, what is the total number of books (both for loan and not for loan) in your library?**

Analysis of the figures provided by 42 of the 45 respondents reveals that the **mean average** number of books in the library is **9,966**.

Based on the number of pupils in respondents' schools, this equates to an average of **8 books per pupil**. This compares with **13 books** per primary school pupil.

The table below provides an approximation of the number of books in the library by school size.

School size (range)	Number of books									Base (no.)
	Up to 2,000	2,001-4,000	4,001-6,000	6,001-8,000	8,001-10,000	10,001-12,000	12,001-14,000	14,001-16,000	16,001 or more	
800 or less	1	1	1	1	2	1	0	0	0	7
801–900	0	1	0	2	1	0	0	0	0	4
901–1,000	1	0	0	3	1	0	0	0	0	5
1,001–1,100	0	0	1	0	0	0	1	0	1	3
1,101–1,200	0	0	0	2	0	1	0	1	0	4
1,201–1,300	0	0	0	0	1	1	1	0	0	3
1,301–1,400	1	0	0	0	1	2	1	0	1	6
1,401-1,500	0	0	0	0	1	1	1	1	0	4
1,501-1,600	0	0	0	1	0	1	1	1	0	4
1,601 or more	0	0	0	0	1	0	0	1	0	2

As was the case for primary schools, the number of books available to pupils varied greatly, irrespective of the size of the school.

#### 4. Who runs the library?

	%	No.
A chartered librarian full-time	42	19
A library assistant full-time	29	13
A teacher / librarian full-time	24	11
A library assistant part-time	11	5
A teacher / librarian part-time	2	1
A teacher part-time	2	1
A chartered librarian part-time	0	0
A teacher full-time	0	0
Other	24	11

Base: 45 (all respondents) – multiple choice

The table above reveals that four in ten respondents (42%) stated that the library was run by a **chartered librarian full-time**. This is in contrast to primary schools where the library was most likely to be run by one or more literacy coordinators.

Almost three in ten school libraries (29%) were run by a full-time library assistant. In addition, around a quarter of respondents (24%) reported that the library was run by **'other(s)'**, including:

- Several staff
- Unqualified librarian
- Learning Resources Area Manager.

**5. Does the library currently benefit from the support of student helpers?**

	<b>%</b>	<b>No.</b>
Yes, their contribution is essential	<b>48</b>	<i>21</i>
Yes, to a considerable degree	25	<i>11</i>
Yes, to some extent	18	<i>8</i>
No, we do not use student helpers	9	<i>4</i>

*Base: 44 (all who provided a response)*

Almost half of the respondents (48%) utilised the help of students in the library and regarded their contribution as **essential**. A further 25% reported that the library benefited **to a considerable degree** from the support of student helpers.

**6. Does the library currently benefit from the support of adult volunteer helpers?**

	<b>%</b>	<b>No.</b>
Yes, their contribution is essential	2	<i>1</i>
Yes, to a considerable degree	0	<i>0</i>
Yes, to some extent	16	<i>7</i>
No, we do not use adult volunteer helpers	<b>82</b>	<i>37</i>

*Base: 45 (all respondents)*

Unlike primary schools, it seems that secondary schools rarely utilise the support of adult volunteer helpers (82% **No**).

7. **Do you have any specialist knowledge of children’s literature (for example, are you familiar with a wide variety of children’s literature to suit a range of abilities)?**

	<b>%</b>	<b>No.</b>
Yes	<b>78</b>	<i>35</i>
No	22	<i>10</i>
Don’t know	0	<i>0</i>

*Base: 45 (all respondents)*

Whilst almost eight in ten respondents (78%) reported that they **did** have specialist knowledge of children’s literature, a significant 22% **did not**.

8. **What is the library used for?**

	<b>%</b>	<b>No.</b>
Pupils reading or selecting books independently	<b>84</b>	<i>38</i>
Pupils using ICT	<b>82</b>	<i>37</i>
One-on-one tutorials with pupils	78	<i>35</i>
Pupils reading or selecting books as part of a class visit	78	<i>35</i>
Class visits for research	76	<i>34</i>
Special Educational Needs (SEN) activities	69	<i>31</i>
Paired reading	56	<i>25</i>
Time out space	47	<i>21</i>
Author visits	42	<i>19</i>
Other	47	<i>21</i>

*Base: 45 (all respondents) – multiple choice*

The table above illustrates that the library is primarily used for **pupils reading or selecting books independently** (84%) or for **pupils using ICT** (82%).

Almost half of the respondents (47%) stated that the library was also used for 'Other' activities. These included:

- Exams
- Meetings
- Seminars / conferences
- Activities
- Homework club
- Parents evenings
- Independent study
- Staff training
- Interviews.

As with the survey of primary schools, this reveals that a high proportion of secondary schools use the library space for non reading-related activities. This potentially undermines the importance of the library and makes it 'just another room' in the school.

**9. Do the students help to choose the book stock for the library?**

	<b>%</b>	<b>No.</b>
Yes	<b>84</b>	<i>38</i>
No	16	7

*Base: 45 (all respondents)*

Over eight in ten respondents (84%) reported that students **do** help choose the book stock for the library. (This compares with just 50% of respondents to the primary schools survey who stated this).

**10. How many hours a week is the library open during term-time?**

	<b>%</b>	<b>No.</b>
Up to 5	0	0
6-10	0	0
11-20	0	0
21-30	11	5
31-40	<b>51</b>	<b>23</b>
41 hours or more	38	17

*Base: 45 (all respondents)*

In the main, the library is open for **31 - 40** hours a week during term-time (51%).

**11. During term-time, when is the library open?**

	<b>%</b>	<b>No.</b>
Before school	84	38
During break times	<b>93</b>	<b>42</b>
During lunch times	89	40
During lesson times	84	38
After school	89	40
Other	11	5

*Base: 45 (all respondents) – multiple choice*

In the vast majority of cases, the library was open **during break times** (93%). Almost nine in ten respondents reported that the library was open **during lunch times** (89%), and a further 89% stated it was open **after school**.

Five respondents also provided an 'Other' response, as follows:

- Until 4.30pm
- School open 8.30 - 3.30 3 days a week and until 6pm 2 days a week
- All of the above
- 50 minutes after school
- After school 2 days a week only.

**12. Approximately, how many loans were made from the library last academic year (2005-6)?**

Just 19 respondents (42%) were able to provide a response as most stated that they did not know, suggesting that the literacy coordinators do not keep a record of books loaned, or else they did not have this information to hand. Analysis of the results provided reveals that, on **average, 4,423 loans** were made from the library in 2005-6. This equates to an estimated **4 loans per pupil**.<sup>13</sup> This compares with just 1.3 loans at primary level.

**13. What is your approximate library budget for the academic year 2006-7?**

Almost nine in ten respondents (87%; 39 people) were able to provide an approximation as to their 2006-7 library budget. On **average** this was **£5,262**. This equals an estimated spend of **£4 per pupil**<sup>14</sup> - this is **less** than the estimated spend of **£11** per primary school pupil in this academic year.<sup>15</sup>

The table below provides respondents' approximate library budget by school size.

School size (range)	Library budget (£)								Base (no.)
	2000 or less	2001-3000	3001-4000	4001-5000	5001-6000	6001-7000	7001-8000	8001 or more	
800 or less	3	1	1	0	1	1	0	0	7
801-900	1	1	0	1	0	0	1	0	4
901-1,000	0	1	1	0	1	0	0	0	3
1,001-1,100	0	1	0	1	0	0	0	0	2
1,101-1,200	1	0	1	2	0	0	0	0	4
1,201-1,300	0	1	0	0	0	0	0	2	3
1,301-1,400	0	2	0	1	0	0	1	1	5
1,401-1,500	1	0	2	0	0	0	1	1	5
1,501-1,600	0	0	0	0	1	0	1	2	4
1,601 or more	0	0	0	0	0	2	0	0	2

As with the primary schools survey, the table above shows that there is diversity among secondary schools as to the size of the library budget. Analysis of individual figures reveals that there is not necessarily a relationship between

<sup>13</sup> Figure based on the number of pupils in respondents' schools.

<sup>14</sup> As above.

<sup>15</sup> Note that these figures are **estimates** and must be treated with an element of caution.

the size of the school and the library budget for that school. In some instances a school has the same library budget as a school twice its size.

**14. How does this compare to the previous academic year?**

	<b>%</b>	<b>No.</b>
More or less the same as for 2005-6	<b>63</b>	26
Less than for 2005-6	22	9
More than for 2005-6	15	6

*Base: 41 (all who provided a response)*

In 63% of cases the budget for 2006-7 was **more or less the same as for 2005-6**. This mirrors the result for primary schools, which appears to suggest that there is no year on year increase in library budget (for 22% of cases, the budget was actually *lower* than for the previous academic year).

**15. In this academic year 2006-7, approximately what percentage of the library budget is allocated to books for loan?**

On average **66%** of the library budget was allocated to books for loan.

The table below reveals that, of those who provided a percentage (91%; 41 people), 27% had allocated **70%-79%** of the library budget to books for loan. This contrasts with the primary schools survey where 29% of respondents stated that **all** of the library budget was allocated to these resources.

	<b>%</b>	<b>No.</b>
25% or less	2	1
26% – 49%	10	4
50% – 59%	20	8
60% - 69%	12	5
70% - 79%	<b>27</b>	11
80% - 89%	15	6
90% - 99%	12	5
100%	2	1

*Base: 41 (all who provided a response)*

**16. If you had a bigger library budget, what would you use it for?**  
(1<sup>st</sup> and 2<sup>nd</sup> choices only)

	1 <sup>st</sup> choice		2 <sup>nd</sup> choice	
	%	No.	%	No.
Books for loan	<b>78</b>	35	2	1
Consumables (e.g. newspapers)	31	14	27	12
Reading events	22	10	22	10
Books not for loan	11	5	40	18
Further provision of ICT	11	5	11	5
More staff	4	2	36	16
Extended opening hours	0	0	27	12
Other	38	17	N/A	N/A

*Base: 45 (all respondents)*

Almost eight in ten respondents (78%) reported that, if they had a bigger library budget, they would first spend it on **books for loan**. Three in ten (31%) said they would first spend it on **consumables**.

A significant 38% cited '**Other**' resources or facilities that they would like to spend the money on. These included:

- Furniture, fixtures and fittings
- Stationary
- DVDs
- Library system maintenance.

**17. Approximately, how many books per pupil would you need in order to have an ideal range and quantity of stock, if budget were not an issue?**

Detailed below are the figures provided by the 32 respondents who answered this question. In 50% of cases, **10 books per pupil** was deemed to provide an ideal range and quantity of stock, if budget were not an issue.

<b>Number of books</b>	<b>%</b>	<b>No.</b>
Less than 10	16	5
10	<b>50</b>	16
12	16	5
13	6	2
15	6	2
17	3	1
20	3	1

*Base: 32 (all who provided a response)*

As with the primary schools survey, this is also *below* the number recommended by CILIP, which is 13 books for 11-16 year olds, and 17 for those aged 16 years and over.

When analysing these results by the information provided at Question 3 (total number of books in the library), we find that in most cases, respondents would want to provide children with **more** books than are currently available to them. However, as with the primary schools survey, some respondents (in this case 8 people; 26% of those who provided a response for both Question 3<sup>16</sup> and Question 17<sup>17</sup>) stated that children should have access to *less* than the number of books currently provided (in one instance 10 books where 21 were currently provided).

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<sup>16</sup> Number of books currently provided

<sup>17</sup> Ideal number of books.

## 18. What would your criteria be for discarding a book?

	%	No.
It is damaged	93	42
Content out of date	87	39
It looks dated	64	29
It is not presenting a modern inclusive picture of our society	42	19
It is not appropriate for the age range	20	9
It is not appropriate for the ability range	11	5
Other	31	14

*Base: 45 (all respondents) – multiple choice*

As was the case for primary schools, the vast majority of respondents based in secondary schools stated that they would discard a book if it was **damaged** (93%). This was closely followed by 87% of respondents who reported that they would discard a book if the **content was out of date**.

Just over three in ten respondents (31%) gave an '**Other**' reason for discarding a book. The most commonly mentioned of which were if:

- It was not used
- There were multiple copies
- It contained inappropriate language or content (e.g. racism or sexism)<sup>18</sup>
- It was no longer relevant to the curriculum
- It was ten years old.

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<sup>18</sup> As with the primary schools survey, it is likely that the option 'it is not presenting a modern inclusive picture of our society' was not phrased clearly enough.

**19. Is there a Schools Library Service in your area?**

	<b>%</b>	<b>No.</b>
Yes	<b>87</b>	<i>39</i>
No	9	4
Don't know	4	2

*Base: 45 (all respondents)*

In 87% of cases, respondents stated that there **was** a Schools Library Service in their area.

**20. Does your school subscribe to the Schools Library Service?**

	<b>%</b>	<b>No.</b>
Yes	<b>54</b>	<i>21</i>
No	44	<i>17</i>
Don't know	3	<i>1</i>

*Base: 39 (all who stated that there was a Schools Library Service in the area)*

Despite 87% of respondents reporting that there was a Schools Library Service in their area, just 54% of schools subscribed to it. This is a lower proportion than would be expected.

**21. Does your school have a:**

	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Library Policy	<b>87</b>	13	0
Library Development Plan	<b>76</b>	18	7
Other library plan	9	44	4

*Base: 45 (all respondents) – except for 'Other' where 19 respondents did not provide a response*

The table above reveals some very positive findings in that 87% of schools in the sample **did** have a **Library Policy** and 76% had a **Library Development Plan**.

Four respondents (9%) also stated that their school had an '**Other**' library plan, as follows:

- Extended bid
- Annual plans
- Reading plan
- Reading and LRC.

**22. Is the library mentioned in the School Improvement Plan?**

	<b>%</b>	<b>No.</b>
Yes	<b>69</b>	<i>31</i>
No	9	4
Don't know	22	<i>10</i>

*Base: 45 (all respondents)*

Almost seven in ten respondents (69%) stated that the library **was** mentioned in the School Improvement Plan.

**23. In the last two academic years, has your school undertaken any evaluation of its library services?**

	<b>%</b>	<b>No.</b>
Yes	33	<i>15</i>
No	<b>58</b>	<i>26</i>
Don't know	9	4

*Base: 45 (all respondents)*

It is interesting to note that, in contrast to the primary schools in the study, very few secondary schools had undertaken any evaluation of its library services (33% **Yes**, compared with 58% **No**). **It is recommended** that Booktrust investigate further why this is the case.

**24. How would you rate the library's importance within the school?**

	<b>%</b>	<b>No.</b>
The library is very important within the school	40	18
The library is fairly important within the school	<b>42</b>	19
The library is somewhat important within the school	13	6
The library is not very important within the school	2	1
The library is not at all important within the school	2	1

*Base: 45 (all respondents)*

As the table above illustrates, 82% of respondents stated that the library was regarded as either **fairly important** or **very important** within the school. Whilst this is a significant and positive finding, this is a lower proportion of respondents than for the primary survey, where 93% of respondents reported that the library was regarded as such (with 69% viewing it as **very important**).

**25. Booktrust may consider undertaking further research on these issues. Would you be interested in participating in future research?**

	<b>%</b>	<b>No.</b>
Yes	<b>95</b>	40
No	5	2

*Base: 42 (all who provided a response)*

The details of the 95% of respondents that said they **would** be happy to participate in further research are provided in the Excel spreadsheet which accompanies this report. As recommended earlier, it is important that Booktrust consider undertaking further research with these willing individuals to investigate some of the findings in more depth.

## Conclusions and recommendations

The library would appear to be more highly regarded by primary schools, as a significantly higher proportion of respondents in the primary sample reported that the library was regarded as **very important** within their school.

At primary level, it is clear that library provision varies from school to school in terms of the type of library space provided, although many schools provided a dedicated space available to all pupils, books in the classrooms *and* shelves of books in the hallway, ensuring children had wide-reaching access to reading matter. These results are somewhat surprising given that in general, library provision in primary schools tends not to be as well resourced as in secondary schools. Furthermore, anecdotal evidence suggests that the majority of primary schools do not have a dedicated library, yet 88% of the sample stated that they *did* have this space in their school.

It is also important to note that over seven in ten respondents reported that space / accommodation determined the nature of the reading space in their school. This may therefore be a factor where provision is less than ideal.

At both primary and secondary level, there appears to be little correlation between the size of the school, the number of books that pupils have access to and the library budget. **It is recommended** that Booktrust investigate these issues in more detail.

Spending the library budget on books for loan is clearly a priority at both primary and secondary level, although secondary schools generally allocated a smaller proportion of their budget to these resources than did primary schools. Most respondents stated that they would spend more of their budget on books for loan if money were not an issue.

At primary and secondary level, school libraries appear to be used for a wide variety of activities, many of which are not reading-related. This puts into question the actual importance of the library within schools as it is being treated as a room like any other in many instances.

Many primary schools utilise the help of pupils and adult volunteer helpers. Whilst these are admittedly a useful resource, it is more important that the library be run by a professional librarian with specialist experience of children's literature. In the main respondents reported that the person who ran their library *did* have specialist knowledge of children's literature, however, a significant minority did not.

Whilst many primary school libraries were open for a significant proportion of the day, in many instances the library was *only* open during lesson times. **It is recommended** that schools do more to extend the use of the library by teachers and pupils throughout the day, especially at lunch times. This is in keeping with recommendations made in the 2006 Ofsted report 'Good School Libraries: Making a Difference to Learning'.

Although 69% of respondents to the primary schools survey and 40% at secondary level stated that the library was **very important within the school**, this is not actually supported by the findings that reveal the high proportion of schools that use the space for non-reading related activities. The aforementioned Ofsted report stated that the library should be used more effectively for independent study, which many schools are clearly not adhering to. **It is recommended** that schools do more to encourage the use of the library for independent study – especially at KS4 - and other activities that would not risk diluting the purpose the school library was intended for.

For both the primary and secondary schools surveys, a significant number of respondents stated that the ideal number of books that should be provided for each pupil was actually *less* than that recommended by CILIP.

Although most primary and secondary school respondents reported that there was a Schools Library Service in their area, a significant proportion did not subscribe to this valuable resource. **It is recommended** that this issue be investigated in more detail to establish why schools are not buying into the service.

At eight in ten secondary schools in the sample, students helped to choose the book stock for the library (this was just 50% at primary level). A much higher proportion of secondary schools had a Library Policy and / or a Library Development Plan than did primary schools. Furthermore, over a quarter of primary school respondents stated that the library *was not* mentioned in the School Improvement Plan, further suggesting that for many schools the library is perhaps *not* as important to the school as it should be. This is further evidenced by the fact that there was little indication that the library budget increased year on year. This was the case for both primary and secondary schools.

## **APPENDICES**

## Appendix 1 – primary schools telephone survey:

### Interviewer script

Good morning / afternoon, my name is [interviewer name] and I have been employed to undertake telephone interviews with primary school head teachers on behalf of Booktrust *[if they ask what Booktrust is, say: 'Booktrust is an independent national charity that encourages people of all ages and cultures to discover and enjoy reading']*. I would be grateful if you could put me through to [insert head teacher's name].

**Call put through to head teacher** – [Proceed to explain purpose of survey]

**Told to call back later** – [Arrange date / time to call back]

**Told no interest in survey** – [Thank, and close interview]

Good morning / afternoon, my name is [interviewer name] and I have been employed to undertake telephone interviews with primary school head teachers on behalf of Booktrust, an independent national charity that encourages people of all ages and cultures to discover and enjoy reading. I work for KGS Associates, and we have been employed by IPF Market Research to undertake this research for Booktrust. Your school's telephone number has been randomly selected from the Institute of Public Finance's list of primary schools.

The purpose of this survey is to:

- Gather information about the availability and provision of books in primary schools
- Chart the occurrence of various models of library provision in primary schools, and
- Update Booktrust's Schools Spending on Books Survey, which was last undertaken in 2002.

Our aim in doing this is to formulate ways in which Booktrust can help to support primary schools in their efforts to promote reading.

The interview should take up no more than **10-15 minutes** of your time. Are you free to talk now, or would you prefer me to call back at another time?

**Free to talk now** – [Continue with the interview]

**Call back later** - [Arrange a time / day to call back]

**Do not want to take part in the survey** – [Thank, and close interview].

Before I start the survey I should explain that when I ask you about the library, I mean all the book collections in your school, whether in the library itself, if you have one, or other areas, and including class collections. This survey is focusing on reading books, so it does not include textbooks, class readers, reading scheme material or books only for use as a structured progressive scheme.

## Survey questions

1. Approximately how many pupils are currently enrolled at your school?  
*[Prompt to nearest 50 or 100]*

\_\_\_\_\_pupils

- 2a. What kind of reading spaces do you have in your school? Do you have: *[Read out list and tick all that apply]*

A dedicated library space available to all pupils	
Shelves of books in the hallway	
Book corners in the classrooms	
Other, please specify	

- 2b. *[If respondent has said they have 'book corners in classrooms' ask them]:* Do the children have access to books elsewhere in the school?

Yes	
No	

If Yes, please explain \_\_\_\_\_

3. Approximately, what is the total number of books (both for loan and not for loan) that children have access to in the library?  
*[Prompt to nearest 100]*

\_\_\_\_\_books

4. What determines the nature of your reading space?  
*[Read out list and tick all that apply]*

Space / accommodation	
Budget	
Priority placed on importance of school library	
Other, please specify	

5. Is the library run by: *[Read out list and tick all that apply]*

A chartered librarian full-time	
A chartered librarian part-time	
A teacher / librarian full-time	
A teacher / librarian part-time	
A teacher full-time	
A teacher part-time	
A library assistant full-time	
A library assistant part-time	
Other, please specify	

6. Does the library currently benefit from the support of student helpers?  
*[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'Yes' ask whether it's to 'some extent', 'a considerable degree' etc]*

Yes, their contribution is essential	
Yes, to a considerable degree	
Yes, to some extent	
No, we do not use student helpers	

7. Does the library currently benefit from the support of adult volunteer helpers? *[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'Yes' ask whether it's to 'some extent', 'a considerable degree' etc]*

Yes, their contribution is essential	
Yes, to a considerable degree	
Yes, to some extent	
No, we do not use adult volunteer helpers	

8. Does the person who runs the library have any specialist knowledge of children's literature (for example, they are familiar with a wide variety of children's literature to suit a range of abilities)?  
*[Read out and tick one answer]*

Yes	
No	
Don't know	

9. Is the library used for? *[Read out all options and tick all that apply]*

Pupils reading or selecting books independently	
Pupils reading or selecting books as part of a class visit	
Class visits for research	
Storytelling	
Story times	
Author visits	
Pupils using IT	
Paired reading	
Special Educational Needs (SEN) activities	
Time out space	
One-on-one tutorials with pupils	
Other, please specify	

10. Do the students help to choose the book stock for the library?  
*[Read options and tick one answer]*

Yes	
No	

11. How many hours a week is the library open during term-time?  
*[Read out options and tick one answer]*

Up to 5	
6-10	
11-20	
21-30	
31-40	
41 hours or more	

12. In term-time, is the library open:  
*[Read out options and tick all that apply]*

Before school	
During break times	
During lunch times	
During lesson times	
After school	
Other, please specify	

13. Approximately, how many loans were made from the library last academic year (2005-6)? *[Prompt to nearest 50 or 100]*

\_\_\_\_\_ loans

14. What is your approximate library budget for the academic year 2006-7? *[Prompt to nearest thousand pounds]*

£ \_\_\_\_\_

15. Is this? *[Read out and tick one option]*

More than for 2005-6	<input type="checkbox"/>
More or less the same as for 2005-6	<input type="checkbox"/>
Less than for 2005-6	<input type="checkbox"/>

16. In this academic year 2006-7, approximately what percentage of the library budget is allocated to books for loan? *[Prompt to nearest ten per cent]*

\_\_\_\_\_ %

17. If you had a bigger school budget, would you spend more on the library?

Yes	<input type="checkbox"/>	<i>Go to Q18</i>
No	<input type="checkbox"/>	<i>Go to Q19</i>
Don't know	<input type="checkbox"/>	<i>Go to Q19</i>

18. *[If respondent answered Yes at Q17, ask them]:*  
In the main, what would you spend the money on? *[Read out all options and ask respondents to give their 1<sup>st</sup> and 2<sup>nd</sup> choices ONLY]*

	<input type="checkbox"/>
Books for loan	<input type="checkbox"/>
Books not for loan (i.e. reference books)	<input type="checkbox"/>
Further provision of ICT	<input type="checkbox"/>
Reading events	<input type="checkbox"/>
Consumables (e.g. newspapers, magazines)	<input type="checkbox"/>
More staff	<input type="checkbox"/>
Extended opening hours	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

19. Approximately how many books per pupil would you need in order to have an ideal range and quantity of stock, if budget were not an issue?  
*[Prompt to nearest one hundred books]*

£ \_\_\_\_\_

20. What would your criteria be for discarding a book? *[Tick all that apply]*  
*[Let respondent answer in own words but prompt if necessary]*

Content out of date	
It is damaged	
It looks dated	
It is not presenting a modern inclusive picture of our society	
It is not appropriate for the age range	
It is not appropriate for the ability range	
Other, please specify	

21. Is there a Schools Library Service in your area?  
*[Read out and tick one option]*

Yes		<i>Go to Q22</i>
No		<i>Go to Q23</i>
Don't know		<i>Go to Q23</i>

22. Does your school subscribe to the Schools Library Service?  
*[Read out and tick one option]*

Yes	
No	
Don't know	

23. Does your school have a: *[Read out each option and prompt respondent to say 'Yes', 'No' or 'Don't know' for each]*

	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
Library Policy			
Library Development Plan			
Other library plan, please specify			

24. Is the library mentioned in the School Improvement Plan (SIP)?  
*[Read out and tick one option]*

Yes	
No	
Don't know	

25. In the last two academic years, has your school undertaken any evaluation of its library services? *[Read out and tick one option]*

Yes	
No	
Don't know	

26. How would you rate the library's importance within the school?  
*[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'It is important' ask whether it is 'very important, 'fairly important' etc]*

The library is very important within the school	
The library is fairly important within the school	
The library is somewhat important within the school	
The library is not very important within the school	
The library is not at all important within the school	

27. Booktrust may consider undertaking further research on these issues. Would you be interested in participating in future research?

Yes	
No	

*[If Yes, type in person's name, school and contact telephone number]*

<b>School name:</b> <b>Head teacher's name:</b> <b>Head teacher's telephone number:</b>
---

Booktrust also have a micro-site - [www.booktrusted.co.uk/schoollibraries](http://www.booktrusted.co.uk/schoollibraries) - where you can post any other comments you have about school spending on the library.

**Thank you for taking the time to be interviewed for this important survey**

*[Interviewer read out...]*

If you would like any more information about the Booktrust research, please do not hesitate to contact Tanya Rowan, Senior Researcher at the Institute of Public Finance who is undertaking the research on behalf of Booktrust. Her telephone number is 020 8667 8173.

## Appendix 2 – secondary schools telephone survey:

### Interviewer script

Good morning / afternoon, my name is [interviewer name] and I have been employed to undertake telephone interviews with secondary school librarians on behalf of Booktrust *[if they ask what Booktrust is, say: 'Booktrust is an independent national charity that encourages people of all ages and cultures to discover and enjoy reading']*. I would be grateful if you could put me through to your librarian.

**Call put through to librarian** – [Proceed to explain purpose of survey]

**Told to call back later** – [Arrange date / time to call back]

**Told no interest in survey** – [Thank, and close interview]

[If put through to the librarian]: Good morning / afternoon, my name is [interviewer name] and I have been employed to undertake telephone interviews with secondary school librarians on behalf of Booktrust *[if they ask what Booktrust is, say: 'Booktrust is an independent national charity that encourages people of all ages and cultures to discover and enjoy reading']*. I work for KGS Associates, and we have been employed by IPF Market Research to undertake this research for Booktrust. Your school's telephone number has been randomly selected from the Institute of Public Finance's list of secondary schools.

The purpose of this survey is to:

- Gather information about the availability and provision of books in secondary school libraries, and
- Update Booktrust's Schools Spending on Books Survey, which was last done in 2002.

The interview should take up no more than **10-15 minutes** of your time. Are you free to talk now, or would you prefer me to call back at another time?

**Free to talk now** – [Continue with the interview]

**Call back later** - [Arrange a time / day to call back]

**Do not want to take part in the survey** – [Thank, and close interview].

Before I start the survey I should explain that when I ask you about the library, I mean all the book collections in your school, including the library and any that may be elsewhere. This survey is focusing on reading books, so it does not include textbooks or class readers.

## Survey questions

1. What is the age range of pupils taught in your school?  
*[Read out ranges and tick one option]*

11-16	<input type="checkbox"/>
11-18	<input type="checkbox"/>
12-17	<input type="checkbox"/>
13-18	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

2. Approximately how many pupils are currently enrolled at your school?  
*[Prompt to nearest 50 or 100]*

\_\_\_\_\_pupils

3. Approximately, what is the total number of books (both for loan and not for loan) in your library? *[Get them to estimate if they cannot easily find out the exact figure]*

\_\_\_\_\_books

4. Is the library run by: *[Read out list and tick all that apply]*

	<input type="checkbox"/>
A chartered librarian full-time	<input type="checkbox"/>
A chartered librarian part-time	<input type="checkbox"/>
A teacher / librarian full-time	<input type="checkbox"/>
A teacher / librarian part-time	<input type="checkbox"/>
A teacher full-time	<input type="checkbox"/>
A teacher part-time	<input type="checkbox"/>
A library assistant full-time	<input type="checkbox"/>
A library assistant part-time	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

5. Does the library currently benefit from the support of student helpers?  
*[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'Yes' ask whether it's to 'some extent', 'a considerable degree' etc]*

Yes, their contribution is essential	
Yes, to a considerable degree	
Yes, to some extent	
No, we do not use student helpers	

6. Does the library currently benefit from the support of adult volunteer helpers? *[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'Yes' ask whether it's to 'some extent', 'a considerable degree' etc]*

Yes, their contribution is essential	
Yes, to a considerable degree	
Yes, to some extent	
No, we do not use adult volunteer helpers	

7. Do you have any specialist knowledge of children's literature (for example, are you familiar with a wide variety of children's literature to suit a range of abilities)? *[Read out and tick one answer]*

Yes	
No	
Don't know	

8. Is the library used for? *[Read out all options and tick all that apply]*

Pupils reading or selecting books independently	
Pupils reading or selecting books as part of a class visit	
Class visits for research	
Author visits	
Pupils using IT	
Paired reading	
Special Educational Needs (SEN) activities	
Time out space	
One-on-one tutorials with pupils	
Other, please specify	

9. Do the students help to choose the book stock for the library?  
*[Read options and tick one answer]*

Yes	
No	

10. How many hours a week is the library open during term-time?  
*[Read out options and tick one answer]*

Up to 5	
6-10	
11-20	
21-30	
31-40	
41 hours or more	

11. In term-time, is the library open:  
*[Read out options and tick all that apply]*

Before school	
During break times	
During lunch times	
During lesson times	
After school	
Other, please specify	

12. Approximately, how many loans were made from the library last academic year (2005-6)? *[Prompt to nearest 100]*

\_\_\_\_\_loans

13. What is your approximate library budget for the academic year 2006-7?  
*[Prompt to nearest thousand pounds]*

£\_\_\_\_\_

14. Is this? *[Read out and tick one option]*

More than for 2005-6	
More or less the same as for 2005-6	
Less than for 2005-6	

15. In this academic year 2006-7, approximately what percentage of the library budget is allocated to books for loan?

*[Prompt to nearest ten per cent]*

\_\_\_\_\_ %

16. If you had a bigger library budget, what would you use it for? *[Read out all options and ask respondents to give their 1<sup>st</sup> and 2<sup>nd</sup> choices ONLY]*

Books for loan	
Books not for loan (i.e. reference books)	
Further provision of ICT	
Reading events	
Consumables (e.g. newspapers, magazines)	
More staff	
Extended opening hours	
Other, please specify	

17. Approximately how many books per pupil would you need in order to have an ideal range and quantity of stock, if budget were not an issue?

*[Prompt to nearest one hundred books]*

\_\_\_\_\_ books

18. What would your criteria be for discarding a book? *[Tick all that apply]*  
*[Let respondent answer in own words but prompt if necessary]*

Content out of date	
It is damaged	
It looks dated	
It is not presenting a modern inclusive picture of our society	
It is not appropriate for the age range	
It is not appropriate for the ability range	
Other, please specify	

19. Is there a Schools Library Service in your area?

*[Read out and tick one option]*

Yes		<i>Go to Q20</i>
No		<i>Go to Q21</i>
Don't know		<i>Go to Q21</i>

20. Does your school subscribe to the Schools Library Service?  
*[Read out and tick one option]*

Yes	
No	
Don't know	

21. Does your school have a: *[Read out each option and prompt respondent to say 'Yes', 'No' or 'Don't know' for each]*

	Yes	No	Don't know
Library Policy			
Library Development Plan			
Other library plan, please specify			

22. Is the library mentioned in the School Improvement Plan (SIP)?  
*[Read out and tick one option]*

Yes	
No	
Don't know	

23. In the last two academic years, has your school undertaken any evaluation of its library services? *[Read out and tick one option]*

Yes	
No	
Don't know	

24. How would you rate the library's importance within the school?  
*[Tick one answer]*

*[Note: let the respondent answer in their own way but try and prompt them towards an answer in the list. E.g. if they say 'It is important' ask whether it is 'very important', 'fairly important' etc]*

The library is very important within the school	
The library is fairly important within the school	
The library is somewhat important within the school	
The library is not very important within the school	
The library is not at all important within the school	

25. Booktrust may consider undertaking further research on these issues. Would you be interested in participating in future research?

Yes	
No	

*[If Yes, type in person's name, school and contact telephone number]*

<b>School name:</b> <b>Librarian's name:</b> <b>Librarian's telephone number:</b>
---

Booktrust also have a micro-site - [www.booktrusted.co.uk/schoollibraries](http://www.booktrusted.co.uk/schoollibraries) - where you can post any other comments you have about school spending on the library.

**Thank you for taking the time to be interviewed for this important survey**

*[Interviewer read out...]*

If you would like any more information about the Booktrust research, please do not hesitate to contact Tanya Rowan, Senior Researcher at the Institute of Public Finance who is undertaking the research on behalf of Booktrust. Her telephone number is 020 8667 8173.

## **Appendix 3 – free text comments from the ‘other, please specify’ and open ended questions**

### **A) PRIMARY SCHOOLS QUESTIONNAIRE**

#### **Q2a: What kind of reading spaces do you have in your school?**

##### **Other, please specify**

- 2 x libraries: 1 x Key stage 1; 1 x Key stage 2
- Each classroom has its own library area
- Isn't locked up by a door and a mobile library
- Making a library
- ks2 is a dedicated library room. Ks1 is an area in the corridor space
- New library to be built this year
- They have two libraries in the school
- Very small library
- Don't have a library...so some of the survey doesn't apply
- This school has two libraries: one main library; one smaller library - that they use for story telling and author visits
- Story bags for preschoolers
- Area outside in playground for reading
- Forced to reorganise the library as used so much by outsiders that kids cant use
- Corridor is too small to have books stored
- Book corner in the infants class room
- This school does not have a library it currently has the county library based at the school, which is under review. They have taken the children to Waterstones and let them choose the books
- Have 2 libraries: one for ks1 and one for ks2
- The library is currently in their hall and they are looking at moving it at some point
- Doesn't have a library, as they don't have enough room ...questions where rather difficult to answer. This school does however have a library van that visits the school on a weekly basis
- Only have a small reading space for the library
- Newly refurbished library
- They are in the process of moving schools and there they will have a much bigger library
- Library is currently being built and will be open next term

- 3 libraries: 1 x Infants, 1 x Juniors, 1 x Juniors Reference Library
- Entrance hallway with library inside
- Book corner
- Library area in the foyer by reception
- Classroom areas
- Outdoor play areas
- Dedicated library space is situated in a corridor but is for factual books only. Each class contains a storybox for fiction reading
- 2 x libraries for key stage one and key stage two
- 2 x libraries: Infant & Junior libraries
- They are trying to turn part of a class room into a library and currently have no proper library
- Each class has a class library
- Reading scheme books in corridor
- Its also part of the computer suite
- Only have a very small library and budget is a big issue. They are starting to take the children to library in the local town so the children have more variety of books to read
- New library from September 2007
- Main reference library in each of two sites and then class libraries
- Has a library but it contains the reading scheme books accessed only by teachers
- 2 libraries: One outside library in a temporary hut which is only accessed by staff containing most fiction material which is taken to each classroom box. Plus an internal library newly built this year for non fiction which also houses the IT suite
- Each class has a large fiction and non fiction section
- Trying to raise the profile of the library
- Only have a very small library.

**Q2b: If Yes (children have access to books elsewhere in the school), please explain:**

- Library area
- Dining area and extra room with comfortable chairs
- Topic displays supplied by schools library service
- Mobile library service 2 days a week that is accessed by 755 children
- Throughout the school
- Library area in next classroom
- Non fiction in a central area
- Books in the hall, book trolleys in reception area of school
- Library
- Books in all classrooms i.e. reading corners
- Also in the computer suite
- School library
- Main library with regular sessions
- Several alcoves around the school
- Outside classrooms
- Library
- Library access
- Class library
- School library
- Library.

(Note: one comment was provided by a head teacher that had said the children **did not** have access to books elsewhere in the school. This was because they: *"Used to have a small library space but not used to full potential so each class has its own class library"*).

#### **Q4: What determines the nature of your reading space?**

##### **Other, please specify**

- Size of the school they have adequate books for the school
- All of the above
- School improvement plan and children analysis needs
- Space is adequate for the number of children
- All of the above (options provided for the question)
- Non fiction library. Would like to include fiction but insufficient space
- All of the above
- Not sure
- All of the above
- Open plan classrooms
- Refitted library
- Currently building an extension. Decision not yet been taken to include a dedicated library but it is a possibility
- Have book fairs
- Action plan to build a new classroom downstairs and then convert an upstairs classroom into a full library. Plans drawn 2 years ago will probably go ahead within next 3 years
- Do put it as a priority as this is very important
- In the process of doing one school instead of 3
- Not sure
- Built the library and everything else was fitted so plenty of space and money for this
- Used to have a school library but changed to individual class libraries as preferred system
- Library is themed for the children
- Used to be a library but now more a teacher resource centre as found it easier to manage and tailor books to needs of age basing facilities in classroom
- No space for a pupil library
- Age of children
- Reading
- Used to have a dedicated library but found that it was not well used. The children are reading more frequently with books situated in the classrooms.

**Q5: Is the library run by?**

**Other, please specify**

- Part time teacher helps
- Literacy Co-ordinator - helps out in the library
- Literacy coordinator with overall responsibility and teaching assistant who deals with maintenance issues
- Full time teachers
- Teacher assistant
- Teaching Assistants & Older Children
- Literacy Co-ordinator
- Classroom teacher
- Literacy Co-ordinator & Parents
- Literacy Co-ordinator
- A volunteer
- Run by teachers
- Paid library 3 2
- Part time librarian; 6 lunch helpers
- Classroom assistant
- Head teacher & children
- Volunteer parents, teachers and Year 7 children
- Full time Lit Co-ordinator
- Part time
- Full time Literacy Co-coordinator
- The library will be run by one of the governors
- Brand new library. At the moment being run by teaching assistants but may change shortly
- Class teachers
- Part time teachers
- Literacy coordinator
- Parents help out in the library
- Literacy coordinator with overall responsibility for the library.
- All the teachers help out in the classroom...as they don't have a library
- Children tidy

- Full Time Literacy Co-ordinator
- Ex librarian voluntary
- A parent
- Classroom assistant part time
- Literacy coordinator i.e. me the head teacher!
- Literacy Co-ordinator
- Literacy co-ordinator & teachers
- Literacy Co-ordinator
- Lit co-ordinator - full time, and the children help out after school in the book club
- Head teacher
- The Deputy Head Teacher is looking after the library currently to update it
- Full time Literacy Co-ordinator
- General Assistant - Full Time and the children play a big part in looking after the Library and there contribution is essential to the Library
- Parents help out in the library
- Library assistant from the county library
- Teaching assistant with responsibility for looking after the area
- Library coordinator - part time
- Literacy coordinator with overall responsibility
- Teacher and run by a parent
- Teachers Assistants
- Parent twice a week
- Teaching assistant part time
- Teachers help out as and when required
- No-one. Used to have a parent volunteer but have not yet found a replacement following her sons leaving the school
- We are in process of setting up part time librarian / assistant post
- Teacher has responsibility with pupil monitors
- Parent volunteer helper
- All the teachers muck in and help out as and when needed
- Don't have a library
- 2 part time teachers
- Teacher responsible for the library
- Teaching Assistant

- Children help within the library with help of adult volunteers
- Head teacher helps to choose the book stock for the library
- Library is currently run by a nursery assistant"
- Head teacher responsibility. Schools service come in to audit annually.
- Mrs Nina Dobson (Literacy Co-ordinator)
- Literacy team
- Literacy coordinator
- No library. Class libraries run by teacher
- Teacher in charge but day to day running by teaching assistant
- Lit co-ord - part time
- LSA Teacher - Full time
- Teacher has coordinator role. Library is supported by y6 pupils and occasional parent volunteers
- Assistant - part time
- Part time Teaching Assistant
- General teaching staff
- Overseen by a teacher
- Lit cord - part time
- Teaching assistant
- Teachers
- Full time literacy co-ordinator
- Run by 6 pupil library persons
- Literacy coordinator
- Volunteer
- A teacher helps out in the Library on a part time basis
- School does not have a library
- Literacy Co-ordinator
- Literacy co-ordinator (Mrs Frain) and a teaching assistant
- Literacy coordinator responsibility
- Children
- Teacher with responsibility for literacy supported by teaching assistants and parents
- Literacy Co-ordinator
- Literacy Co-ordinator

- Teacher in charge of the library
- Assistant
- Class teacher with responsibility for library
- Currently run by the Literacy Co-ordinator - full time
- General assistant helps out in the library along with the teachers
- Only an adult helper - full time
- A teaching assistant works in the library all day on Fridays. And with class visits the rest of the week
- Teacher
- General assistant helps run the Library along with the help of teachers throughout the day
- Full time general assistant
- Head teacher
- Teaching assistant
- Is run by the pupils, overseen by a teacher
- Library assistant is a teaching assistant
- Literacy co ordinator
- Full Time librarian. 2 classroom assistants that also help out in the library. Year Six also help out with the library
- Literacy co-ordinator looks after the library however nobody seems to take charge of the library as they do have too much to do. They are looking at getting some parents in to help out.
- Librarian -full time and other teachers help out on the odd occasion
- Librarian - part time
- Secretary with the literacy teachers
- Support assistant
- Teaching assistant
- Year 6s run the library for the school
- Support staff oversees it teachers supervise
- Mrs Duffy - Full time Teacher
- This school does not have a library and the children are encouraged to go to the library in town to take books out. They do however have books available in the school but not a dedicated library space. Lit Co-ordinator works full time to help the children"
- Class room assistant
- One of the supply teachers look after the library

- Teacher and teaching assistant
- Class room assistant
- Teachers as and when and have a librarian system
- Full time Literacy Co-ordinator, also helps out in other areas of the school
- Deputy head runs the library and year six also help with the odd parent during the week
- Teachers help out in the library
- Literacy coordinator with responsibility for class libraries
- Literacy coordinator monitors the library. Class teachers manage their own classes use
- Teacher helps run the library
- Not run by anyone as school is too small
- Teaching assistant
- Parents
- The Library isn't run by anyone, it just runs itself and the children can use it as and when they want to. There are some children that help to tidy the library on a daily basis
- Literacy co-ordinator - helps out in the library. Parents come in and listen to the children read
- Note: the parents come in and listen to the children read
- Lit Co-ordinator - Full Time
- Parents - one parent representative for each class. Weekly visit to library
- 2 Part time teachers help out
- Senior teacher
- Literacy coordinator
- No library. Class teachers
- School governors volunteer part time
- ITC co-ordinator responsible for book ordering
- All class teachers according to class visits
- Volunteer classroom assistant
- Literacy coordinator but currently under review
- Teaching assistant
- Deputy head who is also the literacy coordinator. With help from the curriculum team
- Literacy coordinator

- Literacy coordinator
- Literacy coordinator and clerical assistant
- Literacy coordinator
- Special comment from head about the excellence of the parent who is now employed part time in the library
- Full Time Teaching Assistant. The parents do come and help listen to the children read but this is done in the class room as the library is too small

**Q9: Is the library used for?**

**Other, please specify**

- Guided reading sessions, drama & music workshop
- Guided reading groups
- Small one-to-one groups
- Normal classroom usage
- Music
- No only reading
- Class music lessons & interactive whiteboards
- Parenting classes
- Used for meetings
- From book corners
- Only used for reading
- They use the smaller library for Story telling and Authors and the main library for everything else
- SATS / assemblies / packed lunches
- Children who don't want to go out to play or who are poorly
- Visiting teachers use the library for 1 to 1s
- Parents morning sessions with siblings
- Have music lessons in there too
- Not sure
- New library and plan is to incorporate more of these activities
- Paired reading and other activities take place in classrooms. Library space too small for large visits
- Don't have a library
- The library is very small as such they cant do too much in there
- Library development in progress may start doing more of these options

- ICT suite
- Class library
- In the new school there will be a bigger library for the children to use, it will be used for different things. Like story telling and Author Visits - (for example)
- Each child has half an hour in the library a week
- Rather small for any more than 6 in the area at any one time
- Small class visits
- And they also use the library for interviews
- School does not have a library
- PPA for the staff
- None
- Area too small and in corridor so not conducive to group visits or quiet study. Activities take place in the classrooms
- Very restricted space so only reading
- Only loaning books
- Only reading
- The children have access to the internet in the library
- Extra things are done within the library
- And lunch time club
- Nothing else
- Infants select their own books from the library
- Only for use by pupils as and when
- Only for pupils reading as the children have IT rooms as well
- Activities take place in classrooms or school hall as no central library
- Class visits
- Parents or members of the public come in and listen to the children read sometimes
- Group visits rather than class. Not large enough for whole class
- Not applicable as activities take place in the classrooms
- This is also our meeting space
- Small groups library not big enough for whole class visits
- Activities take place in the classrooms or school hall
- Library is very small, the teachers sometimes choose the books from the library for the children and take them back to the class room.

**Q12: In term-time, is the library open?**

**Other, please specify**

- The children can only use the library if they are with an adult
- When its needed
- Only during lesson times
- Juniors have two slots in the week to use the library and the infants use the library on a regular basis
- Open mon/tues during lesson times. Wed/thur/fri lunchtimes
- N/a
- Only in class times
- Only school time
- Only school time
- Open all the time open reading space
- Only in school time
- Only during school times
- In process of opening at other times with new librarian
- Don't have library
- Can be open before or after school if requested
- Can also be used at any time for support purposes / special needs / 1 to 1 etc
- Outside of school hours at teacher discretion
- Term time only
- Afternoons
- N/A
- Not at the moment as there aren't enough staff
- Library available all the time but the children are encouraged to attend during working hours of the library assistant (15 hrs pw)
- After school on Tuesdays only
- Generally used all day Friday, and during specific session times the rest of the week
- With an adult
- No only in lesson times
- No
- Never really locked
- Only open in school time

- During school hours
- Not applicable
- Does not apply
- Only school time
- Only in term time
- Only in school time
- Only school time
- Children have to be with an adult
- Any time of the schools open day
- Main libraries are reference non fiction libraries for topic work etc and books do not leave the school. (new facility this year). Class libraries contain a few hundred books each and are fiction books for loan home.
- 2 mornings and 1 afternoon per week
- Sometimes used during wet play
- The library is not locked but children go to library on a weekly class visit at a specific slot. Not really used outside these hours
- New library. Did have allocated room but unable to log books in and out so were not available for loan. New for this year proper library system
- Open out of school hours but not supervised
- Always open children encouraged to always have one book out.
- School in deficit funds used for staff nothing left for extra books but books are available to all pupils at all times
- Open 4 days per week 10-3. Also used as meeting area outside of school
- Librarian in attendance daily 1.30-3.30. Children can attend outside these hours but not encouraged.

**Q18: In the main, what would you spend the money on?**

**Other, please specify**

- A wide range of materials
- Only a reading library not used for reference
- Author visits
- Stationery & furnishings
- Modern fiction books for boys
- Unsure - as the Library hasn't opened yet

- Once new library has been built aiming to purchase 10 new books per pupil
- New library development last year. Now need new fixtures and fittings furniture etc
- Just updating which will give more books and computers
- A dedicated room
- 2nd: Furnishing for the library
- Specifically fiction and big books
- Not sure
- If they had more money then they would spend more money on extending the library
- More up to date fiction
- New furniture for ks2 library
- Currently revamping library. Auditing current stock to enable further purchase. Also will be using the computerised junior library system.
- Reading Key Stage 1 books
- Furnishings and stationery
- Refurbishment of shelving and new seating. Room redecorated.
- Library furniture
- Extend the library building
- Bigger library
- Story sacks. Artefacts linked with featured texts. Talking books
- Will depend on the decision regarding dedicated library space in new extension
- Plans to extend the school building which would include a library facility but not included in budget as not expected to go forward this year
- All of the above more non fiction
- Book fairs
- School does not have library
- New library facility
- New shelving
- Brand new library so very well stocked. Also supported by school pta who will provide funds for any extras specifically requested
- A bigger library space
- Would use the money to make more space so an extension to the library
- Would like to expand library provision and include more visual materials

- An extension to the library
- Extend audio books and the non fiction books needs more books
- Not sure as not a head teacher
- Extension to library space
- Would like a wish list of books for each year group
- Specifically bilingual Greek / English books. Obtain Greek books from Greece but not as good quality as those produced for UK children but availability is limited
- Specific types of books. Those aimed at boys. Graphic novels

**Q20: What would your criteria be for discarding a book?**

**Other, please specify**

- Books are scan read for any inappropriate or racist language
- Racist or inappropriate
- Inappropriate or racist language
- Multi-cultural, racist or stereotyped
- Books that are over 10 years old they have been told to discard of them
- Over 10 years old
- Scan read for inappropriate language or content
- The head does not think a child would want to read it
- Follow county guidelines
- If it is so damaged it cannot be mended
- Inappropriate content
- Inappropriate racist
- Racism
- If it is after a certain amount of time the book will be discarded they have criteria from the library services they have to abide by
- Only if pages are falling out and grubby we would discard a book
- Inappropriate, racist, etc
- Inappropriate language
- Bad language or inappropriate images
- Not interesting enough - needs to inspire the children to want to read it
- Racist, inappropriate language
- Well loved books are generally replaced like for like

- Inappropriate language
- How often it has been used if not popular wont keep it
- Give to children to take home or do in fairs
- Inappropriate language
- No interest not attractive and appealing to children
- Racist inappropriate
- Needs to be more visually pleasing
- Not used
- Those not used or not look attractive
- The local authority library service do an audit of our library once every five years to ensure our stock is appropriate
- Non fiction - if it looks really damaged then they would discard of it
- If lost a charge would be made
- Haven't got rid of any books in 3 years
- Not sure
- Doesn't apply
- 10 years old
- Only if its falling to pieces or if pages are missing
- Older books used in outside play areas or given to parent and toddler group
- Because budget is a big issue they do try and repair them as best they can
- Once a book is tatty goes to playground reading. Books not destroyed until they are literally falling apart
- All books are fitted with plastic covering to extend life
- Books are not discarded. Sold at school fair or donated to charity shops
- Not borrowed for a long time
- Very reluctant to discard a book. Must be completely unreadable
- It has not been borrowed.

**Q23: Does your school have a:?**

**Other library plan:**

- Other library plan involves redecoration / refurbishment
- Not known
- School Does not have a library
- The library was a key issue for development but we now feel it is good
- Not applicable.

## **B) SECONDARY SCHOOLS QUESTIONNAIRE**

### **Q4. Is the library run by:**

#### **Other, please specify**

- Three full time staff
- Librarian
- (Chartered Librarian Full-time) With library assistant
- Works full time at the school but several roles so part time in the library
- 25 years experience in library service but not qualified
- Librarian
- Three part time assistants
- Full time term time
- Temporary Full Time Librarian
- Learning Resources Area Manager (LRC)
- Assistant librarian.

### **Q8. Is the library used for?**

#### **Other, please specify**

- Exams, Governor and Staff meeting, Seminars, Activities
- Competitions research skills
- Games and general activities room
- All of the above
- Homework club, special events, parents evenings
- Student Independent Study
- Review Days, Head Visitors
- Learning Resource Centre, Meetings
- 3 online computers; Special needs
- Reading club
- Staff training, exams, crèche during school concerts, summer school
- Home work club and news club
- Seminars and Further Educational Studies, Exams, Parents' Evenings
- Quiet area for homework and tests
- Head teacher meetings, open evenings
- Exams, Learning Support, Parents Evenings, Interviews

- Open Days, Parents Evenings, Exams
- Exams, Special Parent/Teacher Meetings
- Exams, Parents Evening, Music Evening
- Exams, Staff Meetings, Dinners
- Meetings & IT Classroom.

**Q16. If you had a bigger library budget, what would you use it for?**

**Other, please specify**

- New furniture
- Replacing old books
- Funding clubs and author events
- Photocopying and stationary
- More shelving
- Film
- Talking books and CD players
- DVD to make a DVD library
- Stationary (2nd) and Furniture (1st)
- Buy software for the ICT
- Get vouchers from the daily telegraph
- DVD collection
- DVDs and more books to keep up to date ...
- Computerised library system and security system
- Insurance, Library System Maintenance & Alarm System
- Library furniture, photocopying
- Fixtures and fittings, stationery.

**Q18. What would your criteria be for discarding a book?**

**Other, please specify**

- Multiple copies or not used
- Not being used or borrowed
- If it hadn't been used for a number of years or falling apart
- Received complaint regarding the contents
- Not being used not relevant to the curriculum
- Number of times books have been lent
- Usage
- Content that would offend the community
- Racist or discriminatory
- Sexist, racist
- Usage. General rule discard books over 10 years old
- Falling to bits and dated nothing more than 10 year old
- Contents unsuitable
- Racist, multiple copies.