Successful primary school libraries: 
Case studies of good practice

Report to booktrust

Helen Greenwood, Claire Creaser and Sally Maynard

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## Contents

1. Introduction .................................................................
2. Blue Gate Fields Infants and Junior Schools,
   Tower Hamlets ..............................................................
3. Elland Church of England Junior and Infant School,
   West Yorkshire ............................................................
4. High Ercall Primary School, Telford and Wrekin ............
5. Stow Heath Junior School, West Midlands ....................
6. Yardley Hastings Primary School, Northamptonshire ......
7. Yeading Junior School, Middlesex .................................
8. Summary ........................................................................
9. Bibliography ...................................................................

Appendix A Interview questions ........................................
Appendix B Online questionnaire ........................................
Appendix C Comments .......................................................
1 Introduction

Overview
Following their 2007 survey of primary and secondary school libraries (IPF/Booktrust, 2007), Booktrust have commissioned this study to explore the factors that contribute to successful libraries in primary schools. For the purpose of this study, successful school libraries are defined as those which are being well-used and demonstrating innovative approaches to engaging children in reading. Booktrust places importance on reading for pleasure, and believes that school libraries provide an excellent means of giving all children the opportunity to enjoy books. The study is particularly concerned with libraries that are successful, primarily in terms of good levels of use, in spite of facing challenging circumstances. Such challenges might include lack of space, poor resourcing or deprived school catchment areas.

Background research
A number of studies and publications have focused on secondary school libraries, but current research into primary school libraries is more limited (Williams et al, 2002). Unlike most secondary schools, by no means all primary schools have dedicated library space. It is not a requirement of OFSTED inspections to consider school libraries; research indicates that reports of primary school inspections make minimal or no mention of the library (Shenton, 2007). However, since 2001, guidance for inspectors suggests that they should reflect on how children’s learning may be affected by libraries.

Critical success factors
The OFSTED report Good School Libraries: making a difference for learning (2006a) is particularly pertinent to this study, in that it identifies a number of criteria that contribute to the success of primary and secondary school libraries. Key findings include:

- ‘the most significant element in bringing about improvements was the commitment and support of effective headteachers’ (OFSTED 2006b)
- Improvement is most likely under the leadership of a well-trained, specialist librarian
- The most effective librarians used evidence to monitor and evaluate the use and effectiveness of their library. However, in around one third of schools library evaluation was identified as an area for development.
- Some of the best libraries had been created ‘gradually through imaginative use of space and resources’
- Student librarians were key in the best libraries
- Although well-funded libraries tended to be the most effective, funding was found to be less important than management. Stock was also reported to be less important than management.

Gregory and Cunningham (2006) present two case studies of developing primary school libraries, which lend support to the OFSTED findings by identifying the Headteacher, the commitment of library staff and actively involving children in the library as critical success factors.
Heeks and Kinnell (1994) document case studies of good practice in secondary school libraries and discuss factors which contribute to the success of these libraries. In addition to those factors already mentioned, they also underline the importance of:

- Effective communication structures
- Stock
- Change management
- Links with school culture
- Valuing the library as a different space from the classroom space
- Marketing and promoting the library

Indeed, marketing and promotion of the library remains an under exploited opportunity in many primary schools. Kinnell (in Elkin and Lonsdale, 1996, p. 171) underlines the importance of marketing library services to children: ‘While meeting the needs of children and young people through effective library services is inevitably dependent on adequate resourcing of services, marketing enables those resources that are available to be most effectively deployed’. In promoting libraries to children, Eyre (in Elkin and Lonsdale, 1996) argues that a child-centred approach is paramount – gaining an understanding of the needs of the child, and an understanding of the role the library has to play in the life of the child.

The earlier study undertaken by IPF on behalf of Booktrust (2007; Creaser and Travis, 2008) provides an interesting insight into how the libraries included in this study stand out from many primary school libraries; these differences point to areas critical to the success of the libraries. Some of the key differences are:

- The IPF/Booktrust research found that almost one fifth of primary school libraries were only open during lesson time, whereas all six of the case study libraries featuring in this report opened before/after school and/or during lunchtime. This is viewed as an important aspect of allowing children freedom of choice; OFSTED (2006a) underlines that free use of the school library helps schools to evaluate children’s attitudes towards reading. The research also emphasised that too many primary school library lessons focused just on the exchange of books, rather than reading and library skills, for example. Williams et al. (2002) also identify flexible scheduling to be important in encouraging children to use their school library.

- A number of studies underline the importance of school staff in determining the success of school libraries. The IPF/Booktrust study indicated that two thirds of primary school libraries were not run by a librarian, teacher or library assistant. In contrast, three out of the six libraries in this study are run by Headteacher/teachers and one by a fulltime qualified librarian. The remaining two are run by Teaching Assistants.

- Amongst respondents to the IPF/Booktrust survey, two fifths did not make any use of student helpers in their library. This contrasts with the six case studies libraries, all of which make active use of student helpers. The value of student helpers in underlined by OFSTED (2006a), where the importance of training for student librarians was also noted.

- In just over one third of primary schools in the IPF/Booktrust sample the school’s Literacy Co-ordinator had more knowledge of the library than the Headteacher. Whilst Literacy Co-ordinators made an important contribution to this study, the Headteachers of each
school were found to have a good knowledge of their library and many were actively involved in it. Leadership emerged during interviews as an extremely important criteria in contributing to the success of the libraries; in all cases the redevelopment of the library had been initiated and driven forward by the Headteacher.

Williams et al. (2002) discuss the factors which determine the school library's impact on children’s learning and achievement. Three key areas emerge from their research as being instrumental: a skilled librarian, collaboration with teachers, and good resources. School libraries: making a difference (DfES, 2003, p. 4), builds on this by identifying the ‘top ten steps to success’, in terms of school libraries and learning:

- Range of stock to reflect the whole curriculum
- Collaborative planning between teaching staff and the librarian
- Use of the library included in curriculum planning and schemes of work
- Collections of resources for topic teaching
- Texts to support literacy across the curriculum
- Fiction to support curriculum topics
- Identified and bookmarked websites
- Celebrating success – displaying pupil’s work
- Links to outside agencies – especially the Schools Library Service (SLS)
- Regular current awareness bulletins for teaching staff – detailing how the school librarian’s resources and skills can support new curriculum initiatives.

The publication also presents a number of brief descriptions of successful and innovative libraries, some of which illustrate examples of good practice. Examples include:

- library sessions for parents/carers and pre-school children before school
- integration with public library computer systems to allow cross-catalogue searching
- regular class book talks given by the librarian to introduce new books and authors.

To expand on some of the ‘top ten steps’ above, the value of Schools Library Services in contributing to the delivery of successful library services in schools is well established. Schools Library Services are likely to be particularly useful to primary schools, where few library staff are qualified librarians.

Williams et al. (2002) note the importance of collaboration between teachers and librarians, not least to develop links between the library and curriculum. In a pertinent article Cremin et al. (2008, p. 40) discuss how primary school teachers’ knowledge of books ‘is arguably insufficient for their work’, and how teachers mostly rely on their own knowledge when deciding which books to use in the classroom, rather than consulting their librarian. They conclude that ‘there is clearly serious work to be done in bringing together more teachers and librarians’ (p. 43).

**Challenges**

The present study explores in particular what makes the six case study libraries successful, and how they have overcome any challenges facing them. The specific challenges facing primary school libraries have been well documented in a number of sources, and there are key
publications relating to improving school libraries (DfES, 2003, 2004; OFSTED 2006a). The main challenges relate to lack of resources – funding, staffing and accommodation:

**Funding**

All but one of the libraries included in this study face considerable pressures on funding for stock and the development of the library environment. This has necessitated a ‘quality over quantity approach’ in several cases, and limited the level of borrowing in at least one case. However, each of the libraries has demonstrated innovative means of facing stock shortages, including using their SLS, holding book fairs and lending from class book corners.

**Staffing**

As outlined earlier in the IPF/Booktrust study (2007), many primary school libraries do not have dedicated library staff. This tends to limit library opening times, and can affect the libraries’ integration in the school, particularly in terms of collaboration with teachers. The six libraries in this study demonstrate the value of having staff who have time to devote to the library. The case studies demonstrate how their role is central to the success of the library.

**Accommodation**

Research indicates that space is critical in determining the nature and service provided by most school libraries (IPF/Booktrust, 2007), with 72% of primary respondents saying that space/accommodation determines the nature of reading space. OFSTED (2006a) reported that few primary school libraries have space for a whole class to work, and the libraries included in this study are not unusual in that respect. In a related article, Cassidy (2005) describes how the 2005 Annual Report of the Chief Inspector of Education found that low standards in school libraries were damaging pupil’s learning. His report observes that lack of space had forced a number of schools to have their library in an entrance or corridor, ‘making it impossible for children to use it properly to help with their homework’. The report goes on to note that many schools use their libraries for other purposes, such as teaching, ‘depriving children of access to books’.

It is certainly true that primary school libraries are typically not purpose-built spaces, but this study and others demonstrate that libraries can overcome this with innovative use of space. For example, a case study in the DfES report *School libraries: making a difference* (2003, p. 3) describes a positive aspect of the lack of space, ‘Our library is in a corridor, due to restrictions on space and it acts like a channel that runs through every aspect of school life’.

**The case studies**

Six case study schools were selected on the basis of recommendations of examples of good practice from Schools Library Services, data from the earlier IPF/Booktrust study (2007), and information about the schools derived from OFSTED reports. The final selection was influenced by a desire to include a variety of library models and types of school – both urban and rural schools of varying sizes. Each of the schools included in the study faces a range of challenges in terms of providing an effective library service to children. The case studies chosen are examples of exceptional ‘value added’ provision, and whilst they do not necessarily meet all the criteria noted above as requirements for good school libraries, the studies demonstrate how obstacles can be successfully overcome.
Each school was visited and semi-structured interviews were conducted with a wide range of staff across the six case study schools. At each school interviewees included the Head Teacher, Librarian/staff member responsible for the library and Literacy Co-ordinator. Other interviewees included a Governor, a Parent Teacher Association representative, pupil librarians, and a Schools’ Librarian from an Education Library Service. Appendix A details the interview schedules for each staff role. A small number of additional interviews were conducted by telephone where it was not possible to speak with the interviewee during the course of the school visit. Each visit also included a tour of the library spaces, during which photographs were taken for illustrative purposes.

In addition to the views of interested adults at each school, the views of children at all six schools were invited by means of a short online questionnaire (Appendix B), and librarians were asked to encourage pupils to participate in the survey. The response to the questionnaire was very pleasing, with 605 responses received overall, once duplicate responses had been removed. Figure 1.1 shows the breakdown of responses, together with the number of responses from each school.

![Figure 1.1 Responses to the online questionnaire by school](image)

**Presentation of findings**

The case studies for each school are presented below in turn. Each study features a discussion of the interviews undertaken with staff and a presentation of the children’s views of their school library.

The case studies consider the challenges for the school and its library, key elements of library provision - such as stock and staffing, and the characteristics of library use. Interviews also explored whether, and in which ways, staff considered the library to be successful, and identified the factors they considered to be critical to this success.

In the commentary, some examples of good practice are identified for each school. It is emphasised that this is not intended to be an exhaustive description of good practice at each library, but rather a highlight of some of the elements of practice which the authors believe will interest the wider primary school library community.

The findings of the online questionnaire (Appendix B) are presented for each question in turn. Where there were sufficient data available, statistical comparisons were made for each school, on the basis of the gender and age of respondents. Where statistically significant differences (at the 5% level or better) were found between groups, this is noted in the text. However, in the majority of cases, there were insufficient data to conduct valid comparisons.

Selected comments from the survey are included in the main text for illustrative purposes. Comments, grouped by school and theme, are included in full in Appendix C. All comments are quoted as provided by the children – we have not edited the spelling or grammar.

The findings from the six case studies have been drawn together and summarised in the final section. This highlights particular instances of good practice and common elements between the schools.
Blue Gate Fields comprises separate infant and junior schools, sharing a building and a school library. They are inner city schools with approximately 700 pupils in total, roughly equally split between infants and juniors. The majority of pupils are Muslim; 95% are of Bangladeshi origin and there are also some Somali families. Both schools performed well in their most recent OFSTED inspection.

### Background to the library

The current library has existed since the re-building of school in 1993, when the Junior School Headteacher – a former librarian – decided there should be a library in the school. The library, which opened in 1995, has had a qualified librarian since that time. It was initially located in an area between the two schools but subsequently moved to a more spacious location within the junior school half of the building – although it is easily accessible from the infant school. The main focus of the library is on improving literacy and promoting reading for pleasure. The librarian feels that there should be more ICT available in the library (at present, the only computer is that which is used for the library management system), but lack of space prevents this.

### Challenges for the schools

The schools face a number of challenges in terms of the socio-economic characteristics of the catchment area. Tower Hamlets is an area of considerable economic and social deprivation, where unemployment is high and levels of education are below average. The junior school has the highest proportion of children eligible for free school meals in the Local Authority. The community was described as being ‘culturally impoverished’ – some of the parents are not literate in their own language or in English. The library has had a full-time qualified librarian since its inception, which is unusual for a primary school.

The Headteacher of the junior school feels that very poor educational levels in the borough affect the parental input to the school as a whole. Parents have aspirations for their children to have a ‘good’ education, but children are often not supported when doing their homework and parents do not know how to help children (trips to places, talk to children, read books etc). Groups of disaffected readers present a challenge for the school.

The Headteacher of the infant school feels that parents generally value education and that there is recognition that learning to read is important and important in the Muslim faith. Hence, they receive a lot of support and help from parents within the school, although it was felt, in common with the junior school, that sometimes understanding is lacking in terms of how to help children.

### Challenges for the library
Lack of space is the greatest issue for the library at Blue Gate Fields. The library is approximately 70 square metres yet holds an estimated 30,000 books. In a feasibility study for extending the library, a number of pupils commented on the cramped conditions in the library (Girdwood, 2007). Lack of space on the shelves is also an ongoing challenge (Figure 2.1), and as a result the library requires regular weeding. The Librarian noted, however, that more space generally was required, not necessarily more shelving. More fiction is always in demand and it was felt that more copies of the “flavour of the month” are needed. Catering for current enthusiasms can be difficult.

As the library is located within the junior school, there are some issues with its identity in the infant school; one interviewee reported that children at the infant school do not always see it as ‘part of our school’. However, it is becoming more integrated through more class visits with the older infant school pupils.

**Library use**

Blue Gate Fields is a very busy library with typically over 1,000 issues a week. It is open every day at lunchtime and after school, and before school on most days. The main users of the library are the children, but there are also many resources for teachers (mostly for the junior school). Teachers and teaching assistants look to the library for advice. Furthermore, the school has a large number of supply teachers from other countries, particularly Australia and New Zealand, who may be initially unfamiliar with some aspects of the curriculum. For example, they may have limited knowledge of the Tudors, and so require assistance to find information about them in the library. The library is a useful resource for such teachers, and the Librarian is an invaluable source of additional help.

Most children are keen to go to the library, mainly to change books, but also to read and to play book-related games. Some of the children from Years 5 and 6 are keen to come in lesson time, but do not think about coming at lunchtime/after school. Juniors visit the library in literacy groups, during a timetabled period. Infants visit the library in class groups every one to two weeks and during set-aside times. Year 3 children (aged 7-8 years) are allowed to borrow four books plus one to read with younger siblings and Years 4-6 (aged 8-11 years) may borrow six books at a time.

The library is not currently used by the community, and it is felt that this is an area that could be developed in the future. Whilst the community is supportive of education, it is felt that they are distanced from it.

Unlike the other libraries in the study, the library is restricted to book-related activities, and not used for other purposes. This is viewed positively by the school, not least because it helps to
maximise the time the library is available to children. Indeed, none of the pupils responding to the questionnaire mentioned not being able to use the library when they wanted to.

**Stock and selection**
The library is relatively well funded and stocks a wide range of fiction and non-fiction books and audio-visual material. Sets of books for literacy reading are also kept in boxes in the library.

Stock is mostly chosen by the Librarian, although children are sometimes encouraged to make suggestions to help them to feel involved in the library.

**Library staff**
Blue Gate Fields is the only library in the study to have a full-time, qualified librarian. The children call her ‘the library teacher’, and although she is not a class teacher she was formerly a primary school teacher and sometimes takes groups without teaching staff present. She is also responsible for teaching library/information literacy skills to infants and juniors. The main focus of the library is on improving literacy, although promoting reading for pleasure is also important.

**Book corners**
Infant classes all have their own collections of guided reading books (*Figure 2.2*), and although these are separate from the library, the librarian assists in selecting books for these collections. Junior classes no longer have book corners, as they are not considered necessary, but they do have book boxes containing books selected from the school library and the Schools Library Service.

**Library helpers**
The Librarian is assisted during most lunch times by Year 6 library assistants. The 20 or so assistants apply for the role, and more children apply than there are posts available. They are involved in shelving, labelling, returning and issuing books.

The library does not have any parent helpers.

**Examples of good practice**

**Evaluation statistics**
The Librarian keeps weekly statistics of what has been borrowed, and is able to monitor children’s reading habits and identify children who are not borrowing books. The Librarian also conducts surveys of what children think about reading and the library.

**Book groups**
The Librarian hosts a Year 5 boys’ reading group which involves a maximum of 12 boys, selected from volunteers who are likely to benefit most from being part of the group. The purpose of the group is to foster an interest in reading by discussing books, and it is felt that the
participating boys do make progress. There is also a Year 6 reading group for boys and girls, where children read the same book in pairs.

**Lessons learnt**
The Librarian offered the following advice to schools looking to develop their library:

- ‘One key thing you must do – for a school starting from scratch – know the books and know the children’
- A good knowledge of the curriculum is important in supporting teachers

**Critical success factors**
The school is justifiably proud of its library and librarian, and the library is considered to be successful in terms of levels of use by both pupils and staff, and in providing a good selection of stock. The library is a focal point of the school and was described by one interviewee as a ‘buzzing’ place. It was reported that children love going to the library, and there are rarely issues with books going missing, which perhaps indicates that children are respectful of the school library. In fact, the Junior Headteacher observed that children who have left the school miss the library.

*Children think of it [the library] as an automatic part of the school, and they can take whatever they want. They come back from secondary school and complain about the libraries there not being as good as the library here’*

**The qualified Librarian**
One interviewee said she wished ‘every school could have a librarian and a library like ours’. The Librarian is a qualified teacher and her knowledge of teaching and understanding of the curriculum is valued by staff at the school. The children refer to her as the ‘Library Teacher’, and feedback from the online questionnaire *(see Appendix B)* shows that they are very appreciative of the Librarian. By having time to devote to the library the Librarian is able to continually promote it, by running competitions and organising author visits, for example, which make it a focal point in school. The Headteacher also highlighted the importance of the Librarian having a good knowledge of the children’s reading preferences and abilities.

**Continuity between the two schools**
The library and Librarian are shared between the infant and junior schools and this forms an important link between the two schools; children at both schools know the Librarian from coming to the library. This provides important continuity from the point of view of literacy because the librarian knows the children’s reading habits and levels; it is felt it also helps children to make the transition from infant to junior school.

**Adequate resourcing**
Primary education in Tower Hamlets is well-funded, and the junior Headteacher prioritises funding for the library. This enables Blue Gate Fields library to be well-resourced, in terms of stock and staffing. Being well-stocked means that there is plenty of choice for children and
enables them to borrow up to six books at a time. The benefits of employing a designated Librarian have already been discussed, but having a member of staff working full-time in the library means that it can be open for more time than in most schools, and means that children have both timetabled and ‘free’ library time.

**Future plans/ideas**

The school plans to expand the library, either by extending the existing space, or by locating the library elsewhere in the school. Funding for this expansion presents a challenge and the school is currently investigating Trusts which may be willing to support the building work. The infant school would like to see the library have a higher profile within their school, and would like to make it more welcoming for the youngest children, with books on lower levels and more seating. This is currently restricted by the limited space available.

**Children’s views of the library**

220 children from Blue Gate Fields responded to the questionnaire. Of these, 100 were boys (45%) and 120 girls (55%). The respondents were aged from 5 to 11 years, with approximately one third of respondents in the 4-7 years age group and two thirds aged between 8 and 11 years.

**Borrowing books from the library**

**Frequency**

The majority of children (77%) said that they borrowed books from the library at least once a week, with 9% of responding children borrowing books every day. Only 6% of children said they borrow books less often than once a term. However, discussion with the Librarian suggests that some children may have been confused by this question, since current issue statistics show that there are no children who have borrowed books only once or less a term.

**Purpose**

When asked whether they borrowed books to read for fun, for homework or for both, roughly equal numbers said for fun (47%) and both for fun and for homework (49%). Four percent of children said they borrowed books just to read for homework.
**Figure 2.4 Purpose of borrowing books**

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for fun</td>
<td>47%</td>
</tr>
<tr>
<td>Both for fun and homework</td>
<td>49%</td>
</tr>
<tr>
<td>Reading for homework</td>
<td>4%</td>
</tr>
</tbody>
</table>

220 respondents

**Library bookstock**

Question 6 *(Appendix B)* asked pupils whether they felt the library had too few, too many or about the right number of books, and yielded some interesting findings.

**Figure 2.5 Children’s views on library bookstock**

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too few books</td>
<td>4%</td>
</tr>
<tr>
<td>Enough books</td>
<td>56%</td>
</tr>
<tr>
<td>Too many books</td>
<td>40%</td>
</tr>
</tbody>
</table>

217 respondents

Although the majority of respondents (56%) felt the library has enough books, 40% felt the library has too many books. Comments relating to lack of space and difficulty finding books may go some way to explaining why two fifths of the children who responded considered there to be too many books in the library:

- *the book are so squashy and if i want a book its not there*
- *we need more space for more books*

The impression when entering the library is certainly one of a room crammed full of books *(Figure 2.1).*

**What children liked about their library**

Pupils were asked to complete the sentence ‘The best thing about the library is …’. 219 pupils completed the sentence, and 81% of them mentioned the books in their comments.
Interestingly, respondents aged 4-7 years were found to be significantly more likely to mention reading than their counterparts aged 8-11 years.

Comments about books included:
- *That you have a different variety of books and they are very interesting*
- *The best thing about my school library is that it has different kinds of books and there are always many books there for everyone to read*
- *It has so many books you can read and enjoy!*
- *That I get to choose whatever book I want to borrow*
- *It has all topics that you learn and all types of books from different countries*

**What children do not like about their library**

Just under three quarters of respondents (151 out of 206) said there was nothing they did not like about their school library. Those children who said there was something they did not like were asked to give details (*Figure 2.7*).

The most frequent comments related to books (44%) and space (30%). Comments included:
- *I don’t like that there is too many books and that the library is too stuffy*
• there isn't enough books and i want more space
• If there's a book in a series sometimes the series isn't there
• There so many good books that you cant choose which won you like
• It needs more space for computers
• It is very small and very crowded

Other comments about the library
A box at the end of the questionnaire invited any other comments about the library. At Blue Gate Fields, 93 children made additional comments, and just over half of respondents referred to the library’s books in their comments. These comments were mainly positive and included:

• The Library has the best books in the world.
• there lots of books you could read with your younger sibings
• there are so many books that we can’t read them all

Figure 2.8 Topics of other comments made about the library

Other comments related to the library being fun or liked (16% of respondents), the library space (15% of respondents) and positive comments about the librarian (14% of respondents).

• I would like it if there was space for a kids area were you could sit down in a group to read altogethet.
• Our library is very stuffy but the books are placed very neatly and tidily
• i am greatful that we have a libary in our school and if we didn't it would be a big disgrace
• THE LIBRARY IS THE BEST!
• The best thing is the keeper she help us a lot
3 Elland Church of England Junior and Infant School, West Yorkshire

Elland C of E Junior and Infant School is a smaller than average school, situated in the middle of the small town of Elland. Pupils come from a variety of socio-economic backgrounds, although the proportion of children eligible for free school meals is well above average, and Elland is considered to be a deprived area. The proportion of children with learning difficulties is also above average. The majority of the 170 pupils are from a White British background. Following an OFSTED Notice to Improve in 2007, the school has been making good progress in raising standards.

The Headteacher acts as Librarian at the school, and was interviewed during the school visit. Interviews were also conducted with the Literacy Co-ordinator (Year 6 teacher) and two members of support staff who assist with the library, including cataloguing books and taking pupils to the library.

The library has only recently been redeveloped and hence presents an interesting case study of the early stages of library development.

Background to the library

The library was housed in a corridor (Figure 3.1) until early 2007, when it was relocated to the space previously occupied by the Headteacher’s office. This move was prompted by the inadequacies of the existing library space – which was described by one interviewee as ‘awful’ – and was driven by the Associate Headteacher, in consultation with the newly appointed Head who took up post in January 2007. The corridor was completely unsuitable as a library; there was insufficient room to allow browsing and reading, and shelves of books in the corridor were considered to be a fire hazard. In addition, the corridor is the main route to the school hall, so it was a busy, noisy site for a library.

Stock was also lacking; there were not enough books to permit borrowing and the collection consisted entirely of non-fiction. Children could take books to their classrooms but could not take them home, and there was no system in place to record who had which books.

Figure 3.1
The development of the library began in 2007. The school had a budget for books, which they spent on non-fiction, based around class topics. The Headteacher was particularly keen to develop a library where children could borrow books, as Elland is a deprived area where many children do not have access to books at home. The Junior Librarian system was introduced to keep track of the stock, and the school now uses a scanner, rather than the thumbprint option (which was tried but found to be unsuccessful).

**Challenges**

Lack of space is a particular issue for the library at Elland. Whole classes cannot fit into the library at once, and this in turn limits the time each group can spend in the library. Lack of space also means that only one table can be accommodated for children to read and work at. It is felt that ‘*children would love to sit down properly in the library*’, but space does not allow this (*Figure 3.2*). Although children can sit in the area immediately outside the library if necessary, this area is part of a corridor.

Lack of funding poses another major issue for the school. Although Elland subscribes to the Schools Library Service to borrow books and the Headteacher recognises that they can buy-in service to undertake cataloguing and weeding, the financial challenges faced by the school are such that they cannot currently afford to pay for these elements. Similarly, they rely heavily on donations of books for the library, because funds for stock replacement are so limited.

Since the Librarian is the school’s Headteacher, the time she is able to devote to the library is limited. It is recognised, for example, that the Junior Librarian system has functionality that they are not currently able to take advantage of because of the limited staff time available.

The catchment area also provides a challenge, in that the majority of children come from homes where there are few books, no culture of reading, and where education is not highly valued.

**Library use**

Each class has a scheduled library time each week, and visits to the library are made in small groups. Each pupil may borrow one book each over the one-week period. The library is considered to be well used by pupils and by staff.

The school has a number of children with challenging behaviour and for some the library is their ‘*chosen place of safety*’ – a quiet place for them to go when things are too much for them. Very often these children will be given library jobs whilst in the library, which it is felt helps them in taking ownership of the library.
The library is occasionally used for meetings during school time, but because each class has scheduled library time, this does not generally cause problems. Children are allowed to use the library at lunchtimes if they are supervised by a member of staff. The library is open after school for the local Surestart group to use.

**Stock and selection**
The school has very limited funds for books, so during the redevelopment of the library a large number of good quality fiction books were bought second-hand, and received by donation. The content and quality of these was carefully checked before they were included in the library. Stock is still obtained in this way. Elland currently has its own system of colour-coding the non-fiction books according to topic (Figure 3.3). However, they would like to move towards using the Dewey system, resources permitting, as it is felt that this would help children in the finding of books and in using other libraries.

**Book corners**
Each class has a book corner/book area within their classroom, and these generally comprise fiction books, to be read only in class. These books are not part of the library catalogue and are not rotated between classes. The books are well used, but limited funding has not allowed for any recent replacement of books.

**Library helpers**
In January 2008, two Year 6 pupils applied for and were appointed to the job of official librarians for the school. Outside of class time, they assist in tidying the library, obtaining sets of books for teachers, backing-up the library system every half-term, and enrolling new pupils.

The school has tried hard to encourage parents to be involved in the library, but has found it difficult to engage them. Although one parent helped with the initial cataloguing of the books, much of the work fell to school staff. It is thought that a respect for books and reading is sometimes lacking among parents, so the school is attempting to involve parents more - for example, by offering an after school ICT club.

**Examples of good practice**
Standards are improving at the school and it is felt that the redeveloped library has played a role in this improvement. When asked about changes at the school since the redevelopment of the library, the Headteacher commented in particular on the positive changes she had observed in the children.

*Including children’s own books in the library*  
The school held a poetry competition and children’s poems were combined into a book for the library, which is now borrowed heavily. This is seen as a very positive step in valuing the children’s work.

‘Children are more positive about their education. Enrichment was missing and the emphasis was solely on literacy and numeracy. I think the library has played a role in this - children enjoy using the library’
Engaging the whole school in developing the library

The limited resources available at Elland meant that the widespread involvement of staff (together with the wider community, who were encouraged to donate books) was very important. Not only did this enable the library to be redeveloped over a short period of time, it has ensured that the library is a central part of the school, and is well supported by staff. Children are encouraged to take ownership of the library by being given library responsibilities, such as issuing their own books. Comments from children suggest that this is a successful approach; seven children mentioned scanning their own books when they were asked to describe the best thing about the library.

Taking a pragmatic approach to the management of the library

Despite facing a number of challenges, the Headteacher maintains a positive, flexible outlook and makes the most of the resources available. For example, although the school would very much like to have a larger, purpose-designed library space, this is not possible in the short-term. However, by having scheduled library times and maintaining book collections in classrooms, the school has gone some way towards alleviating pressures on library space.

Lessons learnt

The Headteacher identified some areas which, with hindsight, she would have approached differently; these may be valuable lessons for schools considering establishing/redeveloping a school library.

- Check stock more carefully at the start, and if possible, allow a block of time to choose and catalogue stock, rather than adopting a piecemeal approach
- Weed damaged stock on an ongoing basis so that it does not present such a daunting task at the end of the year
- Set a date for an official opening of the library, as this presents an important promotion opportunity

Critical success factors

The library is considered to be successful, in the sense that all children use it. Furthermore, the pupils are seen to enjoy using the library; children sometimes prompt staff that it is their turn to go to the library because they are keen to visit, and teaching assistants reported that children rarely forget their books on 'library day'. The existing library is also a vast improvement on the library space in the corridor, which did not really function as a proper library. Part of the Head’s vision in developing the library was to 'get books into homes', and she feels that the library has been successful in achieving this.

Similarly, the Literacy Co-ordinator feels that the library has broadened pupils’ ideas about books – that they are ‘there to be enjoyed’, and widened aspects of literacy at the school. Teaching assistants felt that the library had fostered children’s liking of books and challenged the idea that ‘books are boring’. In addition, they observed that children are often now using books in preference to the internet for finding information. However, one interviewee identified that although the library is successful, this success is, to some extent, limited by the lack of space and a designated Librarian.
The following key areas contributing to the success of the library emerged during the interviews:

**Stock**
The school is pleased with the major improvement in quality and range of library stock, and the Headteacher feels this is key to the success of the library. This sentiment is certainly reflected in comments made by pupils *(see Figure 3.7).*

**Staff enthusiasm**
Changes have been supported by the whole school staff and the Headteacher considers this to be vital to the success of the library. She observed that staff are keen to get children involved in the library and share library skills with them, as well as sharing their enthusiasm of reading with them.

**Taking books home**
All those staff interviewed identified this as a key element in the success of the library. Although it may be commonplace for children to be able to borrow from their school library, it is a new approach for Elland, and one which is considered to be particularly important in light of the economic deprivation in the area, where there tend to be few books at home and most families do not visit the public library.

**Children taking ownership**
Children are encouraged to select and scan their own books and it is felt that they enjoy doing this, and it gives them a sense of it being ‘their’ library.

**Future plans/ideas**
Since it began as recently as 2007, the development of the library is an evolving process and the Headteacher has a number of ideas for the future:

- She would like to teach library skills to children but the school does not have the resources at present. Similarly, she does not currently compile evaluation evidence because of the lack of time, but would like to do so in the future.
- She would like to include all the school’s books on the library catalogue, not just those kept in the library. She would also like to adopt the Dewey system to classify non-fiction books.
- It is felt that the library space could be developed further, if not extended. The Headteacher would like to include an audio area and workspaces.
- In the shorter-term, weeding is planned, together with the instigation of a rolling programme of funding for the replacement of books.

**Children’s views of the library**
77 children from Elland C of E School responded to the questionnaire. Of these, 75 gave details of their age and gender and 41 were boys (55%) and 34 girls (45%). The respondents were aged from 6 to 10 years, with just over one quarter of respondents in the 4-7 age group; three quarters were aged between 8 and 11 years.
Borrowing books from the library

**Frequency**

The majority of responding children (70%) said that they borrowed books from the library at least once a week, and a further 29% of children are borrowing books about once every two weeks. Only one respondent said they borrowed books less often - about once a term (Figure 3.4).

**Purpose**

When asked whether they borrow books to read for fun, for homework or for both, the majority (65%) said for fun and one quarter said both for fun and for homework. Ten percent of children said they borrowed books just to read for homework.

**Library bookstock**

Question 6 (Appendix B) asked pupils whether they felt that the library has too few, too many or about the right number of books. It yielded some interesting findings at Elland; although a large proportion of respondents (45%) felt the library had enough books, 48% felt the library has too many books.
Lack of space in the library may go some way to explaining why so many children considered there to be too many books in the library; this is supported by some of the comments made, for example:

- Some of the books take up too much space
- Too many books on selves and it is untidy because they lean on to the books underneath

The small proportion of children stating that the library has too few books indicates that the children are, on the whole, satisfied with the range and availability of stock at the library.

What children like about their library

Pupils were asked to complete the sentence ‘The best thing about the library is …’. 76 pupils completed the sentence, and 84% of them mentioned the books in their comments.

Figure 3.7 Children’s views of the best thing about the library

Comments included:

- You get to look at different books
- taking the books and reading them at home
- It is realy colourful and I like the books in there. There is so many books to choose from.
- You can borow books

Twelve respondents (16%) mentioned other criteria, of which seven referred to scanning their books themselves.

What children do not like about their library

74 children answered the question asking whether there is anything they do not like about their library. Three quarters of respondents (55 out of 74) said there was nothing they did not like about their school library. Those children who said there was something they did not like were asked to give details (Figure 3.8).
The most frequently cited comments related to space (8 respondents, 42% of respondents), and books (7 respondents, 37%). Comments included:

- the library is too small
- too stuffy
- it has girly/baby books

Other comments about the library
Thirty-two children made additional comments at the end of the questionnaire (Figure 3.9), of which just over half mentioned the books – typically in a positive light. Comments included:

- I think we could have a bigger room for all the books
- I would like it if we could choose what books we could have in the library
- The books are good

Comments are included in full in Appendix C.
4 High Ercall Primary School, Telford and Wrekin

High Ercall is a small rural school, in a village location between Shrewsbury and Telford, in the unitary authority of Telford and Wrekin. The school has 125 pupils, many of whom come from relatively advantaged backgrounds, and are of British heritage. Standards at the school are generally good.

The Headteacher acts as Librarian and Literacy Co-ordinator, and there are eight student librarians from Year 6. As well as the Headteacher, interviews were carried out with the school librarians (in a group), a representative of the PTA, and a former school librarian, both of whom were involved in the redevelopment of the library.

Background to the library

When the current Headteacher arrived at the school three years ago, there was already a library, but it was not well used and over time had been allowed to ‘stagnate’ with poor quality books. SATs data indicated that children achieved highly in reading, but this was not matched by standards in writing. The Headteacher felt that there was potential for improvement in terms of children’s enjoyment of reading and this would, in turn, help with their writing. The development of the library has since been a priority, and the Headteacher’s vision is for the library to become a ‘hub of the school’. She describes the development of the library as a journey, on which there is still progress to be made.

Challenges

In developing the library the school was constrained by a limited budget, and they have needed to rely heavily on funding support from the PTA.

Another key challenge faced by the school is lack of space for the library. Shortage of space limits the stock that can be held, and means it currently operates on a reference-only basis. However, the reference library is effectively supported by class libraries from which a wide variety of fiction and non-fiction books may be borrowed. In addition, the library has a corridor running along one side of it, which can pose problems in terms of disruption, but does mean that the library feels like an integral part of the school. High Ercall occupies a split site, which can make visiting the library difficult for some pupils. However, this has been overcome by allocating set times for class visits.

High Ercall is not very culturally diverse, and raising awareness of different ethnic groups is seen as a challenge for the school. The Headteacher tries to overcome this by stocking library books from a diverse range of ethnic backgrounds.

Library use

All children have the opportunity to visit the library during class time, and Year 6 pupils can also use the library at lunchtime. Use has increased since the library has been developed, but one interviewee wondered if ‘the novelty might have worn off a bit now’ for some children.

Books cannot generally be taken home from the library, but they may be borrowed to read in class. It is felt that there are not enough copies of library books to permit large-scale borrowing at present; however children can take books home from their class libraries, and children who
Successful primary school libraries

High Ercall Primary School prefer non-fiction are allowed to take books home from the library. Those children interviewed were happy with this approach. The library also functions as an ICT area (Figure 4.1), and this dual-use was regarded positively by all those interviewed, and considered important for research. An ICT Club is held in the library after school three times a week. In addition, the library is sometimes used for meetings and instrumental lessons. There are occasionally issues with conflicting use in the library, but this is seen as a trade-off to making best use of space. The adults interviewed felt that being close to the corridor contributes to the lively, welcoming atmosphere of the library, rather than posing an issue.

**Stock and selection**
The main library comprises non-fiction books and a selection of poetry. Fiction is available in book corners in classrooms, which function as outposts of the main library in this respect. The School Library Service van visits once a term and children are encouraged to select books from this. The Headteacher also involves the school librarians in choosing books, and books are sometimes brought into assembly for children to look at. In addition, the school librarians record requests for books, and these are taken into account when new books are purchased.

The redevelopment of the library involved extensive weeding. High Ercall enlisted specialist assistance in this from Shropshire School Library Service, who were also involved in identifying gaps in the collection and advising on stock purchasing.

**Class libraries**
Each classroom has its own class library, which includes fiction, picture books and non-fiction related to curriculum themes. Audio materials and guided reading books (fiction and non-fiction) are also available in classrooms, rather than the main library, because of the lack of space. Fiction books are regularly rotated to ensure classes have a good choice of books, and material may be borrowed to take home. Each class has class librarians to look after the books. Figures 4.2 and 4.3 show examples; some classrooms are better suited to accommodating these areas than others, but the class libraries are well used in all cases.
Library helpers

The school is committed to encouraging pupils to take responsibility for various roles across the school, including the library. School librarians were appointed at an early stage of the redevelopment, and this is seen as an important feature of their involvement and taking ownership of the library. Although the Headteacher oversees the librarians and holds meetings with them every 3-4 weeks, she thinks that it is important to let them manage the day-to-day tasks in the library.

The librarians are well-known in the school, with photographs displayed on a board in the library (Figure 4.4) and they are each linked to individual classes. Assigning a librarian to each class is felt to be a successful approach because it ‘keeps it alive and connected with the children’. The librarians generally take their class to the library once a week, and during lunchtimes they help to sort and tidy books. They are also responsible for changing library displays each week.

The librarians apply for their jobs each year, and this is thought to be a successful approach since it gives the librarians a status, which they, in turn, value.

Parents are not generally involved with the library, although PTA volunteers were involved in cataloguing the books when the Dewey system was introduced, and with fundraising. Some parents have volunteered as Reading Buddies, and this is thought to have had an impact on standards and the confidence of the children.

Examples of good practice

Making the best use of space

Because of pressures on space, the library is considered to be a multifunctional space within the school – used for traditional library activity, ICT, a quiet space and also meetings. One interviewee described it as being like ‘a mini proper library’. The maintenance of book corners in each classroom has helped to reduced pressures on library space.

A corridor runs along one side of the library, but rather than being seem as a disruption, interviewees said they liked the way that this connected the library to other places within the school.

Involving the School Library Service

High Ercall has developed a valuable relationship with Shropshire SLS. The SLS were involved at an early stage, in the weeding and selection of books, and in providing training, for example, in Dewey classification. Adopting this classification was a major step for the library, and a great improvement on the previously-used reference book system which ‘no one knew how to use’. Using the Dewey system is considered to be important in achieving continuity with public library systems.
The SLS is also involved in library skills training for the school librarians, Teaching Assistants and whole classes, on an annual basis.

**Involving children - school librarians**

The school has made exemplary use of school librarians. It was commented that it is good for the librarians to have so much input into the library because they are in touch with the children and ‘know what is fun’. The librarians enjoy their role and one commented that the job expanded her knowledge of books in general. They have lots of innovative ideas for the library – for example, they have devised a library game for younger children which involves returning books to their correct place on the shelves – not only do children enjoy this, it benefits the library too!

**Evaluating children’s views of the library**

The school librarians have undertaken a survey with each class to explore what they like about the library and what they think could be improved. This has proved to be a valuable exercise, which the Headteacher now plans to conduct on an annual basis.

**Public library visits**

Year 1 pupils are taken to the local public library to show them what is available and to help to draw parallels with the school library. The school also tries to encourage parents to join the public library.

**Critical success factors**

The Library is considered to be successful because it is well used and is firmly embedded in the culture of the school. In addition, it provides an opportunity and pleasant environment for children to read books that they do not have at home. School librarians, for example, reported how children are excited when they see the librarians coming to collect them for their library time, and the Headteacher observed that the library – in particular reading buddying – ‘has had a real impact on standards and the confidence levels of children’.

**Leadership**

The Headteacher was described as being ‘passionate’ about books and the library, and her vision for the library has been instrumental in driving the development forward. She herself expressed the opinion that as Senior Management she is well-placed to lead and instruct staff.

**Children taking ownership**

Children’s involvement in the library is deemed to be ‘essential’ at High Ercall, and as outlined above, their input is extremely valuable in terms of making the library a success.

**Taking a pragmatic approach**

The school faces a number of challenges in providing a successful library, not least limited funding and space. However, by taking a pragmatic approach, the Headteacher has made very effective use of the resources available to her. Active use of school librarians, for example, has encouraged children to take ownership of the library whilst also alleviating time pressures on staff.

‘teachers feel pressured that there’s so much to do in curriculum time. So it’s important to make clear to them that the library is a vehicle for the curriculum, not an addition’
Lessons learnt
The redevelopment of the library at High Ercall has been an iterative process, and one which is still continuing. The Headteacher offered the following advice to schools looking to develop a library, based on lessons learnt at High Ercall:

- Do not underestimate the importance of planning in effectively targeting the limited resources available. This extends to identifying what resources are available and where resources are needed – ‘finding out where your gaps are’, and ‘being pragmatic’.
- Be aware of the need to be ‘ruthless with stock’ when it comes to weeding, and value quality above quantity.

Future plans/ideas
The Headteacher feels that the library is now at a stage where it is effectively self-sustaining. She would like to continue to expand children’s involvement in the library – particularly by asking for suggestions of how the library could be improved. By increasing the bookstock, the school hopes to allow school-wide borrowing from the library.

Although the library remains a hub for the school, it seems likely that the focus may now shift to the redevelopment of class reading areas. The Head plans to buy a selection of new fiction books and keep them in the staff room for a term, so that staff can read them before they go into classrooms. She hopes this will generate enthusiasm for the books and encourage teachers to find time to read to children. Anticipating the time pressures on teachers, the school has invested in a number of short story books.

The PTA representative suggested that it would be beneficial to designate a time after school when parents could share the library with their children. This could prove to be particularly beneficial because the nearest public library is several miles away.

Children’s views of the library
94 children from High Ercall Primary School responded to the questionnaire, roughly equally split between boys (48%) and girls (52%). The respondents were aged from 4 to 11 years; 93 children gave details of their age. 57% of respondents were in the 4-7 years age group and 43% aged between 8 and 11 years.

Borrowing books from the library

Frequency
Figure 4.5 shows the frequency of borrowing books from the library, and presents quite a varied picture. Around one third of children borrow books at least every two weeks, but just over another third borrow less often than once a term or not at all. This is less frequent than borrowing in the other case.
study schools, but may perhaps be explained by the collections of books held in each classroom, and because pupils do not take library books home.

**Purpose**

When asked whether they borrowed books to read for fun, for homework or for both, 86 children responded (Figure 4.6).

**Figure 4.6 Purpose of borrowing books**

![Purpose of borrowing books](image)

The majority (44%) said they read for both for fun and homework, 38% said for fun and 17% just for homework. The proportion reading for homework is higher than in other schools in this study, perhaps because of the emphasis on non-fiction.

**Library bookstock**

Question 6 (Appendix B) asked pupils whether they felt the library had too few, too many or enough books (Figure 4.7).

**Figure 4.7 Children’s views on library bookstock**

![Children’s views on library bookstock](image)

Although the majority of the 93 respondents (58%) are satisfied with the bookstock of their library, 22% felt the library has too many books. Comments relating to lack of space and difficulty finding books may go some way to explaining why a number of children consider there are too many books in the library:

- *The room in which its located is far too small*
- *we could have more space for new books*

One fifth of children felt the library had too few books – the highest proportion of any school in this study.
What children liked about their library

Pupils were asked to complete the sentence ‘The best thing about the library is …’. 92 pupils completed the sentence, with 58% of them mentioning the books (Figure 4.8). Some representative comments were as follows:

- **The best thing about the library is the books you get a really good choice of books. There well looked after, there neatly arranged, and you can borrow them when you like. I like the system because it is not hard to find out as I found it out by myself the first time I went to the library. Luckily people look after them. When we need to find out something we always look in information books (from the great library) and rarely look on the computer …**

- **The amount of books that it has because they're both helpful for homework yet they're still fun to read at the same time because they're good books all the same. We also have computers so you can go and research and do things in a class I.C.T lessons as well as looking for books in your free time. The librarians also are a big help to teach us the reference system and to help us find the books we want. That all the books are the right way round and they're properly cared for and there colour coded to help you find the books the reference system is in alphabetical order for you. You very rarely find books the wrong way round or in the wrong places.**

**Figure 4.8 Children’s views of the best thing about the library**

<table>
<thead>
<tr>
<th>Books (all comments)</th>
<th>Environment (all comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books - reading</td>
<td>Environment - peace &amp; quiet</td>
</tr>
<tr>
<td>Books - non-fiction</td>
<td>IT</td>
</tr>
<tr>
<td>Books - choosing</td>
<td>Staff</td>
</tr>
<tr>
<td>Books - borrowing</td>
<td>Other</td>
</tr>
</tbody>
</table>

Of the six libraries involved in the study, High Ercall library received the highest proportion of positive comments from pupils about the library surroundings, with one third of the responding children mentioning the library environment in their description about the best thing about the library. It is noteworthy that a number of comments (14% of total respondents) related to the quiet and peaceful place the library provides. Comments included:

- **It’s peaceful, you can read your favourite books there and you can have a chat with your friends**

- **The vibrant colours that make the library a nice place to be in!**
• It’s a great place to find books. The colour code is a brilliant way to find the books that you would like to read or borrow. Also it’s a really nice place to just sit down on the chairs and read a book.

Children aged 8-11 years were found to be significantly more likely than those aged 4-7 years to mention IT when describing the best thing about the library. They were also significantly more likely to mention other criteria.

**What children do not like about their library**

88 children answered the question asking whether there is anything they do not like about their library (*Figure 4.9*). Only one third of respondents said there was something they do not like about their school library. Of these, the most frequently cited comments related to the books (37% respondents) and noise (23% of respondents). Comments included:

• *Sometimes the books I try to find aren’t there!*

• *It’s in a corridor so it’s noisy*

*Figure 4.9 Children’s views on things they do not like about the library*

<table>
<thead>
<tr>
<th>% respondents</th>
<th>Books</th>
<th>Noise</th>
<th>Space</th>
<th>Equipment</th>
<th>Other users</th>
<th>Giving back/not getting</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 respondents</td>
<td>40%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Giving back/not* getting includes comments made about having to give books back, or not being able to borrow books because other children have them.

**Other comments about the library**

39 children included further comments about the library at the end of the questionnaire; *Figure 4.10* shows what these comments were about.

Reinforcing the children’s positive attitude to the library space, half of the responding children mentioned the library space/environment; a considerably higher proportion than for the other libraries, although it should be noted that a number of these
comments related to ideas for improvements. Comments included:

- *I like the comfy chairs!*
- *We have computers to help us in research and we have really good displayes*
- *we have work on the walls so people can see what we’ve been up to*
- *We have a system with colours and numbers, this helps us at High Ercall to find books to read and to enjoy*
- *I think we could make some bright and colourful displays to make the library look happier and we could use a sign politely asking the computer users to be quiet as when the librarians take children to the library…*
- *If there was anything iould change would be making it abit more spacious becase it is abit crowded and not very big. Just a tiny bit more widder would help it alot!*
Stow Heath Junior School, West Midlands

Stow Heath is in a suburban area on the edge of Wolverhampton. With 340 pupils, the school is larger than average for a junior school, and pupils come from a variety of socio-economic backgrounds. Roughly one fifth of pupils come from minority ethnic backgrounds. The catchment for the school is described as being ‘relatively deprived’. There is a neighbouring infant school, although the two do not share any facilities.

A Teaching Assistant acts as Librarian for the school, and the Headteacher currently oversees the role of Literacy Co-ordinator, while the post is vacant. As well as the Headteacher and Librarian, interviews were also conducted with the Chair of Governors, and representatives of Wolverhampton Education Library Service, who were involved in the redevelopment of the library.

Background to the library

An article on the National Literacy Trust website discusses the redevelopment of the library in 2005 (NLT, 2008b), and describes how the school ‘transformed a drab room with books into a bright library at the hub of school life’.

In early 2003, the then acting Headteacher was keen to redevelop the existing school library, which was not really considered to be a ‘proper’ library, and was not well used. At the time, the facility was mainly used by staff rather than children. The original library occupied the same space as the current library, but until the redevelopment the room was dull, had poor lighting, was in a poor state of repair and doubled as a classroom. In addition, much of the stock was very old. The Head’s vision to make Stow Heath a ‘reading school’ by developing the library was importantly backed by the school governors, who were able to assist with funding.

The school sought professional input from the outset, by buying in services from Wolverhampton Education Library Service. The service was involved in the refurbishment of the room, stock auditing, weeding, cataloguing, the purchase of new stock, and the introduction of the Micro Librarian system. They also played an important role in training the current Librarian (who assumed the role in late 2003), and providing training at a staff meeting.

The Headteacher described the current library as ‘the best library I’ve seen in a primary school’. It is a bright, attractive, well-organised, and relatively spacious environment.

Challenges

The library at Stow Heath is by far the largest of those in the case study schools, but space still poses a challenge, in that there is insufficient room for whole classes to use the library together to research class topics. Pressures on space are predicted to grow in the future owing to changes in school numbers and the planned demolition of mobile buildings at the school.

The redevelopment of the library required a large injection of funds over a short period of time. Although the library now runs on a relatively small budget, it is felt that more could be achieved
Successful primary school libraries

Stow Heath Junior School

if more funding were available. A large part of the school’s investment in books is currently targeted at reading books; improving literacy is a major challenge and priority for Stow Heath. The Headteacher sees improving literacy as an important step in enabling children to make the best use of the library.

Library use

All of the children at Stow Heath have used the library, and there are very few who have never borrowed books from there. In fact, the Librarian observed that some children use the library every day; this is confirmed by children responding to the online questionnaire – see Figure 5.3. Children are encouraged to borrow one topic book and one fiction book when they use the library, and average daily issues typically range from 50-85. The Library is open before and after school and during lunchtimes, and is also used during class time. LISU’s visit to the school took place over lunchtime, and it was clear that the library was very popular with children at that time on that day. As soon as it opened, the library was buzzing with a number of children - changing books, listening to tapes, reading and using the computer.

The associated infant school does not currently have a library, although it is in the process of developing one. However, pupils from the infant school, which shares the site, can borrow from the junior school library if they have siblings at the junior school, and the junior pupil is given a double loan allowance to cater for this. This is seen to be an important way of promoting reading at an early age.

The library is predominately used for library-related activity. Although it is occasionally used by staff as a quiet space and for withdrawal groups, this is thought not to impinge on library activity or affect children’s ability to use the library.

Stock and selection

The library is fortunate in having a wide range of stock, including fiction and non-fiction books, tapes, CDs and European language material - all of which may be borrowed. There is wide involvement in stock selection, and this seems to prove successful in maintaining a good range of material in the library. As well as the Librarian, staff are involved in choosing books to support curriculum themes. Children have an input, particularly in relation to choosing fiction books, and the views of parent governors are also taken into account.

A representative of the School Library Service comes in once a year to weed books and help to identify gaps in the stock. Books are sometimes borrowed from the SLS to supplement stock.

Book corners

Each classroom has a book corner, which includes fiction books as well as class readers. New material is regularly bought but book corner stock is not included on the library system. Although the books in book corners are generally only read in class, some teachers allow the books to be taken home.

Library helpers

The library has a number of student helpers from Years 3 and 4 who volunteer by means of a rota posted on the library wall. In addition, there are two Year 6 library monitors, who assist the volunteers. At lunchtimes, when the library is particularly busy, the Librarian is supported by a classroom assistant.
Examples of good practice

Involving children

The Librarian takes the attitude that if she responds to what the children are interested in, they will come in and use the library. The library has a comments box for pupils – to suggest books that they would like the library to acquire. Suggestion slips are made available in the library, and one or two suggestions are routinely selected during assembly time. These books are then purchased for the child who suggested the book to read first, and later become part of library stock.

The library also has a book recommendations board – *We’ve read and enjoyed …* (Figure 5.1), where children can recommend books to other pupils – and displays about particular authors, to promote an interest in particular books. Library quizzes are sometimes organised to promote the library and to encourage pupils to come in and use it. The Librarian has designed a ‘Discover the Dewey number’ display (Figure 5.2) to help children find books, and this seems to be popular; one pupil commented that this is the best thing about the library as it helps them to find the books they want.

![Figure 5.1](image1.png)

![Figure 5.2](image2.png)

Evaluation

The Librarian generates a range of statistics from the Junior Librarian system, which can be used, for example, to see how many, and which, children are not borrowing from the library, and to identify the most popular types of books. Such statistics help in encouraging use and selecting stock.

School Library Service involvement

As already outlined, the SLS has provided specialist input to the library at Stow Heath Junior since its redevelopment, and this contribution and support is valued by the school. The Librarian feels that she benefits from being part of the SLS Micro Librarian User Group and Library Co-ordinator network, both of which facilitate the exchange of ideas and good practice.

Critical success factors

All those staff interviewed considered the library to be successful, in terms of children’s use of the library. The Chair of Governors described the library as ‘a wonderful asset to the school –
Successful primary school libraries

Moving on all the time. We are always looking to improve’. A number of factors contributing to the success of the library were identified:

Stock
The Chair of Governors felt that the range of books available - ‘having something for everyone’ - is very important in encouraging children’s interest in the library.

Children’s ownership of the library
Children having ownership of the library and being able to use it when they want and how they want was seen as being critical to the success of the library. Having a dedicated library space was seen as a particularly important factor in children’s ownership of the library. The library started with a system of books being changed only during scheduled library lesson times, but they have now moved away from this approach, to a system of free use outside the teaching day. This was prompted by the Librarian’s recognition that ‘our children want to come in and look at books – they didn’t want scheduled times’.

Leadership
The interviewees from Wolverhampton Education Library Service identified the commitment and vision of the Headteacher during the development of the library as being vital to the success of the initiative. In fact, they went as far as to say that their involvement in library development projects shows that, for the successful ones, the Headteacher is always engaged.

Staffing
Wolverhampton Education Library Service also underlined the importance of the creation of a Librarian post. In particular, the commitment of the Librarian and her willingness to act on advice provided by the service are seen to be vital. Furthermore they felt it was important that the Librarian was given time to teach library skills to pupils and staff. The importance of the dedication of the Librarian in making the library a success was recognised by all those interviewed.

School Library Service involvement
School Library Service involvement at Stow Heath is acknowledged to be very valuable. This was true not only during the development of the library but also on an ongoing basis. Staff from the SLS regularly go into the library to weed and maintain the stock.

Promotion
When the library was redeveloped it was recognised that there was a need to change attitudes to reading. Consequently, time was spent promoting reading and the new library, during staff meetings, assemblies and at meetings of the school council.

Future plans
There is a long-term commitment to continually developing the library at the school. To some extent, future plans are dependent on changes within the local authority, but the school would like to enlarge the library, which would mean whole classes could be accommodated at once.
They have undertaken some fundraising in the past (mainly through book fairs) and this was identified as a possible area for expansion in the future.

**Children’s views of the library**

40 children from Stow Heath Junior School responded to the questionnaire, of which 70% were girls and 30% boys. The respondents were aged from 7 to 11 years, with the vast majority of children (39 out of 40) falling into the 8-11 age group.

**Borrowing books from the library**

*Frequency*

Figure 5.3 shows the frequency of borrowing books from the library. The majority of responding children (55%) said that they borrowed books from the library at least once a week, and a further 20% of children borrow books about once every two weeks. Only one respondent said they borrowed books less often than once a term.

*Purpose*

The question asking whether they borrowed books to read for fun, for homework or for both yielded some interesting findings when compared to the other schools.

**Figure 5.4 Purpose of borrowing books**

The majority (55%) said they borrowed books both for fun and for homework. This may in part be explained by the age of the children completing the questionnaire (7-11 year olds), and because pupils are encouraged to borrow both topic and fiction books from the library. A further two fifths of children said they borrowed books to read for fun and 5% said they borrowed books to read just for homework.

**Library bookstock**

Question 6 *(Appendix B)* asked pupils whether they felt the library had too few, too many or about the right number of books *(Figure 5.5).*
Figure 5.5 Children’s views on library bookstock

Figure 5.5 illustrates that three quarters of respondents are satisfied with the bookstock of their library. The remaining nine respondents were roughly equally divided between the library having too many books and too few books.

What children liked about their library

Pupils were asked to complete the sentence ‘The best thing about the library is …’ and 38 Stow Heath pupils completed the sentence. A noteworthy 92% of respondents mentioned books in their answer. Other popular comments related specifically to reading (18%) and non-fiction (11%).

Figure 5.6 Children’s views of the best thing about the library

Comments included:

- The books because there’s a wide range of fun and exciting books. Sometimes I use the books to help me with my homework and to revise for my sats.
- The way it offers you chances to know about the books you want and you leave happy because you are satisfied with the awesome books they have
- That you can get new books if you ask
What children didn’t like about their library

All 40 children answered the question asking whether there is anything they don’t like about their library, but only one said there was something they didn’t like: ‘not alot of books’.

Other comments about the library

Sixteen children added other comments about the library at the end of the questionnaire, and these are included in full in Appendix C.

Underlining the enthusiasm expressed for the library’s books in the best thing about the library question, three quarters of these comments related to books, including:

- its got all the books you need!
- The library is peacefull and the books are good
- The library is fun to come to but sometimes other people have got the book so you have to wait your turn which i suppose is fair. There is also lots of unusual books and tapes and fiction books. There is also poem books, roman books and much more!
- it's for people of all ages and you can find any book you want as quick as possible without any trouble
- it has new books every week or so and you know if there took out on the search created

Figure 5.7 Topics of other comments made about the library
Yardley Hastings Primary School, Northamptonshire

Yardley Hastings is a small rural school with approximately 80 pupils. Children come both from the village and the wider area, and a range of socio-economic backgrounds is represented. The school has a small but thriving library, which was awarded Northamptonshire School Library of the Year two years ago. A part-time teacher acts as Librarian and Literacy Co-ordinator, and interviews were conducted with her and the school’s Headteacher.

Background to the library
The library became the focus of redevelopment in 2005, when the school achieved very good SATS results, but there was room for improvement in terms of standards of writing. When the Headteacher spoke to children about their use of libraries, she found that only five families visited public libraries and only ten of the 68 children were regularly read to at home. Until seven years ago, the library was located in the staff room, but the Headteacher took the decision to move the library to its current site so that children could access the books.

The development of the library began as a six-month project, which has now evolved into an ongoing initiative. Northamptonshire Learning Resources was employed to weed the stock, and some new stock was purchased with the help of the Parents Association. The space has been opened up to make it more welcoming to children, and considerable effort invested in making it a colourful, fun environment. The vision for the library has been to create a space where children can interact with books independently and unsupervised.

Challenges
The Headteacher describes Yardley Hastings as a ‘changing school’, and this necessarily presents various challenges for the school. Over the last three years, the number of pupils has increased, as a growing number of children come from further afield. Pupils now come from a wider range of backgrounds and the number of children with special needs has increased considerably. The school has recently been extended and consolidated into one building.

Space is an issue for the library in some respects, as the area is shared with an art resources area and is en route to other places within the school. However, the school has made very effective use of space, and it is felt that that because the library is located in the middle of the school and is a through-way to other areas, it is a focal point in the school and is always kept tidy. The Headteacher commented that more space is not a particular priority for the library; they feel it is more important to have new, fresh stock. The Library has evolved over the three years since it was first redeveloped. Children are keen to use the library, but the ongoing challenge now is to maintain their interest and ‘keep it fresh and interesting’.

The school has found that trying to involve parents in helping with the library or visiting with their children is also a challenge.
Library use
Most children are keen users of the library, with children in Key Stage 1 making the most use of it. There are only a few children who rarely go into the library, most notably older boys who generally prefer to play football. It was reported that the library is busy during most break and lunch times. The school uses a system of library passes; these are made available during breaks for up to ten children to use the library at any one time. There is also a ‘we have been to the library this week’ board where children are encouraged to put their picture when they visit the library (Figure 6.1).

Each child is allowed to borrow two books to take home, and very few books go missing from the library. Younger children are allowed to come into the library if they have older siblings at the school.

The school used to have allocated library times for each class, but with only four classes, this is no longer considered necessary. The library is predominantly used for library-related activity, including by parents to listen to their children read, and during class time for research. It is also sometimes used by Teaching Assistants as a teaching space.

Stock and selection
The library stocks a wide range of material including fiction, non-fiction, poetry, plays, picture books, newspapers, magazines and comics (Figure 6.2). Reading books were initially kept in the library but are now kept elsewhere because of lack of space. The library also has story sacks (Figure 6.3) comprising books and related games, as recommended in the Primary School Library Guidelines (Library Association, 2000); these are very popular with children.

The school sometimes receives stock from Friends of Yardley Hastings (FOYS), but otherwise operates on a limited budget. Prize money from winning Northamptonshire School Library of the Year was invested in new books. Initially, stock was selected by the Headteacher and staff, in consultation with the School Library Service (Learning Resources). Children are also involved in the selection of stock; for example, the whole of Year 6 were taken to Waterstones to choose books. In addition, the Schools Library Service bus visits twice a year and children are invited to choose stock on these occasions. Some stock is donated by families.
The Librarian and Headteacher take responsibility for weeding the books.

**Book corners**
Each class has book/cosy areas comprising fiction and non-fiction books related to curriculum areas. These book collections are separate from the library and are not on the library catalogue or rotated with library stock.

**Library helpers**
Children in Years 5 and 6 have been trained to use the Junior Librarian system, and the school has a voluntary rota whereby two pupils each week help in the library – keeping it tidy, reading to younger children and helping them with the computer, and ensuring behaviour is acceptable. They also give feedback to the Librarian. The rota originally operated on a compulsory basis but asking for volunteers was found to be a better approach than insisting that children help in the library. The Librarian provides training at the start of each term for the school librarians.

Some parents come in to listen to their children read and parents were involved in stickering storybooks. Although parents are generally supportive of one-off events, parental involvement was described as ‘the least successful element of the library’.

**Examples of good practice**

*Engaging with children*

The library is a very colourful, inviting environment, with lots of different displays that are changed each term. Teachers are given time to create artwork for the library, although much is done in their own time *(Figure 6.4)*.

Several author and poet visits to the library have been organised, and every week a guest is invited into assembly to share with the school their favourite books and the reasons why they like reading. Some of these guests become reading champions for the children.

A number of library-related competitions are held, and every term a Writer’s Tea takes place, where the most improved/best writer is invited to have tea in the library with the Headteacher. The library also recently started the idea of library auctions where the most improved readers give reviews of books they like, and other children bid to read them first, before they become part of library stock.

Last term, the school held a successful book fair, which was pirate-themed. In addition to the sale, the day involved an afternoon of related activity – in the library and across the school – which the children really enjoyed.

*Library buddies*

The school has a successful system of library buddying whereby each child in Years 5 and 6 has a buddy from a younger class who they aim to take to the library at least every fortnight. The focus is on buddying more reluctant library users and children with special needs.
Research skills monitoring

The school has recently devised Research Skills Target Cards, for children to evaluate and chart their progress in acquiring research skills. There is a range of cards for different levels, and for each skills target children have the option to select ‘not yet achieved’, ‘mostly achieved’ or ‘achieved’.

Targets include:

• I can use the contents and index pages of non-fiction books
• With help, I can use the library classification system to find books
• I can evaluate texts quickly and effectively, deciding if they are useful for my research
• I can use the Dewey Classification System confidently and independently

Key Stage 2 children are also taken to the local public library to help develop their research skills, and additional public library visits are made to coincide with author visits.

Evaluation

The SLS directed the Headteacher and Librarian to the self-evaluation document for Primary schools, and they are now using this to evaluate the effectiveness of the library in terms of teaching and learning. In addition, pupils’ views of the library have been collected by means of a competition.

Lessons learnt

The Headteacher and Librarian offered the following advice to other schools wishing to develop their library:

• Recognise the importance of enabling staff to invest time in the library. The Headteacher observed that the library is successful because of the input of the librarian, which ‘as a whole staff we value. You have to put quality time into it for your staff’.

• Be realistic about how much can be maintained on an ongoing basis – for example, competitions, although popular with children, cannot be run all the time

• Work flexibly. Although the school recognised the importance of planning in developing the library, the Headteacher underlined the importance of being flexible in those plans, and not being afraid to modify plans in the light of experience – ‘however much you plan, you have to go with it and evolve’.

• Work positively with the resources available. The Headteacher underlined that development of a successful library ‘doesn’t have to have a lot of money. You can overcome space and financial considerations’.

Critical success factors

The library at Yardley Hastings is an inviting environment, which is well used by children, and where they are seen to be ‘enjoying books’. The Head said that she is ‘proud of the library. It echoes the ethos of the school – we want children to love learning and we want it to be fun’. She reported a ‘fantastic improvement in writing’ standards, to which she feels the library has contributed. In addition, the Librarian suggested it was a
Successful primary school libraries

Yardley Hastings Primary School

measure of success that as many children use the library for research as use computers. Yardley Hastings is good illustration that a successful school library does not necessarily have to have a large budget or a lot of space.

Staff enthusiasm

The Head described the Librarian and her innovative ideas as being ‘critical’ to the success of the library. Engagement and support of all the staff at the school ensures that there is always someone on hand to discuss ideas with.

Valuing the library

The Headteacher reported that all staff at the school value the library, and she feels this contributes to its success.

Developing a sense of ownership of the library

In developing the library at Yardley Hastings, the Headteacher and Librarian have been keen to promote free use of the library and to involve the children as much as possible in its day-to-day running. Not only does this help to ease pressures on staff time, they feel it is an important part in developing children as independent learners and making them feel that it is their library.

School Library Service

The school identified that having links with Learning Resources has been very helpful, for example, in providing advice about stock and supplying Junior Librarian software at a reduced rate.

Future plans/ideas

The focus of the library is currently on how library skills are taught, and how this can be fitted into the curriculum. They hope to find funding for another round of weeding and replenishment, and the Librarian would like to have time to explore the functionality of Junior Librarian in evaluating library use.

Children’s views of the library

78 children responded to the questionnaire, of which three fifths were boys and two fifths were girls. The respondents were aged from 4 to 11 years, with 55% of children aged 4-7 years and 45% aged 8-11 years.

Borrowing books from the library

Frequency

Figure 6.6 shows a varied pattern of the frequency of borrowing books from the library. Although the majority of responding children (70%) said that they borrowed books from the library at least every 3-4 weeks, a small minority of children (5%)
borrow less often than once a term or not at all.

**Purpose**

The question asking whether they borrowed books to read for fun, for homework or for both found that the majority of children (56%) borrowed books for fun. 36% of children said they borrowed both for fun and for homework, and six respondents (8%) said they borrowed books just for homework.

**Figure 6.7 Purpose of borrowing books**

[Figure showing that 56% read for fun, 36% both for fun and homework, and 8% just for homework]

**Library bookstock**

Question 6 *(Appendix B)* asked pupils whether they felt the library had too few, too many or about the right number of books.

**Figure 6.8 Children’s views on library bookstock**

[Figure showing 77% felt there were enough books, 9% thought there were too few, and 14% thought there were too many]

Children were generally satisfied with the bookstock of their library, with 77% of the 77 children who responded saying that the library had enough books. Eleven children said they felt there were too many books, and seven said there were too few books.

**What children like about their library**

Pupils were asked to complete the sentence ‘The best thing about the library is …’ and all 78 responding Yardley Hastings pupils identified something they like about their library *(Figure 6.9)*. The most popular comments related to books (42% respondents), and around one fifth of these specifically mentioning reading books. Other comments related to games and activities in the library (40% respondents), the library environment (22% respondents), and other criteria (21% of respondents).
Children were particularly taken with the fun atmosphere provided by the library, with a number of children identifying the best thing about the library as being the story sacks (Figure 6.3). As one child said, ‘it is fun and encourages you to read’.

Interestingly, children aged 8-11 years were found to be significantly more likely to mention other criteria in their comments than children aged 4-7 years. Comments included:

- the reading buddy system
- It is fun for everybody in the school
- The reader’s review, of the book you’ve read, on the computer

**What children do not like about their library**

All 78 children answered the question asking whether there is anything they do not like about their library, and 21 (27%) said there was something they did not like.
Comments included:

- *it's a bit crowded.*
- *people messing about*
- *too many books and I can't read them all*

Unusually, one comment made in this question was positive about the library – *'I don’t like having to leave the library to go back to class’*

Other comments about the library

41 children added other comments about the library at the end of the questionnaire, and these are included in full in Appendix C.

Figure 6.11 Topics of other comments made about the library

![Bar chart showing topics of other comments](chart)

Again these comments tend to reflect children’s responses to what they like about the library, with 29% of respondents commenting that they like the library or think it is fun. One fifth commented on the activities held in the library. Comments included:

- *we have lots of fun things to do in our library. The story sacks are have a theme and they have lots of things to do with that theme. The competitions are really fun and you have to do things for the competitions. I once one a competition and i won a book. Every year we have a auction where the teachers chose two people to be the auctioners. The auctioners get two books and they have to read them, review them, write a speech for the rest of the school to persuade them to buy the books, read the speech to the rest of the school and try to make somebody buy it. We have bookits for money at the auction. The library is really cosy and we have a snake to sit on and a train.*
- *I'm really glad we have a library at our school*
- *That everybody likes it. It is nise and quiet.*
- *we have librarians and reading buddies so that makes it more fun*
7  Yeading Junior School, Middlesex

Yeading Junior School is a larger than average suburban school, based close to the town of Hayes in the London Borough of Hillingdon. The school has around 450 pupils, with 85% coming from a wide range of ethnic minority backgrounds; 37 languages are spoken by pupils at the school. The catchment is relatively deprived and although the socio-economic backgrounds of pupils varies, approximately one third are eligible for free school meals.

Interviews were conducted with the Headteacher, the Librarian, the acting Assistant Headteacher (who is the Library Co-ordinator), a Teaching Assistant, a parent helper, a representative from the Ethnic Minority Achievement Service, and three School Governors.

Background to the library

When the current Headteacher joined the school in 2002, she invested funding in developing the library, primarily replacing books and redecorating the room. Before this, the room was described as ‘brown and dated’, most of the stock was more than 10 years old, and although pupils visited to change books they did not really engage with the library. The former library also served as a school office. The development of the library was supported by PTA funding. The school employs a teaching assistant as a full-time librarian, who was very highly commended in the 2008 School Librarian of the Year awards (http://www.sla.org.uk/slya.php).

Challenges

Space is an issue for the library, and lack of space limits the size of groups that can use the library at any one time. Class library time therefore requires careful timetabling. The school encourages the wider community to use the library, and, to some extent has been successful in achieving this. Whilst this is viewed as a positive aspect of the library, it does require a balance to be struck, so that other users do not prevent children from using the library.

Four fifths of children at Yeading speak English as an additional language, and many pupils’ parents are unable to help them with reading. Hence, the library and Librarian have an important role to fulfil in terms of supporting children’s learning. The Headteacher reported that it can be challenging to encourage parents to use the library; however the school has found that once they have made a first visit they are usually keen to come again.

Library use

All pupils have a scheduled library session each week, when they go to the library in groups of ten. They can also visit during lunchtimes, and the library is often very busy during this period. As one interviewee observed, ‘children want to be in there’. The library is also used after school as a place where children waiting to be collected can sit and read. There is a reading club every day before and after school for Year 5 children.

Infant siblings of Yeading Junior pupils can use the library, and former pupils regularly come back to use it (although they are not allowed to borrow books). The library is also now well used by parents. As well as a parents’ reading club after school, a variety of clubs run by children sometimes take place there – the library is seen as a prestigious place to hold club meetings.
The library was described as a place where there is ‘always something going on’. It is equipped with an interactive whiteboard for displays and teaching, and a trolley of laptops for children to use for research (Figure 7.1). Although there can sometimes be difficulty with conflicting use, careful timetabling usually counteracts this.

**Stock and selection**

The library is considered to be well-stocked with fiction, non-fiction and a range of dual language books. The Dewey classification system was introduced when the library was redeveloped; this was seen as an important step in developing children’s lifelong research skills.

The School Library Service was employed to undertake the initial weeding and restocking of the library. On an ongoing basis, stock is selected by the Library Co-ordinator and Librarian, and weeding is undertaken by the latter and library monitors.

Reading scheme books are kept on shelves in the corridor outside the library, because of pressures on space (Figure 7.2).

**Book corners**

The school used to have book corners in each classroom, but these are now known as library corners and function as outposts of the library. They have recently been replenished with fiction and non-fiction stock from the library. Books may be borrowed from the classroom to take home, and the Librarian intends to include this material on the library catalogue when resources permit.

**Library helpers**

The school has a system of library monitors who assist the Librarian in the day-to-day running of the library. In addition, there are several parent helpers and Teaching Assistants who listen to children read and help with tidying. The Headteacher considers their involvement to be an important contributor to the success of the library, particularly since ‘each brings their own skills, and the library is an area where skills thrive’.
Examples of good practice

Involving children in the library

The school is keen to involve children in the running and development of the library; for example, in consultation with the Librarian, Library Monitors are involved in evaluating which books should be discarded. The school encourages independent learning through the library, by, for example, prompting children to evaluate their own learning and progress on reading schemes, and by allowing them to reserve books. A School Governor observed the positive effect of ‘children making their own choices in the library – the library gives them confidence’.

School Library Service

The SLS were employed to help with weeding the library, and have been very helpful in providing books and project boxes. The Librarian attended SLS library skills training to enable her to cascade these skills to children and teachers. In addition, she commented that she finds the School Library Association magazine useful; it helped to inform the staff survey she recently undertook.

Evaluating the library

The Librarian has undertaken a survey of staff to explore ways in which the library could be improved. It is considered to be important to meet the needs of staff as well as pupils, and felt that teachers should have a good knowledge of the needs of their pupils.

Links with the public library service

The school has worked hard to build links with the local public library service, and children are taken on visits to their local public library during school time. It has proved to be a very beneficial partnership, both in terms of developing the school library and encouraging children to make more use of public libraries.

Lessons learnt

The Headteacher and Librarian both underlined the importance of deliberately engaging parents at an early stage, rather than assuming that they will want to be involved in the library. As the Headteacher observed, ‘some parents don’t always know how to engage their children in reading … We shouldn’t make assumptions that they want to be involved – they themselves may have had a bad experience of school’.

Critical success factors

The Librarian described the library as ‘the hub of reading and literacy in the school’ and the Headteacher said the library is ‘a small space but an exciting space’. The school feels that increased levels of use and children choosing to use the library are clearly defined measures of its success. A Teaching Assistant described the changes the library has made in the school as ‘amazing’, and said that ‘everyone likes the library – children and adults, because of the ambience’. 
Successful primary school libraries

Support of Senior Management

All those interviewed agreed that the backing and enthusiasm of the Headteacher has been essential in making a success of the library, and in ensuring that the whole school is engaged with it. The support of Governors has also proved instrumental.

The Librarian

All the staff interviewed attributed the success of the library to the commitment and enthusiasm of the Librarian. She herself feels, that as a former Teaching Assistant, she is well-placed to identify and meet the needs of children, as well as interact well with teaching staff. She trained all of the school’s Teaching Assistants in the Reading Scheme, and how to use the library computer system.

Because the Librarian has dedicated time to devote to the library, she is able to manage effectively a full and varied programme of library use. She recognises the importance of being flexible, and, for example, integrating ‘quiet times and noisy times’ into the library week.

Creating an inviting environment

The Library Co-ordinator emphasised the importance of making the library an inviting place for children, where children feel inspired and motivated, and where ‘the books themselves are important’. Key areas in achieving this were thought to be:

- stocking up-to-date books, in good condition
- having objects and artefacts in the library alongside books (Figure 7.3)
- creating a comfortable environment, where children feel safe
- going beyond the library walls – taking boxes of books into classrooms, posting book reviews around the school.

Future plans/ideas

The school has a number ideas for the future development of the library, many of which centre around encouraging family learning; for example:

- Reading sessions with parents to encourage them to support children’s reading
- Storytelling sessions for toddlers, to help engage children from an early age
- Celebrating culture and language during dual language book sessions.

The school would like to enlarge the library, to accommodate workstations, a carpeted area for storytelling and more stock. In addition, they feel it would be beneficial to appoint a full-time assistant for the Librarian, so that, for example, she is able to take all of the class library sessions herself.
Children’s views of the library

96 children responded to the questionnaire, and 94 gave details of their gender - 62% were girls and 38% boys. The respondents aged from 4 to 11 years, with 8 of the 96 responding children being aged 4-7 years and 92% aged 8-11 years.

Borrowing books from the library

Frequency

Figure 7.4 presents an encouraging picture of borrowing from the school library. A large majority of children (86%) borrow books at least every two weeks, and no children said that they never borrow books from the library.

Purpose

The question asking whether they borrowed books to read for fun, for homework, or for both found that the majority of children (72 out of 96) borrowed books for both fun and homework. 16% of children said they borrowed books only for fun and 9% said they borrowed books just for homework (Figure 7.5).

Library bookstock

Question 6 (Appendix B) asked pupils whether they felt the library had too few, too many or about the right number of books.

Figure 7.6 Children’s views on library bookstock
Figure 7.6 illustrates that children were typically satisfied with the bookstock of their library, with 72% of the responding 96 children saying that the library has enough books. However, it is interesting that just over one quarter of respondents said they think the library has too many books. Only one respondent said there are too few books.

**What children like about their library**

Pupils were asked to complete the sentence ‘The best thing about the library is …’ and all 96 of the responding Yeading Junior pupils completed the sentence. The most popular area for comment related to books (57% respondents), IT in the library (38% respondents), the library environment (25% respondents), staff (21% respondents) and other criteria (21% of respondents).

**Figure 7.7 Children’s views of the best thing about the library**

Comments mentioning books included:

- *There are a variety of books to choose from and the books can help you with your homework they are interesting too*

- *That I can go and read and borrow two books from the library. we can do our homework there and we have a helpful librarian. we sometimes have meetings, there is a interactive board and a laptop. we also do revision, it is inviting place to be. we have a listening center there, it's colourful and we do research about anything. we have a reading club as well.*

- *that they have books that we want and our favourite book and Mrs Bhatti is very kind and very helpful.*

It is noteworthy that girls were found to be significantly more likely than boys to make comments about the library environment. Some representative comments about the environment include:

- *its peaceful and a good place to study*

- *The librarian is really polite and the library is always clean and really well organised. Whatever you are looking for you can find it!!!*
What children do not like about their library

All 96 children answered the question asking whether there is anything they do not like about their library, and 21 (22%) said there was something they did not like.

**Figure 7.8 Children’s views on things they do not like about the library**

![Bar chart showing the reasons for disliking the library](chart)

'Giving back/not getting' includes comments made about having to give books back, or not being able to borrow books because other children have them.

Six children mentioned other users and five referred to the library space. Five respondents also made comments related to not being able to have the books they wanted or not being able to take their turn using the laptops. Comments included:

- Sometimes it gets too crowded and too loud
- you can take only two books

**Other comments about the library**

63 children added other comments about the library at the end of the questionnaire; these are included in full in Appendix C and the topics of comments are illustrated in Figure 7.9.

**Figure 7.9 Topics of other comments made about the library**

![Bar chart showing the topics of other comments](chart)
Two fifths of respondents commented positively about the Librarian. Some representative examples are as follows:

- *Our library is an outstanding library thanks to our School librarian Mrs Bhatti*
- *It's the best library in the world! Our librarian is really kind and helpful*

One third mentioned the library space/environment; again, these comments were very positive, for example:

- *Our library looks small but it is powerful and it gives a lot of knowledge*
- *It is a lovely learning environment!*
- *It is a good place to work because it is nice and quiet!*
8 Summary

‘The library building and environment, the quality and state of stock, access to that stock and other services, the attitude of the staff and the quality of the service received are all potent factors in determining whether or not children and adults will use the library’.

(Eyre, in Elkin and Lonsdale, 1996, p. 181)

Earlier research points to a range of factors which contribute to successful libraries in primary schools; these are discussed in the opening chapter, but may be summarised as:

• Ensuring the leadership of the Headteacher and the commitment of designated library staff
• Involving children in the development and day-to-day running of the library
• Integrating the library into the school and encouraging collaboration between library staff and teachers, and maximising the opening hours of the library
• Making innovative use of space, and ensuring the availability of resources to provide a wide range of good quality stock
• Using evidence to evaluate the effectiveness of the library

Not surprisingly, some of these elements were evident in all of the six participating libraries. The case studies were undertaken at a variety of schools, and consequently we found a variety of library models, all of which were seen as operating successfully within the school. There was a number of different factors contributing to this success, and while no one school visited embodied every element of good practice, there were common themes, as well as some imaginative and innovative ideas.

The element which defined a successful library for all the schools in the study was the level of use. Not all of the schools had statistics to quantify this in terms of issues, but all interviewees reported that children were keen to use the library, and wanted to be involved. The libraries studied were used across the age range, by both boys and girls, for research, homework support and recreational reading. Where library monitors were recruited, there was generally competition for the posts, and a commitment to carrying out their duties once appointed.

Levels of issues varied at the six schools, with different allowances and regimes for exchanging books. The two junior schools in the study each allowed additional books to be borrowed for siblings in their partner infant schools. For one school where pupils were perceived to have little access to books in the home, and demonstrated low levels of public library use, sending books home was a key measure of the library's success.
Critical success factors

Leadership
Strong leadership was a common theme. In three schools, the Head Teacher took responsibility for the library directly, but in all six the commitment from the Head Teacher was key to the development of the library, and to the place occupied by the library in the ethos of the school.

One school had a professionally qualified librarian, with two others employing teaching assistants in this role. The enthusiasm of these staff and the time they were able to invest in the development of the library were important factors in the libraries' success. Comments from a number of children (Appendix C) showed an appreciation of a knowledgeable librarian to guide them in their choice of books. This was particularly so at Blue Gate Fields and Yeading Junior – the two schools participating in the study which have full-time librarians.

In both schools where we spoke to governors, the governing body was very supportive of the library, and this support was highly valued by the Head Teachers.

Involving children
All of the schools involved their pupils in the operation of the library, naturally in a variety of ways. All employed student librarians; these were recruited from volunteers, generally from among the older pupils, although in one school Year 3 pupils could help out in this way. The larger schools often found there was competition for the available places. In one school, pupil librarians were linked to individual classes, and helped their class in using the library; another operated a 'library buddy' scheme to encourage younger pupils and those with special needs to use the library. In one school, all pupils were encouraged to use the library system to issue and return their own books, leaving the pupil librarians to undertake stock maintenance and similar duties.

Three schools had carried out surveys to obtain pupils’ views on various aspects of the library. In one, pupils were able to help select stock from the local bookshop, and in another school they chose books from the Schools Library Service mobile van. One school operated a suggestion box – pupils could suggest books which the library did not presently stock. One suggestion would be drawn at random during a regular assembly and that book would then be purchased for the library.

Two schools organised specific activities connected with the library – a book group for Year 5 boys, and a range of games and competitions designed to increase awareness and use of books. A third school had a range of informal clubs and activities associated with the library, some of which were organised by the pupils themselves.

Integration
In five of the six schools, the library was clearly well integrated into the school, with two schools specifically mentioning the library as being at the centre of their literacy strategy. School Libraries Making a Difference (2004, p. 15) discusses the importance of the library being a ‘physical hub of the school’, and the physical position of the library within the school and its interaction with class based resources was a key element in at least one school.

‘Children think of it [the library] as an automatic part of the school'
In all cases, the library was used during lesson times, with five schools having designated library times for each class to exchange books. The libraries were also used for research, and for library skills teaching, although this was limited by staff availability in the smaller schools. Four of the six schools allowed pupils free access to the library outside of lesson times, and one allowed this for Year 6 pupils. Independent library use is seen as an important element in developing children’s literacy and enjoyment of books (Williams et al., 2002; OFSTED 2006a).

Williams et al. (2002) also discuss the importance of collaboration between teachers and librarians, and several of the case studies show this to be extremely valuable in terms of linking across the curriculum and developing children’s literacy. The Secretary of State for Education and Skills asserts that ‘a successful school library is the heart of the school learning community’ (DfES, 2004). It is a recommendation of OFSTED (2006a) that head teachers, senior managers and librarians work together to best address whole-school priorities. OFSTED (2006a) also underlines the benefit for librarians of having contact with colleagues elsewhere, to exchange good practice. This could be through attending group training for example, such as that provided by School Library Services, or by building links with other schools.

**Resources**

In one school, library funding was seen as a priority, enabling a high level of stock to be maintained, and with it a generous lending allowance. Another commented that the wide range of books available encouraged children’s use. At the other end of the resourcing scale, one school had to rely heavily on donations, and had forged links with a local bookshop which supported the library. Two schools received support from their Parent Teacher Associations.

All schools had received support from their local Schools Library Service, although the degree of current involvement varied. One school noted that they would like to make more use of the SLS, but did not have the resources available at present. One school had also forged links with the local public library, which OFSTED (2006a) identifies as an underdeveloped area in the schools included in its survey.

Several of the schools faced particular challenges over the space available – despite this, most had succeeded in making the library a bright, airy and inviting space. Children in all the schools valued the library as a place in which they could work and read in peace and quiet, as well as for the variety of books on offer.

**Evaluation**

Four of the six libraries had undertaken formal evaluation exercises, in at least one case using the DfES Self-Evaluation Toolkit (2004). Two schools were able to extract detailed statistics from their library management systems. These statistics were used to inform decisions about stock selection, and to pick up on individual children who were not using the library. One school had undertaken a staff survey concerning the library.

**The pupils’ views**

Because the six case study schools were selected on the basis of the perceived success of their libraries, and not a random sample in any sense, it would not be meaningful to combine the results of the pupil surveys to present a combined analysis. Response rates were varied, from just 12% of pupils completing the survey at Stow Heath to 98% at Yardley Hastings. At all schools, the survey was answered across the age range, and by both boys and girls.
Frequency of borrowing depended in part on the access arrangements possible at each school. Figures ranged from 19% of pupils borrowing at least weekly at High Ercall, to 77% at Blue Gate Fields. While the majority of pupils at all schools borrowed to read for fun, at least in part, 17% borrowed just for homework at High Ercall, compared to 4% at Blue Gate Fields, and 5% at Stow Heath. The proportions borrowing just to read for fun varied from 16% at Yeading to 65% at Elland.

The schools with the greatest pressure on library space also had the highest proportions of pupils thinking that there were too many books in the library – 48% at Elland, 40% at Blue Gate Fields, and 27% at Yeading. In general less than 10% of pupils thought that there were too few book in the library, except at High Ercall, where the proportion was 20% (although 22% thought that there were too many books).

When asked what they liked about the library, at all schools the greatest proportion of respondents mentioned the books, although the proportions varied from 42% at Yardley Hastings to 92% at Stow Heath. There was less unanimity in the second ranked topic, however, with 40% of Yardley Hastings pupils mentioning the games and activities, 38% of Yeading pupils commenting on the IT facilities. Pupils at three schools mentioned the environment, and those at one (Blue Gate Fields) the staff.

When asked about things they did not like, the majority of pupils said there was nothing, with proportions ranging from 60% at High Ercall to 97% at Stow Heath. At three schools, books featured most often in the disliked aspects, generally in terms of availability. In two schools, disruption caused by other users was the most disliked aspect, while at Elland it was the lack of space.

**Lessons learnt**

All the libraries in this study had undergone changes to some degree in recent years, and five felt able to offer some advice to schools seeking to develop their libraries:

- Plan properly and target limited resources; be realistic about what can be achieved, but flexible and prepared to modify plans in the light of experience
- Engage parents at an early stage
- Know the children, the books, and the curriculum
- Make the library an inviting place, where, as one Headteacher said ‘children want to be’. Each of the case studies underlines the importance of a welcoming library environment in fostering children’s enjoyment of their school library and its books
- Enable staff to invest time in the library. Set aside a block of time for stock selection, rather than adopting a piecemeal approach; weed unwanted stock on an ongoing basis, and be ruthless about it
- Have an official opening, to promote a new library

**Conclusion**

While reading for pleasure is a key element of literacy, and has been shown to be beneficial to children’s wider attainment, it is not the sole purpose of the primary school library. The case
studies we have presented are of rounded school libraries, which are engaging children in reading and the use of information in ways which support the wider educational and social aspirations of the school, within the constraints which space, budget, and demographics dictate. There is much in these case studies from which other primary schools seeking to develop and improve library services can draw inspiration.
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## Interview questions

### Appendix A

<table>
<thead>
<tr>
<th>Head Lib</th>
<th>Lit Coord</th>
<th>Parent helper</th>
<th>PTA Rep</th>
<th>Teach Asst</th>
<th>School Libs</th>
<th>SLS Rep</th>
<th>Gov</th>
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<tbody>
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<td>x x x x x x x x</td>
<td>1. Explore background to the library, and library’s status within the school, what’s changed in recent years</td>
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<td>2. Explore their role within the school / library</td>
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<td>3a. Explore challenging circumstances affecting the school as a whole (deprivation, absenteeism, multi-ethnicity, funding etc)</td>
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<td>3b. Explore challenging circumstances affecting the library (funding, space, expertise, number/quality of books)</td>
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<td>4. Who are the main users of the library?</td>
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<td>5. Are there any groups who don’t use it?</td>
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<td>6. What is the library used for? When is it open?</td>
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<td>7. What are the implications of this?</td>
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<td>8. Do you have any performance measures in place / undertake any evaluation?</td>
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<td>[Ask to supply statistics on use (issues &amp; visits), spending, new acquisitions, opening hours and qualitative evaluations if they can]</td>
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<td>9. What types of stock does the library have? (Fiction; non-fiction; multimedia; AV; graphic texts etc)</td>
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<td>10a. Who chooses stock?</td>
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<td>10b. Who weeds unsuitable material?</td>
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<td>x x x x</td>
<td>11. Explore the role of book corners</td>
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<td>12. Explore the use of:</td>
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<td>Student helpers</td>
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<td>x x x x x x x x</td>
<td>13a. Do you personally consider the library to be successful?</td>
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<td>13b. In what ways is it successful?</td>
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<td>13c. What do you think makes it successful?</td>
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<td>14. What would you have done differently in developing the library?</td>
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<td>15. What plans do you have for the future development of the library?</td>
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We would like to find out about your school library - how you use it, and what you think about it. Please help us by answering these questions.

1. What is the name of your school?

2. Are you a boy or a girl?

   ☐ boy ☐ girl

3. How old are you?

   ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

4. How often do you borrow books from the library at your school?

   ☐ every day ☐ every week
   ☐ about every 2 weeks ☐ about every 3-4 weeks
   ☐ about once a term ☐ less often
   ☐ never
5. What do you borrow the books for?

- reading for fun
- reading for homework
- both for fun and homework

6. Does the school library have:

- too few books
- enough books
- too many books

7. The best thing about the library is........

*please complete the sentence*

8. Is there anything you don’t like about the library?

- yes
- no

*if yes, please tell us about it*
If you would like to tell us anything else about the library, please write in the space below

Thank you for your help 🎉
Appendix C  Comments

Blue Gate Fields

Question 7: The best thing about the library is........

Books

- that you have a different variety of books and they are very interesting
- that there are lots of books to choose from and they are all great
- all the books that i choose are great
- when i find the book i want
- the different books
- That we have heaps of books and still we keep on getting books
- we have heaps of books
- that there are lots of different books to read and each book is excellent
- It has the books that i want and the books are intresting to read
- it has books on any subject
- new books keep coming in and they are very exciting books
  !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- There are so many books to chose from and we got a real libarian
- there is soo many different books you can read and they are all excellent!
- it has many intresting books
- It has so many books you can read and enjoy!
- having lots of books to choose from
- that there is so many books to read and we have a very kind librarian who knows what types of
  books that is suitable for us and she knows what kind of books we enjoy
- it has iteresting books
- the books are nice and fun and intresting we also have a nice libarian
- picking out and choosing the books
- chosing really good adventure books
- That we have heaps of books and we keep on buying more books. Also, we have a librarian.
- it has more and more books
- The books
- there's always a book right for me
- it got so many books
- There is so many books that we all could read and great stuff to learn
- There are so many we can READ!
- they have new books
- that there is many books about thing that you learn
- its fun to read ther is so maney varieties
- They have nice books and movie books as well
- there so much books to take
- There are so much book for us to READ!
- has lots of books and some books tell you real trings
- Reading so many books and know what happens
- we have so many books so that we can choose the best books
- you get to read whatever you want to read like car's or fairy tales
- they have lots of copyys of books
- it is a brilliant place to be and theres plenty books to read
- there so many books and there really fun
- There is so mmmany fantastic books. And so many interesting books.
- There are lots of books
- the new and improved books
**Question 7: The best thing about the library is........**

- There so many good books that you can choose
- there are lots of copies of brilliant books
- There are lots of nice books there and our library has chairs, tables and we can read there any time
- about the fun books and about pam when she helps us
- you have information books. And enjoyable books.
- you can get 6 books
- They have interesting books to read and fun top trumps to play at lunch time
- i like the library because there are top trumps to play with and lots of my best books to read. If you enter a competition there are lots of colourings to use.
- they have interesting books and books to help you for science, maths, language, english and you can sit down to read your book
- the best thing about my school library is that it has different kind of books and there are always many books there for everyone to read
- There are lots of varieties of books
- there are very funny books and and really nice sports book
- It has all topics that you learn and all types of books from different countries
- that they have nice car books and nice mr gum books
- That when you read a book it is somtimes funny and its is good for English
- The books are fantastic
- when you need help finding a book theres people around to help you
- we get to read lots of books
- there are great books in our school library and a lot of the books are very interesting
- reading books
- When we read a happy book it feels like it is happening right now
- My library have lots of interesting books and Pam is very good
- that I get to choose whatever book I want to borrow
- Getting it and reading it
- That it has lots of books
- because it has cool books
- Its fun reading
- reading books
- theres enough books for everyone
- they have the best books
- you can get books
- thers lots of books to choose from
- There are lots of good books to read
- because they have cool books
- It got information book
- There are lot's books to look at
- It has so many lovly books
- there’s millions of books
- It has fun books to read
- you can get books
- it has all the books you want
- It got fun books
- that you can take out 5 books one for your baby brother or sister
- there are lots of books
- We get to borrow books every week
- that you can borrow four books
- it has good books
- It has lots of book's
Question 7: The best thing about the library is........

☺ It has lots of books
☺ if you get a book it will help you with your homework and understand things
☺ We have a librarian and get to chose 5 books
☺ That we can brrow 5 books
☺ there ar good books
☺ It has all the books i like
☺ there are funny books and pam the librarian is so kind
☺ We can get 5 books
☺ borrowing books for my baby brother
☺ that there are a wide range of titles
☺ That there are Enterresting Books in the Library
☺ it has cooking books and magic books that you can do
☺ The best thing about the libary is becouse it has lots of books
☺ it has intesting books
☺ When we pick books
☺ Is that there nice books if you are trying to look for your favourite book it there some times
☺ It has nice books
☺ there are so many fun books
☺ it has lots of books and they are fun to read
☺ It has really fun books!!
☺ you can read books and they have funny books. And books can help you to do your homework.
☺ that there is so many books and you can learn from the non fiction books
☺ IS THAT THERE IS SO MUCH BOOKS
☺ The Dinosaurs book's because they are prhystoric
☺ that it got so many books you can read them for homework or any important things
☺ they have interesting books and there is a quiet place to sit and read
☺ The best thing about the libray is that it has too many books
☺ books
☺ I like all the books
☺ There is lots of interesting books
☺ it has so many nice books
☺ reading lots of different books for fun
☺ that you can read lot's of exiting books and, you can read lot's of information
☺ you get really funny books and scary stories. you even get books with CD and a ceset.
☺ you get so many books to read
☺ it has nice books
☺ They Have New books and they Information Books
☺ there are lots of good books to read
☺ they have intresting books
☺ we have a librarian and nice books to read
☺ That they have lots of intresting books
☺ the re are losts of books
☺ there are lots of good books to read
☺ The best thing about the libranyis the books help us learn
☺ that the books are realy nice and so is the libery teacher
☺ Reading
☺ spider-man3 books
☺ I like browng books
☺ reading fun book
☺ That they have lots of books that we can read
☺ its nice reading library books
**Question 7: The best thing about the library is.........**

- my best think about library is getting a books
- some times you can raed infearmayshtion books and lern about it
- you can borrow fun books
- is reading books
- is the books
- i love picture books
- my best thing about the library is reading books
- To choose books and borowing books
- the best thing about library is choosing our books
- the best fing is book
- i like books because they are funny and very interesting because the fairy books has pretty picchers
- reading all sorts of books
- looking at the pictures and the book
- The best thing about the library is reading the books
- reading and having fun with my freind because if i see the picther it looks nice
- Reading the books
- reading
- their are lots of fun books
- we get lots of new book evry week
- reading
- the books
- to read books
- To read lots of book in the library
- to get books
- reading books
- READING
- When we choose books and Pam read us a story
- When we get to choose non fiction books
- We can choose any books
- I like the horrid henry books
- in the library they have nice books to choose
- When I read a book
- When I get books
- books
- Getting liyberye books

**Choosing**

- all the books that i choose are great
- when i find the book i want
- picking out and choosing the books
- chosing really good adventure books
- we have so many books so that we can choose the best books
- when you need help finding a book theres people around to help you
- that I get to choose whatever book I want to borrow
- thers lots of books to choose from
- When we pick books
- its nice reading library books
- To choose books and borowing books
- the best thing about library is choosing our books
- When we choose books and Pam read us a story
- When we get to choose non fiction books
**Question 7: The best thing about the library is........**

- We can choose any books

**Borrowing**

- there so much books to take
- you can get 6 books
- that I get to choose whatever book I want to borrow
- Getting it and reading it
- you can get books
- you can get books
- that you can take out 5 books one for your baby brother or sister
- We get to borrow books every week
- that you can borrow four books
- if you get a book it will help you with your homework and understand things
- We have a librarian and get to chose 5 books
- That we can borrow 5 books
- We can get 5 books
- borrowing books for my baby brother
- I like borrowing books
- my best thing about library is getting a books
- you can borrow fun books
- To choose books and borrowing books
- to get books
- When I get books

**Reading**

- There is so many books that we all could read and great stuff to learn
- There are so many we can READ!
- Its fun to read ther is so manyzey varieties
- There are so much book for us to READ!
- Reading so many books and know what happens
- you get to read whatever you want to read like car's or fairy tales
- They have interesting books to read and fun top trumps to play at lunch time
- i like the library because there are top trumps to play with and lots of my best books to read.If you enter a competion there are lots of colourings to use.
- they have interesting books and books to help you for science, maths, language, english and you can sit down to read your book
- we get to read lots of books
- reading books
- When we read a happy book it feels like it is happening right now
- Getting it and reading it
- Its fun reading
- reading books
- reading lots of different books for fun
- Reading
- reading fun book
- some times you can raed infearmayshtion books and lern about it
- is reading books
- my best thing about the library is reading books
- reading all sorts of books
- The best thing about the library is reading the books
- reading and having fun with my freind because if i see the picther it looks nice
- Reading the books
- reading
Question 7: The best thing about the library is........

- reading
- to read books
- To read lots of book in the library
- reading books
- READING
- When I read a book

Non-fiction
- has lots of books and some books tell you real things
- you have information books. And enjoyable books.
- they have interesting books and books to help you for science, maths, language, english and you can sit down to read your book.
- there are very funny books and and really nice sports book
- It has all topics that you learn and all types of books from different countries
- It got information book
- it has cooking books and magic books that you can do
- that there is so many books and you can learn from the non fiction books
- The Dinosaurs book's because they are prehistoric
- that you can read lot's of exiting books and, you can read lot's of information
- They Have New books and they Information Books
- some times you can read informative books and learn about it
- When we get to choose non fiction books

Games / activities
- YOU GET TO PLAY GAMES
- I like the library because there's a quiet place to read and to talk to my friend and I love the competition
- They have interesting books to read and fun top trumps to play at lunch time
- I like the library because there are top trumps to play with and lots of my best books to read. If you enter a competition there are lots of colourings to use.
- playing
- When we have competitions on dragon stories or something like that

Staff
- There are so many books to chose from and we got a real librarian
- that there is so many books to read and we have a very kind librarian who knows what types of books that is suitable for us and she knows what kind of books we enjoy
- the books are nice and fun and intresting we also have a nice librarian
- That we have heaps of books and we keep on buying more books. Also, we have a librarian.
- that it has the best keeper
- it got so many books
- it has the best keeper
- pam helps me get books
- Pam (our librarian) knows where all the books are and the books are easily organised
- Pam is the school librian and she knows which books are the best to choose an which books are the best
- Pam Is A Good Libarian She Knows Where To Find The Books
- Pam is good when we need help looking for books
- Pam is really good at teaching inside the library, if we tell her where is a book that we can find she will help us to find it
- whenever we tell pam that there's a book that we want she goes and orders it
- pam is nice
- about the fun books and about pam when she helps us
Question 7: The best thing about the library is........
- when you need help finding a book there's people around to help you
- My library have lots of interesting books and Pam is very good
- We have a librarian and get to chose 5 books
- Pam helps us looks for books
- Pam helps us look for books
- That the people who, look's after is pam she is the best
- there are funny books and pam the librarian is so kind
- we have a librarian and nice books to read
- we have a librarian who keeps the books in the library
- that the books are really nice and so is the library teacher
- That Pam reads us books
- When Pam reads us a story
- Pam reading us stories
- When we choose books and Pam read us a story

Environment
- it is a brilliant place to be and there's plenty books to read
- Pam (our librarian) knows where all the books are and the books are easily organised
- There are lots of nice books there and our library has chairs, tables and we can read there any time
- There are tables and chairs to sit and read
- I like the library because there's a quiet place to read and to talk to my friend and I love the competition
- the library is peaceful, no noise
- they have interesting books and there is a quiet place to sit and read
- It is Fabulous and big

Peace and quiet
- I like the library because there's a quiet place to read and to talk to my friend and I love the competition
- the library is peaceful, no noise
- they have interesting books and there is a quiet place to sit and read

Other
- people line up good
- you can learn new words and you can be smart
- there are so many interesting stuff to learn about. I enjoy myself in the library!
- whenever we tell Pam that there's a book that we want she goes and orders it
- EVERY THING!!!!!!!!
- the way the books are easy to find
- I like about the library is because it helps you to understand and when you grow up and you are a teacher and the children in the class want you to read a story and you get stuck on a word and you don't know the meaning and the kids say why did you stop
- The best thing about the library is it helps you with your homework
- it is interesting library
- it a good library
- helping some people find some books
- that you can take out 5 books one for your baby brother or sister
- borrowing books for my baby brother
- you can read books and they have funny books. And books can help you to do your homework
- I like the library
- It is Fabulous and big
- The best thing about the libary is the books help us learn
Question 7: The best thing about the library is……..

- The best thing about the library is that you can learn lots of things
- looking at the pictures and the book
- look at the pictures
- Looking at the pictures
- looking at the pitchers
- reading and having fun with my friend because if I see the picture it looks nice
- looking at the picture
- looking at the picture

Question 8: Is there anything you don’t like about the library?

Nothing

- there is nothing I don’t like about the library
- there is nothing I don’t like about the library
- I like the library teacher because she is kind

Books

- I don’t like that there is too many books and that the library is too stuffy
- there isn’t enough books and I want more space
- Reading books
- we have not much books to take
- If there’s a book in a series sometimes the series isn’t there
- there is too less books
- There so many good books that you can’t choose which won you like
- because the books in the library are read too many time
- Not enough cooking books
- There is not enough joke books
- Some books I don’t like
- sometimes the books are messy
- sometimes the books are messy
- I can’t find my book some time’s
- There’s too many books
- Some books are boring
- there isn’t many copies of books people want
- the books get squashed
- the book are so squasy and if I want a book its not there
- we can only take 3 non-fiction and 3 fiction books and I like to take more fiction books and there isn’t much cooking books
- there is different kinds of books
- because there are not just infearmayshtion books in the library the is fiction book in the library
- because you can choose eney books you like
- Not enough dinosaur books and not allowed to choose all the football books
- not enough football books
- There is no football books to choose
- There is football books to choose

Space

- we need more space for more books
- we have such a little bit of space
- there is not enough space
- we need more space
**Question 8: Is there anything you don’t like about the library?**

- there is not enough space
- we need enough space for hannah montana books
- there so less space
- Its too small
- i think there should more space in the library
- It is very small and very crowded
- it needs to be bigger
- we need more space
- there is less space
- there isn't enough books and i want more space
- When you have a little time in the library to read books 12:30-1:00 and just a little library and Pam has to keep some books on the trolley also need a assistant to help Pam on the books/
- Because it is to little
- It needs more space for computers
- its to small

**Noise**

- its too quiet
- i don't like about library because it is noisy

**Other users**

- it could be crowded sometimes

**Giving back / not getting**

- that tjere is lpots of books that you cant yake home
- if you want a book other people take it
- When you have a little time in the library to read books 12:30-1:00 and just a little library and Pam has to keep some books on the trolley also need a assistant to help Pam on the books/
- The library is home to both the infants and juniors so we have to hand in our library books about two weeks before the holidays
- if there's a intresting book then sometimes you don't get to read it because every one wants it
- you have to wait to borrow the books
- the book are so squashy and if i want a book its not there
- you have to give it back

**Other**

- I don't like that there is too many books and that the library is too stuffy
- it's not tidy and theres not books in the right place
- Some of the books are ripped and they write on it
- When you have a little time in the library to read books 12:30-1:00 and just a little library and Pam has to keep some books on the trolley also need a assistant to help Pam on the books/
- Somtimes some books gets riped
- if we help you can we get money like £1 or £2
- The book has scribbling !!!
- SOMETIME WHEN I GET A BOOK IT HAS WRITTING IN IT
- reading
- no one ever read my book
Question 9: General comments

Books

- make it bigger, book sometimes get torn because of less space, we keep so much care that we got to many books
- So many new books keep on coming and they fill up the library so we need more space to squash books on
- there lots of books you could read with your younger siblings
- there are so many books that we can’t read them all
- the book’s are best
- there is no books that is very long
- We have to much books
- the thing is there is so many nice books we can choose
- The Library has the best books in the world. The library has important rules like don’t eat in the library or don’t talk in the library. The best thing is the keeper she help us a lot when were stuck on a word. We have to be quiet or you get in to trouble and you have to behave but you have to be very, very good. the library has a keeper called Pam she’s very kind.
- the thing i like about the library is that you can play games or read a book or you can draw pictures or you can read books with some little kids. And the library has lots of enchanted and funny, drama and traciety books but the only thing i like is that they have nice tapes that you can listen to wiles everybody are reading books or doing colouring or they are playing games with the little kids like top trumps or snakes and ladders or playing ching chang bolah and the most thing about the library is that the library teacher is really kind and her name pam but i dont know her surename but she is so kind and it is so quit.
- I wish there more books
- I would like more new books
- if you could get more story books
- I Want More Books In The Library
- To tell poeple not to write on books and not to rip books
- some books are not nice and I think we need new books
- the homework books in a safe place
- More adventures books to read like new books out in the book shops
- More adventure books
- There are books for education and there are books just for plain reading. There are always books that I am interested to read in. There are nice picture books and everyday I read a library book to my nephew.
- there are nice picture booksto read to our younger brother or sister and lots long books
- if they have a new book like mr gum and the power crystal they must get lots of it
- Can we somethings take more books than we usually take, and can we take books at break time?
- There’s a realy nice libray teacher and lode’s of book’s and someone can read abook to you
- I enjoy all the books
- I enjoy the books
- Some time’s I cuold find my book’s and I love it
- I would like the library to get more copies of book and to get more new books and give away the old ones. Thank you
- the library is filled with lots and lots of books and it has a wonderful teacher called pam
- I like lots of books in the library
- the best thing about the library is that they have so many books
- we laugh about a funny book
- it is fun and i like borowing books
- we have informaitsen book
- I like the books
Question 9: General comments

- The library has some really good pitchers of the library books
- I like the books
- looking at the book
- I like books and lots of pictures and letters in and small and big books and the library
- There are more books than any library
- why can’t we get 5 books from the library
- I like to read special books
- we can get tonyross
- We can get tonyross
- the best thing about it is we can get year 3 books
- I like books
- they have nice books
- I like looking for information books
- In the library it has lots of fun books to read
- In the library has all different kids of books for us to choose. There are interesting books.
- books
- I like library books,

Staff

- it is fun enjoyable and the librarian is very interesting and helps you pick books
- We have a really helpful Librarian and her name is Pam. She is very helpful because she helps us to find books that we enjoy.
- We have a fantastic librarian she is very helpful and she helps you find books that are excellent to read:D
- we have the best librarian
- The Library has the best books in the world. The library has important rules like don’t eat in the library or don’t talk in the library. The best thing is the keeper she help us a lot when were stuck on a word. We have to be quiet or you get in to trouble and you have to behave but you have to be very, very good. The library has a keeper called Pam she’s very kind.
- the thing i like about the library is that you can play games or read a book or you can draw pictures or you can read books with some little kids. And the library has lots of enchanted and funny, drama and traciety books but the only thing i like is that they have nice tapes that you can listen to while everybody are reading books or doing colouring or they are playing games with the little kids like top trumps or snakes and ladders or playing ching chang bolah and the most thing about the library is that the library teacher is really kind and her name pam but i dont know her surname but she is so kind and it is so quit.
- pam our library teacher is very kind because she lets us borrow any books we want
- There’s a really nice library teacher and when’s of book’s and someone can read abook to you
- the library is filled with lots and lots of books and it has a wonderful teacher called pam
- i love the library and i kike pam to be our library teacher and someone should hel pam with the work
- our library is very fun and pam is a really good librarian
- It is the best I ever and pam is the best librarian and she helps us find our books that we want to read
- I like pam
- I like pam

Space / environment

- Maybe extend it
- more space
- make it bigger, book sometimes get torn because of less space, we keep so much care thats why we got to many books
Question 9: General comments

- So many new books keep on coming and they fill up the library so we need more space to squash books on.
- Our library is very stuffy but the books are placed very neatly and tidily.
- We need more space and more shelves for more space for the books.
- The library needs more space.
- The library looks so big and we could see so many stuff.
- NOT enough space to sit down and read.
- I would like if there was more space in the library.
- The homework books in a safe place.
- I would like it if there was space for a kids area were you could sit down in a group to read altogether. I would like it if that area had soft pillow.
- I’d prefer if the library was bigger.
- SOMETIMES THE LIBRARY IS MESSY.
- There is lots of good dragon picture’s on the wall.

Fun / like

- It is fun enjoyable and the librarian is very interesting and helps you pick books.
- I am greatful that we have a library in our school and if we didn’t it would be a big disgrace.
- I love the library there is nothing wrong about it its perfect!!!!!!!!!!!!!!!!!!!!!!!!!!
- I like my library because its very good for the students and teachers.
- The library is a good place to read and play games.
- I like the library because there’s compation and you can win prizes. And lots of fun books.
- THE LIBRARY IS THE BEST!
- I love the library and I like pam to be our library teacher and someone should hel pam with the work.
- I LIKE THE LIBRARY!
- I like the library.
- Our library is very fun and pam is a really good librarian.
- It is the best library ever and pam is the best librarian and she helps us find our books that we want to read.
- It is fun and I like borrowing books.
- It is really fun and exciting.
- Its fun because I like to read.
- It is fun in the library.

Activities

- I like the library because of the top tramps.
- The thing i like about the library is that you can play games or read a book or you can draw pictures or you can read books with some little kids. And the library has lots of enchanted and funny, drama and traciety books but the only thing i like is that they have nice tapes that you can listen to while everybody are reading books or doing colouring or they are playing games with the little kids like top trumps or snakes and ladders or playing ching chang bolah and the most thing about the library is that the library teacher is really kind and her name pam but I dont know her surename but she is so kind and it is so quit.

Other

- The thing i like about the library is that you can play games or read a book or you can draw pictures or you can read books with some little kids. And the library has lots of enchanted and funny, drama and traciety books but the only thing i like is that they have nice tapes that you can listen to while everybody are reading books or doing colouring or they are playing games with the little kids like top trumps or snakes and ladders or playing ching chang bolah and the most thing about the library is that the library teacher is really kind and her name pam but I dont know her surename but she is so kind and it is so quit.
- The library is in the best school in the world.
**Question 9: General comments**

- To tell people that the library stay clean
- Can we somethings take more books than we usually take, and can we take books at break time?
- we can come up at lunch to choose another book if we have finished reading the others
- NO
- no I won’t like to tell you any thing else
- i love the library and i kike pam to be our library teacher and someone should hel pam with the work
- we read in the tabel
Elland C of E Junior and Infant School

Question 7: The best thing about the library is........

Books

- there ar loads of bookes
- Takeing out them and readin at home
- you get to pick any book
- you have an appropriet choice of book's and it is very quiet
- taking the books and reading them at home
- the books
- you get to get book's to teck home
- ther is a good choyse of bucks
- Picking a purfect book read
- You get to look at different books
- That it has all books on different choices
- you can get fun books
- Ther is loads of intresting bookes
- That you can pick your own book that you like cause I like the books
- thay are funny books there
- they is fun books to read and its good vat you get to scan them
- you get to choose book's that you like
- they have cool books
- The books are great
- It heppes you to have a chose
- It has good and funny books
- It is realy colourful and I like the books in there. There is so many books to choose from.
- There are some really good books
- ther good to read for your brain
- The books because they are fun
- I like a lot of the books you have
- you can borrow books and they are interesting
- Intresting Books
- books cos it is fun
- the books so we can read them
- That it has lots of fun picture books
- you get to take books home to read
- That you can choses your own books and I like scanig the books in
- there is lot's of funny book's and the choise
- The diffrent kinds of books
- There is a wide variety of books to choose from
- There are loads of exsiting books to read
- The books that are in the library and the way scan them out
- You get to taik out lots of diffrant books
- you can chose any books
- It is fun to read in the library
- you can pick from different sort of books
- you can shus any books
- I like reading
- Because children mite like reading a lot of books even nursery or reception need to learn to read baby books or medium children
- Because they have lots of books
Question 7: The best thing about the library is……..

- it has lots of books
- that you can choose your book
- finding a book
- that they loades of fun books!
- I like the library because it is fun to read
- Because they have lots of books
- reading books
- Because you get to read them
- I like the library because it is fun to read
- You can get books any books
- I can read fabulous books
- The books are fun and nice to read
- You get to choose your own book and you can sit down on chairs
- That I lean about cars and rackis
- The books you get are funny and good
- The best thing is the books they help us
- You can borrow books

Choosing

- you get to pick any book
- you have an appropriate choice of book's and it is very quiet
- Picking a perfect book read
- That you can pick your own book that you like cause I like the books
- you get to choose book's that you like
- It heppes you to have a chose
- That you can choses your own books and I like scanning the books in
- you can chose any books
- you can shus any books
- that you can choose your book
- finding a book
- You get to chose your own book and you can sit down on chairs

Borrowing

- Takeing out them and reading at home
- taking the books and reading them at home
- you get to get book's to teck home
- you can borrow books and they are interesting
- you get to take books home to read
- You get to take out lots of different books
- I like the library because ther borrowing book
- You can borrow books

Reading

- Takeing out them and reading at home
- taking the books and reading them at home
- ther good to read for your brain
- the books so we can read them
- It is fun to read in the library
- I like reading
- REDIN
- I like the library because it is fun to read
- Reading books
- Because you get to read them
Question 7: The best thing about the library is………

- I can read fabulause books
- Non-fiction
  - That I lean about cars and rackis

Environment

- you have an appropriet choice of book’s and it is very quiet
- it is quiet
- the comfy chairs and the table in the middle of the room were you can sit and read
- It is realy colourfual and I like the books in there. There is so many books to choose from.
- it is quiet
- You get to chose your own book and you can sit down on chairs

Peace and quiet

- you have an appropriet choice of book’s and it is very quiet
- it is quiet
- it is quiet

Other

- you have to scan your book
- using the scanner
- there is a scanner that you scan your book in and out
- that we get to scan the book in
- they is fun books to read and its good vat you get to scan them
- That you can choses your own books and I like scanig the books in
- The books that are in the library and the way scan them out
everthink
- Its fun
- Its so fun
- You can learn lots of informashion
- Becs

Question 8: Is there anything you don’t like about the library?

Nothing

- becuse it good and fun
- no
- There’s nothing
- I like the library
- Nothing
- nofing
- theres nothing
- NO

Books

- You have to get a book but you don’t read it
- It's got two many book's and libary gets messy
- it has girly/baby books
- Boys storys I don’t like
- becuas there is boys books
- Some of the books take up too much space
- Too many books on selfs and it is untidy because they lean on to the books underneath
Question 8: Is there anything you don’t like about the library?

Space
- to stuffy
- it is very dull and it is too small
- the room too small
- it is big
- the library is too small
- Some of the books take up too much space
- Its too small
- Its too small

Noise
- The way you have to talk

Other users
- wait for other people

Equipment
- When you are aloud to scan in your own book you have taken out and the scanner dosen’t work
- there is a scanner and I don’t no why we have to scan it in or out.

Giving back / not getting
- I don’t have enough time to spend choosing a book

Other
- it is very dull and it is too small
- It’s got too many books and library gets messy

Question 9: General comments

Books
- no (simpson) books
- For Henry VIII books for extra literacy
- Ther are Big Bookes, Popup Bookes, Small Bookes
- There books are really good because I used a Big book
- there cool books and very cool books there
- the Libray is rayley good and they are cool books
- I borrod a book of Princes from Mrs hawood
- I think we could have a bigger room for all the books
- I would like it if we could choose what books we could have in the library
- they have really good books and there for younger and older people and children. We went in year 3 and got a tudor book from the libry
- I used the libery to do my Topic to get a book
- I used the library to get a book for my topic
- The books are good
- That thay is lots of books
- reading a book
- It is the book is gregr
- we have lots of books for (evren)
Question 9: General comments

Space / environment
- I think it's too small
- I think we could have a bigger room for all the books

Fun / like
- I like the puppies because it is fun
- It is fun and I enjoy reading the books and there fun

Other
- no
- When Mrs Halifax and another man came and interviewed us there
- We always chill out
- I went in there in year 3 to do (library)
- I used the library for some research
- There's nothing to tell
- Nothing to tell
- Nothing
- Nothing
- Nothing to tell
- There's nothing
High Ercall Primary

Question 7: The best thing about the library is……..

Books

- Looking at all of the books
- The books because they tell me information about the world
- It’s got good books
- It’s got nice books
- The books
- When we read
- reading story books
- There’s loads of books
- It’s got the best books
- Good and understanding books
- When you get to read the library books
- That you can look at different types of books
- Good and easy story books
- It’s got lots of books
- It’s got lots of books
- Chosing, good and easy books
- Reading
- That you can spend time by your-self; there is a wide selection of books
- The wide selection of different types of books eg. Poetry, fiction and non-fiction. Also I like the contence pages on the wall so that you can easily find the type of book your looking for. The comfortable chairs are also nice.
- There is lots of books to read and lots to learn about
- The books
- it is quit so we can constrat on reading
- I think the best thing in the library is all the books and the computers because there is lots of history books and the computers are helpful for books because I can read them on the internet
- having a place to read
- That we have A special code to help us choose and find the book we need/want
- All the resourses. As well as books, we also have computers.
- The amount of books that it has because they’re both helpful for homework yet they’re still fun to read at the same time because they’re good books all the same. We also have computers so you can go and resarch and do things in a class I.C.T lessons aswell as looking for books in your free time. The librarians also are a big help to teach us the reference system and to help us find the books we want. That all the books are the right way round and they're properly cared for and there coulor coded to help you find the books.the reference system is in alphabetical order for you.You very rarely find books the wrong way round or in the wrong places
- The best thing about the library is the books you get a really good choice of books. There well looked after, there neatly aranged,and you can borrow them when you like. I like the system because it is not hard to find out as I found it out by myself the first time I went to the library. Luckily peole look after them. When we need to find out somthing we always look in information books (from the great library) and rarley look on the computer as it wastes electricity and moeny and books don't waste electricity but you may have to pay £5.00 to buy it.

About looking at the books
- everybody gets to chose there own books
- The books
- It’s fun to read in
- It’s peaceful, you can read your favourite books there and you can have a chat with your friends
Question 7: The best thing about the library is........

- the books
- When it’s nice and quiet and you get to read
- It’s got lots of nice books
- The best thing about the library is all the books
- There are loads of books
- The best thing about the library, it’s quiet so that you can read properly
- There are lots of books to read
- all the books
- narrative books and storys
- The best thing about the library is that there are good books
- You can go in there and read books!
- The best thing about the library is the non-fiction books
- It’s a great place to find books. The colour code is a brilliant way to find the books that you would like to read or borrow. Also it’s a really nice place to just sit down on the chairs and read a book.
- that they are good info books and story books
- that they are good stories and info books
- That you can find information in books
- Because you can read down there and also you can take them back up to your classroom
- That you get to borrow books for 3 weeks or more
- That you can read lots of information books
- the books are better than the mobile library that comes to our village

Choosing

- That you can look at different types of books
- Chosing, good and easy books
- That we have A special code to help us choose and find the book we need/want
- About looking at the books
- evrybody gets to chose there own books

Borrowing

- Because you can read down there and also you can take them back up to your classroom
- That you get to borrow books for 3 weeks or more

Reading

- When we read
- reading story boks
- When you get to read the library books
- Reading
- There is lots of books to read and lots to learn about
- it is quit so we can constrat on reading
- having a place to read
- It’s fun to read in
- It’s peaceful, you can read your favourite books there and you can have a chat with your friends
- When it’s nice and quiet and you get to read
- The best thing about the library, it’s quiet so that you can read properly
- You can go in there and read books!
- Because you can read down there and also you can take them back up to your classroom

Non-fiction

- the books because they tell me information about the world
- The wide selection of different types of books eg. Poetry, fiction and non-fiction. Also I like the content pages on the wall so that you can easily find the type of book your looking for. The comfortable chairs are also nice.
Question 7: The best thing about the library is……..

☺ I think the best thing in the library is all the books and the computers because there is lots of history books and the computers are helpful for books because I can read them on the internet.

☺ The best thing about the library is the books you get a really good choice of books. There well looked after, there neatly arranged, and you can borrow them when you like. I like the system because it is not hard to find out as I found it out by myself the first time I went to the library. Lucky people look after them. When we need to find out something we always look in information books (from the great library) and rarely look on the computer as it wastes electricity and money and books don't waste electricity but you may have to pay £5.00 to buy it.

☺ The best thing about the library is the non-fiction books

☺ that they are good info books and story books

☺ that they are good stories and info books

☺ That you can find information in books

☺ That you can read lots of information books

IT

☺ It looks nice and you can use the computer to do research or school work

☺ that it is quite and there plenty of books to read but also you can go on the computer and look at the golden book

☺ I like the library because the colour code helps us to find the books we want easier and if you want to have a rest you can sit on the chairs. I like having the computers in the library because if you can't find what you are looking for in books you can just go on the computers in the same room instead of going a long way! I enjoy having our library.

☺ I think the best thing in the library is all the books and the computers because there is lots of history books and the computers are helpful for books because I can read them on the internet

☺ Having computers

☺ that you get to learn about things and also we have computers to do research on. The school has librarians who help us to understand the colour code we have.

☺ All the resources. As well as books, we also have computers.

☺ The amount of books that it has because they're both helpful for homework yet they're still fun to read at the same time because they're good books all the same. We also have computers so you can go and research and do things in a class I.C.T lessons as well as looking for books in your free time. The librarians also are a big help to teach us the reference system and to help us find the books we want. That all the books are the right way round and they're properly cared for and there colour coded to help you find the books. The reference system is in alphabetical order for you. You very rarely find books the wrong way round or in the wrong places.

☺ the computers

☺ The best thing about the library is the books you get a really good choice of books. There well looked after, there neatly arranged, and you can borrow them when you like. I like the system because it is not hard to find out as I found it out by myself the first time I went to the library. Lucky people look after them. When we need to find out something we always look in information books (from the great library) and rarely look on the computer as it wastes electricity and money and books don't waste electricity but you may have to pay £5.00 to buy it.

☺ the chance to use the internet to research

☺ that it has computers

Staff

☺ we have librarians to help us find books which we are looking for

☺ The school librarians are always there to help you

☺ that you get to learn about things and also we have computers to do research on. The school has librarians who help us to understand the colour code we have.
Question 7: The best thing about the library is........

- The amount of books that it has because they’re both helpful for homework yet they’re still fun to read at the same time because they’re good books all the same. We also have computers so you can go and research and do things in a class I.C.T lessons aswell as looking for books in your free time. The librarians also are a big help to teach us the reference system and to help us find the books we want. That all the books are the right way round and they’re properly cared for and there colour coded to help you find the books.the reference system is in alphabetical order for you. You very rarely find books the wrong way round or in the wrong places.
- there is librarians to help us find the books we need
- You always have librarians to make sure you’re safe

Environment

- You can have spend time by your self and relax
- spending time with our selves
- It looks nice and it is set out well
- It looks nice and colourful
- That you can spend time by your-self; there is a wide selection of books
- The wide selection of different types of books eg. Poetry, fiction and non-fiction. Also I like the contence pages on the wall so that you can easily find the type of book your looking for. The comfortable chairs are also nice.
- Its quiet
- Its a lovely place to be and the displays in it are very well layed out and organised
- its filled with colourful displays to make it nice and cool for little kids
- that it is quite and there plenty of books to read but also you can go on the computer and look at the golden book
- i like the library because the colour code helps us to find the books we want easier and if you want to have a rest you can sit on the chairs:i like having the computers in the libary because if you cant find what you are looking for in books you can just go on the computers in the same room instead of going a long way! i enjoy having our libary.
- it is quit so we can constrat on reading
- It is easy to access
- having a place to read
- the way they arange the books
- The best bit about the library is the way it looks, beacuse it is set out well
- it looks really nice and colourful
- It’s peaceful, you can read your favourite books there and you can have a chat with your friends
- In the library there are comfy chairs
- When it’s nice and quiet and you get to read
- The best thing about the library is its nice and quiet
- The best trhing about the library, its quiet so that you can read properly
- it has comfy chairs
- The best thing about the library is colourful
- It’s nice and quiet in there!
- The best thing about the library is that ITS QUIET
- The vibrant colours that make the library a nice place to be in!
- It’s quiet!
- It’s a great place to find books. The colour code is a brilliant way to find the books that you would like to read or borrow.Also it’s a really nice place to just sit down on the chairs and read a book.
- the carpet and the things on display
- They have got comfychairs to read the books on
Question 7: The best thing about the library is........

Peace and quiet

- You can have spend time by your self and relax
- spending time with our selves
- That you you can spend time by-your-self; there is a wide selection of books
- Its quiet
- that it is quite and there plenty of books to read but also you can go on the computer and look at the golden book
- it is quit so we can constrat on reading
- It’s peaceful, you can read your favourite books there and you can have a chat with your friends
- When it’s nice and quiet and you get to read
- The best thing about the library is its nice and quiet
- The best thing about the library, its quiet so that you can read properly
- It’s nice and quiet in there!
- The best thing about the library is that ITS QUIET
- It’s quiet!

Other

- the index wall to tell us wer the books are
- It’s fun!
- It’s big
- It looks nice and you can use the computer to do research or school work
- That you you can spend time by-your-self; there is a wide selection of books
- The wide selection of different types of books eg. Poetry, fiction and non-fiction. Also I like the content pages on the wall so that you can easily find the type of book your looking for. The comfortable chairs are also nice.
- that it is quite and there plenty of books to read but also you can go on the computer and look at the golden book
- i like the library because the colour code helps us to find the books we want easier and if you want to have a rest you can sit on the chairs.i like having the computers in the li bary because if you cant find what you are looking for in books you can just go on the computers in the same room instead of going a long way! i enjoy having our library.
- that you get to learn about things and also we have computers to do reashurch on. The school has librarians who help us to understand the colour code we have.
- That we have A special code to help us choose and find the book we need/want
- The best thing about the library is the books you get a reaaly good choice of books.There well looked after, there neatly aranged,and you can borrow them when you like.I like the system becuase it is not hard to find out as I found it out by myself the first time I went to the libary.Luckerly poeple look after them.When we need to find out somthing we always look in infomation books (from the great library) and rarley look on the computer as it wastes electricity and moeny and books don’t waste eleatricity but you may have to pay £5.00 to buy it.
- that you have a key to tell you where all the books are
- you don’t have to pay to use the facilateys
- the best bit about the library is that you can read the golden book and see who has achived this term
- It’s a great place to find books.The colour code is a brilliant way to find the books that you would like to read or borrow.Also it’s a really nice place to just sit down on the chairs and read a book.
- the chance to use the internet to research
**Question 8: Is there anything you don’t like about the library?**

**Books**
- Some books are too confusing for me to read
- the books because the books tell us information
- That we don’t chain of books
- to many books on one subject nothing much about animals and its a bit to small
- they don’t many adventure books to read
- There isn’t any reading books
- Too many books crmming up the shelves
- They’re aren’t enough fiction books for you to borrow just for pleasure. They’re all non-fiction books.
- too many non-fiction books and no fiction books
- its got too many books
- Sometimes the books I try to find aren’t there!
- Sometimes the books are in the wrong place so you can’t find them. It’s also quite annoying.
- They don’t have enough books to read. It’s in a corridor so it’s noisy.

**Space**
- The room in which its located is far too small
- it is over lapping a corridor and the books are on one side so you have to sit on the corridor people keep coming past
- It is quite small. Not many people can go in at once because of this.
- we could have more space for new books
- The library needs more room and we need more librarians when we go down to the library
- They don’t have enough books to read. It’s in a corridor so it’s noisy.

**Noise**
- When other pupils shout
- I think it needs a sign saying please be quiet because some of the pupils (the younger 1s) are quite loud
- I don’t like where the library is because it is at the bottom of class 3 corridor so when you are reading a book you get disturbed because you can hear class 3. I don’t like where it is because there is two separate parts of the school so we have to walk to the other building.
- When it’s noisy
- that it is to noisy
- They don’t have enough books to read. It’s in a corridor so it’s noisy
- Because sometimes it is not quiet
- some children can be silly and noisy

**Other users**
- When other pupils shout
- I think it needs a sign saying please be quiet because some of the pupils (the younger 1s) are quite loud
- The problem is that people don’t put the books back in the right place so maybe we could put a sign up saying double check
- some children can be silly and noisy

**Equipment**
- The chairs are too wobbly
- The shelves are too small as some books are too tall and so they are just left on the side and the library looks untidy
- the chairs
Question 8: Is there anything you don’t like about the library?

I think our library needs more chairs to sit on because most people like to either have a look at a book if they are going to the doctors or the dentist or want to read a couple pages before they borrow the book and like to sit down.

The blue chairs.

When you walk through the door you see the photocopier straight a head and it isn’t nice!

Giving back / not getting

people don’t have any goes with the librarians

Other

When I do my homework

I don’t like where the library is because it is at the bottom of class 3 corridor so when you are reading a book you get disturbed because you can here class 3. I don’t like where it is because there is two separate parts of the school so we have to walk to the other building.

if the staff are not friendly or the shelves are to high

The library needs more room and we need more librarians when we go down to the library

Question 9: General comments

Books

* it could be nicer with more younger books
* the library has lots educational books which can help us at school and help us research things
* We have year six pupils as librarians, who teach us the reference system and help us choose books
* The reference system because it helps you find the book(s) you’d like to borrow, and the best of it is: it’s in alphabetical order and there colour coded. There is a little coffee table and seats so you can sit down and read a book if you don’t want to take it home. There are also the computers where you can reasearch for a class project, for work in a class I.C.T lesson or to look up a book. The librarians are also a big help because they show you how to work the reference system and help you find the book your looking for.
* You can read a lot of books
* they should have more language books, the shelves should be lower too, so smaller children can reach the shelves better

Staff

* when the librarians come to take children in our class i try to go because i am very fond on this library! and i i had to recommend this library i would to anybody adults and children
* Our library is good because we have our very own guiders who help us learn more about the library they are called librarians. Year 6 nominated them.
* We have year six pupils as librarians, who teach us the reference system and help us choose books
* We have librarians to take us to the library and show us how the system works they also play games with us. They are well trained.
* we have librarians to help us with the library system

Space / environment

* I like the comfy chairs!
* We could have a new mat under the table
* The reference system could do with some work asa it is all jumbled up and the stickers are getting scruffy and falling off
* I think we could make some bright and colourful displays to make the library look happier and we could use a sign politely asking the computer users to be quiet as when the librarians take children to the library the people on the computers disturb the sessions
Question 9: General comments

- I think there should be a sign saying please be quiet
- If there was anything I could change would be making it a bit more spacious because it is a bit crowded and not very big. Just a tiny bit more wider would help it a lot!
- We have computers to help us in research and we have really good displays.
- There is a colour code on the wall which helps to find the kind of book you want quickly and easy.
- The library needs a little more selves and chairs
- We have a system with colours and numbers, this helps us at High Ercall to find books to read and to enjoy
- We have a colour coded system so we get the books we want quickly!
- We have work on the walls so people can see what we've been up to
- There is computers in the library for people who want a book which isn't there
- I would like to say that our school library is good but it is a bit too colourful
- It's busy there!
- It has loads of posters!
- I would like to say that the chairs are comfortable
- In the library there is 4 computers and it is noisy
- People have to walk through to go to the printer

Fun / like

- It's nice!
- I quite like it
- It's great fun!
- When the librarians come to take children in our class I try to go because I am very fond of this library! And I had to recommend this library I would to anybody adults and children
- It's exiting
- It's a brilliant place to go in school time and out. You can stay there if your parents or something like that haven't quite made it to school yet. I recommend it to lots of people. Thank you
- It's fun to go and it helps you learn

Other

- I like listening to stories with flowers and birds and bees
- We have computers to help us in research and we have really good displays
- We have extra computers so we can work faster
- No
Stow Heath Junior

Question 7: The best thing about the library is………

Books

- there are really good books
- The library has great books
- The books because there's a wide range of fun and exciting books. Sometimes I use the books to help me with my homework and to revise for my sats.
- the range of books they have. I use them for fun, homework and to revise for my sats.
- all the books are interesting and fun and really good, especially the mystery books
- that they have really interesting books
- There is lots of books for us to read for fun
- that you can get new books if you ask
- the books you like but if the library hasn't got you can fill out an enquiry form and you and your book may get picked out of the box
- the fun books to read
- that it has lots of books of your choiceing
- there's loads of books for people to enjoy
- It has lots of books to enjoy
- The books
- the books
- the way it offers you chances to know about the books you want and you leave happy because you are satisfied with the awesome books they have
- there is many books to choose from
- there are so many books to read
- all of the books
- you can read in the library at dinner time and you can borrow 1 or 2 books
- people come here to read books
- people come here and read books
- reading
- you can come and do some research all different things for your topic
- you can read and find out about your topic at school
- you can have any book you like
- the books
- there is a lot of books to choose from
- they have lots of cool books to read
- it's got really interesting books
- not so good books!
- The discover the Dewey number part because it helps you to look for books
- there are loads of different books that you can chose
- that there are really good books for reading and enjoyment
- Choices of Books

Choosing

- that it has lots of books of your choosing

Borrowing

- you can read in the library at dinner time and you can borrow 1 or 2 books

Reading

- There is lots of books for us to read for fun
- there are so many books to read
- you can read in the library at dinner time and you can borrow 1 or 2 books
- people come here to read books
Question 7: The best thing about the library is........

- people come here and read books
- you can read and find out about your topic at school

**Non-fiction**
- The books because there's a wide range of fun and exciting books. Sometimes I use the books to help me with my homework and to revise for my sats.
- the range of books they have. I use them for fun, homework and to revise for my sats
- you can come and do some research all different things for your topic
- you can read and find out about your topic at school

**Environment**
- how beautiful the library is presented and how it goes in order
- it's nice

**Other**
- that you can get new books if you ask
- the books you like but if the library hasn't got you can fill out an enquiry form and you and your book may get picked out of the box
- The discover the Dewey number part because it helps you look for books

Question 8: Is there anything you don't like about the library?

**Nothing**
- I great library we've ever had

**Books**
- not a lot of books

Question 9: General comments

**Books**
- The library is peaceful and the books are good
- have some homework books
- it's easy to find the books you want to read
- it's got all the books you need!
- really good, but we need more. playscript books
- I think they could get books to help us with sats and homework
- The library is fun to come to, but sometimes other people have got the book so you have to wait your turn which I suppose is fair. There is also lots of unusual books and tarpaulins and fiction books. There is also poem books, roman books and much more!
- This library they have different authors
- it's for people of all ages and you can find any book you want as quick as possible without any trouble
- It has lots of books to read
- more books
- it has new books every week or so and you know if there took out on the search created

**Space / environment**
- The library is peaceful and the books are good
Question 9: General comments

Fun / like

- The library is fun to come to but sometimes other people have got the book so you have to wait your turn which I suppose is fair. There is also lots of unusual books and tapes and fiction books. There is also poem books, roman books and much more!
- It is lots of fun

Other

- it is good the way people take it in turns to be the library monitor so they dont argue
- it’s for people of all ages and you can find any book you want as quick as possible without any trouble
- needs to be open more longer!!!!
- the libery is better then the pulic ones
Yardley Hastings Primary

Question 7: The best thing about the library is.......

Books
- it's comfortable for when we read our books and it has a big variety of books to choose from
- it is fun and encourages you to read
- that it is fun and we have a cunfey cushion snake to sit on and it is qwiert I love reading!
- the colufl dispays and intresting books
- they don't only have books they have story sacks with diffrent games
- it is very fun for everyone as they have books for all ages and there is many activities to do
- the cometions and books
- reading books
- There are lots of fun games to play and there are some very good books to read also there are some fun activities that happen
- What I like about the library is the story sack and the train that holds books and some of the book are brilliant
- the amount of space and books
- that I can borow books whenever I like
- it has lots of books
- It has all the topics that I like
- I can learn lots of different things – I like science and nature
- I like the travel books best
- I like reading all types of books
- it's a really good library and I like the train books
- reading the books in the library, I like reading about the knights and about horses
- I like reading about fish
- I like reading about frogs
- reading in the library, I like childrens reading books
- you can read the books ion the library or take them home and you can play games in the library
- I can sit and read there and take the books home
- you can find your favourite topics, I like interesting things like nature
- I like reading in the library
- there are lots of books on Horrid Henry
- I like reading about tractors and snakes
- It has books to help us with our homework
- the book
- be able to read
- I like the books in the fiction corner
- The book because I like reading

Borrowing
- that I can borow books whenever I like
- you can read the books ion the library or take them home and you can play games in the library
- I can sit and read there and take the books home

Reading
- it is fun and encourages you to read
- that it is fun and we have a cunfey cushion snake to sit on and it is qwiert I love reading!
- reading books
- I like reading all types of books
- reading the books in the library, I like reading about the knights and about horses
- I like reading about fish
- I like reading about frogs
Question 7: The best thing about the library is........
☺ reading in the library, I like children's reading books
☺ you can read the books in the library or take them home and you can play games in the library
☺ I can sit and read there and take the books home
☺ I like reading in the library
☺ I like reading about tractors and snakes
☺ be able to read
☺ The book because I like reading

Non-fiction
☺ I can learn lots of different things – I like science and nature
☺ I like the travel books best
☺ reading the books in the library, I like reading about the knights and about horses
☺ I like reading about fish
☺ I like reading about frogs
☺ you can find your favourite topics, I like interesting things like nature
☺ I like reading about tractors and snakes

IT
☺ The reader's review, of the book you've read, on the computer

Games / activities
☺ The library sacks
☺ that we have bags of fun and games
☺ there are lots of games to play and do
☺ the story sacks
☺ The story sacks
☺ The story sacks
☺ It is fun for everybody in the school. The best thing about our school library is the competition.
☺ they don't only have books they have story sacks with different games
☺ it is very fun for everyone as they have books for all ages and there is many activities to do
☺ That it has story sacks
☺ We have story sacks. They have fun games in them.
☺ You get to go into competitions which the teachers do
☺ There are lots of fun games to play and there are some very good books to read also there are some fun activities that happen
☺ What I like about the library is the story sack and the train that holds books and some of the book are brilliant
☺ you have a place where you can sit and relax. There is a lot of story sacks, you can sit on a train which is really cozy!
☺ it's really good fun and has some games in it
☺ playing the games
☺ playing with the games
☺ bag with games in
☺ playing games
☺ you can read the books in the library or take them home and you can play games in the library
☺ I like the games in the library
☺ I like playing the games
☺ I like the games best
☺ the games in the storage sacks
☺ it's fun playing with the story sacks
☺ playing the games
☺ I like playing with the story sacks
☺ playing with the toys
Question 7: The best thing about the library is……..  
☺ you can play games  
☺ that we have the competitions and the story sacks  

Environment  
☺ it is nice and relaxing and helps me concentrate  
☺ it is a nice place to relax when the little kid are NOT in there!!!  
☺ it is a nice place to relax  
☺ its comfortable for when we read our books and it has a big variety of books to choose from  
☺ I’s big and fun  
☺ that it is fun and we have a cunfey cushion snake to sit on and it is qwier I love reading!  
☺ the colufl dispays and intresting books  
☺ It is worm and and fun and it makes me feel tired  
☺ What I like about the library is the story sack and the train that holds books and some of the book are brilliant  
☺ you have a place where you can sit and relax. There is alot of story sacks.you can sit on a train witch is really cozy!  
☺ the amount of space and books  
☺ The area for playing games and puzzles. There is also an area for reading books  
☺ the tent where we read books  
☺ It is nice and quiet  
☺ it’s a happy place  
☺ the library is a quite plase to read and talked to your friend and do a lot of comation  
☺ the snake cover thing on the floor  

Peace and quiet  
☺ that it is fun and we have a cunfey cushion snake to sit on and it is qwier I love reading!  
☺ It is nice and quiet  
☺ the library is a quite plase to read and talked to your friend and do a lot of comation  

Other  
☺ it is nice and friendly  
☺ the reading budy system  
☺ reding budsies  
☺ I’s big and fun  
☺ you get to relax  
☺ that it is fun and we have a cunfey cushion snake to sit on and it is qwier I love reading!  
☺ It is fun for every body in the school.The best thing about our school liibrary is the competition  
☺ it is very fun for everyone as they have books for all ages and there is many activities to do  
☺ It is worm and and fun and it makes me feel tired  
☺ the cometions and books  
☺ The reader’s review, of the book you’ve read, on the computer  
☺ the best thing about the library is all of it  
☺ it’s really good fun and has some games in it  
☺ it’s a really good library and I like the train books  
☺ it’s amazing  
☺ The goggrey seccion  

Question 8: Is there anything you don’t like about the library?  
Nothing  
☺ there is nothing i dont like about it  
☺ there is not eney bad about our library
Question 8: Is there anything you don’t like about the library?

Books
- People messing about. Not –complete series of books.
- there are to many people are in the library. not all series of the books
- too many books and I can’t read them all
- but sometimes I look at a book and can’t read it but the older children can
- too many books and I can’t read them all

Space
- it is abit crowded
- its a bit crowded.
- The library is a bit small
- I can’t hide in the library
- The library needs to be a bit more bigger

Noise
- When people shout
- sometimes a little bit noisy

Other users
- some times people shourt and you some times get the blimed for it and thay don’t read
- people mes it up ad it looks teribal
- The little ones are always going in and they mess about and the bigger ones dont get to go in
- People messing about. Not –complete series of books.
- there are to many people are in the library. not all series of the books
- I don’t like it when people break things in the library

Equipment
- Sometimes I find the scanner annoying because I can’t get it to work properly

Giving back / not getting
- I don’t like having to leave the library to go back to class
- I did not get a turn in the pirate reading tent before it was put away

Other
- the art area
- Sometimes I don’t like the display board

Question 9: General comments

Books
- it looks wondifal ther are lots of book anddisplays but it is a very small libery
- it seems there are too many books as i can't read them all
- there is a book on the body i can't find. I would like more books about the body in our library
- I think there are too many books in the library because I can't read them all
- I would like some more different books
- It has realy good books to read
- You get to scan your booksand you get to keep them for a while
Question 9: General comments

Staff
- we have librarians and reading buddies so that makes it more fun
- The little children have reading buddies to help them read words, read them a book or play with them. There is also librarians to help out and competitions to do every month and there is a book as a prize.

Space / environment
- That everybody likes it. It is nice and quiet.
- When we had the pirate tent
- I like the book train with the little benches to sit on
- I really like the book train where I can sit and read
- It's just big enough
- we have lots of fun things to do in our library. The story sacks are have a theme and they have lots of things to do with that theme. The competitions are really fun and you have to do things for the competitions. I once one a competition and i won a book. Every year we have a auction where the teachers chose two people to be the auctioners. The auctioners get two books and they have to read them, review them, write a speech for the rest of the school to persuade them to buy the books, read the speech to the rest of the school and try to make somebody buy it. We have booktits for money at the auction. The library is really cosy and we have a snake to sit on and a train.

Fun / like
- that it is very nice
- it's fantastic!
- I'm really glad we have a library at our school
- it is really fun
- it's a really good library
- I really like our library
- I'm really glad we have a library
- It's a good thing we have a library
- It's fun and lovely
- I'm glad we have a library
- I like it
- we have lots of fun things to do in our library. The story sacks are have a theme and they have lots of things to do with that theme. The competitions are really fun and you have to do things for the competitions. I once one a competition and i won a book. Every year we have a auction where the teachers chose two people to be the auctioners. The auctioners get two books and they have to read them, review them, write a speech for the rest of the school to persuade them to buy the books, read the speech to the rest of the school and try to make somebody buy it. We have booktits for money at the auction. The library is really cosy and we have a snake to sit on and a train.

Activities
- we have story sacks
- it has fun competitions and prizes for the winners
- We have library buddies for class one. So the teacher knows who is in the library, we have library passes. We have story sacks about all kinds of things with games in them.
- The little children have reading buddies to help them read words, read them a book or play with them. There is also librarians to help out and competitions to do every month and there is a book as a prize.
**Question 9: General comments**

- We have loads of special story-stacks and a library computer. Each Class 1 child has a reading buddy which takes them to the library when they want to. Each year we have a book auction where there is two children chosen from each year, they're given two books two read, evaluate and write about. at the end of term we have the auction and sell the books. For money we have bookits which are given for good behaviour. When the children that bought the books have read them, they are put into the library for other people to read.
- The amount of story-sacks
- it has lots of games
- we have lots of fun things to do in our library. The story sacks are have a theme and they have lots of things to do with that theme. The competitions are really fun and you have to do things for the competitions. I once one a competition and i won a book. Every year we have a auction where the teachers chose two people to be the auctioners. The auctioners get two books and they have to read them, review them, write a speech for the rest of the school to persuade them to buy the books, read the speech to the rest of the school and try to make somebody buy it. We have bookits for money at the auction. The library is really cosy and we have a snake to sit on and a train.

**Other**

- I also like the newspapers in the library
- I also like the newspapers in the library, and the snack
- we have a computer system and when you get a book from the library you scan the book and your reader card and when you want to give it back you scan it back in
- we have a broued that you can look at and somet times we can riter storys or stof like that!!!!!!!
- We have library buddies for class one. So the teacher knows who is in the library we have library passes. We have storysacks about all kinds of things with games in them.
- the little children have reading buddeis from class four
- There is a computer and we have our own number that makes us able to remember the books we have read. And we can review the ones that we think were good fun. And if the computer isn't there, you can put your books in the return box and then the librarians will sort them out for you.
- We have loads of special story-stacks and a library computer. Each Class 1 child has a reading buddy which takes them to the library when they want to. Each year we have a book auction where there is two children chosen from each year, they're given two books two read, evaluate and write about. at the end of term we have the auction and sell the books. For money we have bookits which are given for good behaviour. When the children that bought the books have read them, they are put into the library for other people to read.
- The library has a laptop with a scanner and is open for a little bit after and before school but only for our schools children
- has realy nice library moniters
- sometimes we leave it a bit messy
Yeading Junior

Question 7: The best thing about the library is……

Books

- The car books
- it has many different books such as facts, stories and so on
- The best thing about the library is it has fun books to read
- There are a variety of books you can choose from
- Looking at the books
- I like the different books and they are really enjoyable
- the book's and laptop's, we can research on it or find information
- The books and the laptops
- The book's and the laptops, can help you with your homework and your reading record
- The best thing about the library is that there is big selection of books to choose from so there is more than enough to choose from
- It is quite and you can read a book peacefully and happily
- There are lots of books and you can revise
- There are a variety of books to choose from and you can revise during lunchtime for your homework
- I like the library because there are lots of interesting books
- That there are many facilities for us to use for example: laptops, different types of books to use etc. Moreover there are times when we are allowed to revise which really helps for our upcoming SATs.
- It has a really good selections of books e.g Harry Potter, Roald Dahl
- There are a variety of books to choose from and the books can help you with your homework they are interesting too
- The books in the library
- The best thing are lots of interesting books so you can learn more stuff you don't now
- I like the different books and they are really enjoyable
- There is laptops the library so you can revise for your sats and the detailed books
- The best thing are loads of good books to take out and there are lots of fun activities to use
- the books
- It looks nice and it has good books
- that the library has got a good number of books that includes non-fiction and fiction and there are lots of interesting books for homework and fun
- that it has a great amount of books which includes: fiction and non-fiction. the library has culture books and all different types of genres the books are all very interesting and fun to read they are all great for children our age and other who are younger there are books in English with different languages for people who are still learning English.
- its has lots of good books and laptops for revision
- the books are very interesting to read. it is nice and quite to study. i don't like it when it is noisy.
- Its has very good interesting books and an helpful librarian and it has a lot of lessons, laptops and so many books they invite a lot of people and have a lot of meetings.
- computer books real books
- They have a selection of colourful books and you can do your homework in there!
- laptops, books, meeting, inviting, home
- we have laptops, books, meeting
- the library is an interesting place to read a interesting book. you can do your homework and just think. ther is a top to help you. you can you can read lots of books and you can listen to the top and look at the pictures. you can cool down when you are angry.
Question 7: The best thing about the library is........

- That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.
- The books are very interesting and we have a really kind librarian. There are laptops.
- The books are quite interesting and there are all kinds of books you would wish to have. I also find different books interesting.
- We have laptops. We have books. We kind and librarian.
- There are laptops. The book is interactive, it has meeting the librarian are very kind and she is helpful. It is quiet place to read.
- They have interesting books and we can do our homework. Library has laptops and the library is a helpful place. It is colourful place.
- It has lots of meetings. And you can do your homework. Its has lots of lessons, laptops and it has a helpful librarian. Its small but it is powerful. When you are mad you can read a book and it posters in there, it has lots of books. In the library it has DVDs, and tapes.
- All the information books that are there.
- You can come there any time and read books.
- Reading.
- There are information books, story books and computers.
- You can reasearch on the laptops as well as the books.
- That you could go there to improve our knowledge. Or if we are distressed we could go there to calm down. Mrs Bhatti helps to get ready for our Sats. You could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there as well.
- That they have books that we want and our favourite book and Mrs Bhatti is very kind and very helpful.
- That you can choose a book with no fuss because we have more than two.
- When you are upset you can read books and calm down.
- There is a variety of books to choose from.
- There is a variety of books to choose from.
- Mrs Bhatti put more books for us and get ready us for sats.
- Reading.

Choosing

- The best thing about the library is that there is big selection of books to choose from so there is more than enough to choose from.
- There are a variety of books to choose from and the books can help you with your homework. They are interesting too.
- There is a variety of books to choose from.

Borrowing

- There are loads of good books to take out and there are lots of fun activities to use.
- That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.
- That you could go there to improve our knowledge. Or if we are distressed we could go there to calm down. Mrs Bhatti helps to get ready for our Sats. You could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there as well.
- That you can choose a book with no fuss because we have more than two.

Reading

- It is quite and you can read a book peacefully and happily.
Question 7: The best thing about the library is........

- that it has a great amount of books which includes: fiction and non-fiction. the library has culture books and all different types of genres the books are all very intresting and fun to read they are all great for children our age and other who are younger there are books in english with different languages for people who are still learning english.
- the library is a intresting place to read a intreting book. you can do your home work and just think. ther is alape top to help you.you can you can read lots of books and you can lisening to a tayp and look at the picuter. you can cool down when you are angrey.
- There are have laptop, the book are interactive, it has meeting the librian are very kind and she is helpful. It is quiet place to read.
- you can come there any time and read books
- when you are upset you can readbooks and calm down
- Non-fiction
- The car books
- it has many diffent books such as facts, stories and so on
- that the library has got a good number of books that includes non-ficton and fiction and there are lots of interasting books for homework and fun
- that it has a great amount of books which includes:fiction and non-fiction. the library has culture books and all different types of genres the books are all very intresting and fun to read they are all great for children our age and other who are younger there are books in english with different languages for people who are still learning english.
- all the information books that are there
- there are information books,story books and computers
- Mrs Bahtti put more books for us and get ready us for sats
- IT
- getting to use laptops and learning at the same time
- they give us access to laptops to do research and revision which is a really great opportunity
- That we can use the laptops and revise for our sats which is great and our school librarian (Mrs Bhatti) is a great help and we love going to the libaray and all the differant types of software on the computer to help us with our learning and homework
- Mrs Bhatti because she is really kind and she helps me a lot and the laptops because then i can do research about different things
- the book's and laptop's, we can research on it or find information
- The books and the laptops
- The book's and the laptops, can help you with your homework and your reading record
- It nice and quiet to read there and they have latopaps there
- That there are many facilities for us to use for example: laptops, different types of books to use ect. Moreover there are times when we are allowed to revise which really helps for our upcoming SATs.
- There is laptops the library so you can revise for your sats and the detaled books
- Its very calm and you can go on laptops
- We have laptops to do some reserch
- There are laptops so we can study in peace
- we get to rewise on the laptop in peace
- we get to reversie on the laptop
- that there are quite a few laptops which is good also is quite
- its has lots of good books and laptops for revision
- It has very good interesting books and an helpful libirian and it has a lot of lessons, laptops and so many books.they invite a lot of people and have a lot of meetings.
- we have laptops we get to do our homework
- cmputer books real books
Question 7: The best thing about the library is........

- laptops, books, meeting, inviting, home
- we have laptops, books, meeting
- the library is interesting place to read an interesting book. You can do your homework and just think. There is a place to help you. You can read lots of books and you can listen to a tape and look at the picture. You can cool down when you are angry.
- we have increasing books and we have laptop's we have tables and chairs, we have DVDs
- We have interactive board and books laptop we have and chairs and tables, DVDs
- That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.
- The books are very interesting and we have a really kind librarian. There are laptop.
- we have laptops. we have book. we kind and librarian.
- There are have laptop, the book are interactive, it has meeting the librarian are very kind and she is helpful. It is quiet place to read.
- They have interesting books and we can do our homework. Library has laptops and the library is a helpful place. It is colourful place.
- It has the lots of meeting in there, and you can do your homework, its has lots of lesson, laptops and it has a helpful librarian. Its small but it is powerful. When you are mad you can read a book, and it has posters in there, it has lots of books. In the library it has DVDs, and tapes.
- there are information books, story books and computers
- You can reassemble on the laptops as well as the books
- that you could go there to improve our knowledge, or if we are distressed we could go there to calm down, Mrs Bhatti helps to get ready for our sats, you could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there aswell.
- you can research things for homework on the laptops
- You can go in laptops and visit the library any time you like

Games / activities

- There are loads of good books to take out and there are lots of fun activities to use
- That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.
- we can go there to practice for sats and do activities such as reading club
- You can go to library when there is activities

Staff

- Mrs Bhatti is always helpful and if she has to give away a few books she gives those books to sometimes us
- Mrs Bhatti because she helps us with are reading she dose lots of stuff for the library
- That we can use the laptops and revise for our sats which is great and our school librarian (Mrs Bhatti) is a great help and we love going to the library and all the different types of software on the computer to help us with our learning and homework
- Mrs Bhatti because she is really kind and she helps me a lot and the laptops because then I can do research about different things
- Mrs Bhatti is kind and she helps us when we need help
- the librarian great and caring who helps us with our sats and keeps it a very clean place to visit and if you need extra help with there learning you are very welcome to come and learn in the library
- It has very good interesting books and an helpful librarian and it has a lot of lessons, laptops and so many books, they invite a lot of people and have a lot of meetings.
Question 7: The best thing about the library is........

That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.

The books are very interesting and we have a really kind librarian. There are laptops.

We have laptops. We have book. We kind and librarian.

There are have laptop. The book are interactive, it has meeting the librarian are very kind and she is helpful. It is quiet place to read.

It has the lots of meeting in there, and you can do your homework. It has lots of lesson, laptops and it has a helpful librarian, its small but it is powerful, when you are mad you can read a book, and it posters in there, it has lots of books. In the library it has DVDs, and tapes.

That you could go there to improve our knowledge, or if we are distressed we could go there to calm down, Mrs Bhatti helps to get ready for our sats, you could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there as well.

That they have books that we want and our favourite book and Mrs Bhatti is very kind and very helpful.

The librarian is really polite and the library is always clean and really well organised. Whatever you are looking for you can find it!!!!

The librarian is good.

Mrs Bhatti is helpful and you can sit on pillows and read with your friends.

Our teacher Mrs Bathi helps us to learn.

Mrs Bhatti is kind and will help you if need help and can talk to if you have a problem.

Mrs Bhatti put more books for us and get ready us for Sats.

Environment

It is quite and you can read a book peacefully and happily.

It nice and quiet to read there and they have laptops there.

It is calm and peaceful moreover you can study and get information.

It's very calm and you can go on laptops.

There are laptops so we can study in peace.

We get to revise on the laptop in peace.

It's peaceful and a good place to study.

It is a place for learning in peace also a place for getting help on our homework.

That there are quite a few laptops which is good also is quite.

It looks nice and it has good books.

The librarian great and caring who helps us with our sats and keeps it a very clean place to visit and if you need extra help with there learning you are very welcome to come and learn in the library.

The books are very interesting to read. It is nice and quite to study. I don't like it when it is noisy.

It is quite and lovely and you can do your homework in there, time to yourself.

The library is an interesting place to read an interesting book. You can do your homework and just think. There is a place to help you. You can read lots of books and you can listen to a tape and look at the picture. You can cool down when you are angry.

We have increasing books and we have laptop's we have tables and chairs, we have DVDS.

We have interactive board and books laptop we have and chairs and tables, DVDS.

That I can go and read and borrow two books from the library. We can do our homework there and we have a helpful librarian. We sometimes have meetings, there is an interactive board and a laptop. We also do revision, it is inviting place to be. We have a listening center there, it's colourful and we do research about anything. We have a reading club as well.

There are have laptop. The book are interactive, it has meeting the librarian are very kind and she is helpful. It is quiet place to read.

They have interesting books and we can do our homework. Library has laptops and the library is a helpful place. It is colourful place.
Question 7: The best thing about the library is……..

- when your angry you can go to the library and read a book to cool down
- because everything is in its place
- that you could go there to improve our knowledge, or if we are distressed we could go there to calm down, Mrs Bhatti helps to get ready for our sats, you could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there aswell
- The librarian is really polite and the library is always clean and really well organised. Whatever you are looking for you can find it!!!
- Mrs Bahti is helpful and you can sit on pillows and read with your friends

Peace and quiet

- It is quite and you can read a book peacefully and happily
- It nice and quiet to read there and they have laptops there
- It is calm and peaceful moreover you can study and get information
- its very calm and you can go on laptops
- There are laptops so we can study in peace
- we get to rewwise on the laptop in peace
- Its peaceful and a good place to study
- it is a place for learning in peace also a place for getting help on our home work
- that there are quite a few laptops which is good also is quite
- the books are very interesting to read.it is nice and quite to study. i don't like it when it is noisy.
- It is quite and lovely and you can do your hoomrk in there, time to yourself
- the library is a intresting place to read a intreting book. you can do your home work and just think. ther is a laptop to help you.you can you can read lots of books and you can lisening to a tayp and look at the picture. you can cool down when you are angry,y
- There are have laptop, the book are interactive, it has meeting the librian are very kind and she is helpful. It is quiet place to read.
- when your angry you can go to the library and read a book to cool down
- that you could go there to improve our knowledge, or if we are distressed we could go there to calm down, Mrs Bhatti helps to get ready for our sats, you could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there aswell

Other

- finding out information about different subjects
- Mrs Bhatti is always helpful and if she has to give away a few books she gives those books to sometimes us
- That you can find reseach and find out what it is and how interesting it can be
- You can learn about differnt things
- That we can use the laptops and revise for our sats which is great and our school librarian (Mrs Bhatti) is a great help and we love going to the libaray and all the differant types of software on the computer to help us with our learning and homework
- There are lots of books and you can revise
- There are a variety of books to choose from and you can revise during lunchtime for your homework
- That there are many facilities for us to use for example: laptops, different types of books to use ect. Moreover there are times when we are allowed to revise which really helps for our upcoming SATs.
- It is calm and peaceful moreover you can study and get information
- IT FUN
- you feel relaxed and its fun
- it is a place for learning in peace also a place for getting help on our home work
- It has very good interesting books and an helpful libririan and it has a lot of lessons, laptops and so many books.they invite a lot of people and have a lot of meetings.
**Question 7: The best thing about the library is.........**

- we have laptops we get to do our homework
- laptops, books, meeting, inviting, home
- we have laptops, books, meeting
- the library is a intresting place to read a intreting book. you can do your home work and just think. ther is alape top to help you.you can you can read lots of books and you can lisening to a tyyp and look at the picuter. you can cool down when you are angery.
- That I can go and read and borough two books from the library we can do our homework there and we have a helpful libarian. we sometimes have meetings, there is a inerteractive board and a laptop. we also do revision, it is inviting place to be. we have a listening center there, it's colourful and we do research about anything we have a reading club as well.
- There are have laptop, the book are interactive, It has meeting the librian are very kind and she is helpful. It is quiet place to read.
- It has the lots of meeting in there, and you can do your homework, its has lots of lesson, laptops and it has a helpful libarian, its small but it is powerful, when you are mad you can read a book, and it posters in there, it has lots of books. In the library it has DVDs, and tapes.
- when your angry you can go to the library and read a book to cool down
- when you are upset or not allowed to take part in something you can watch something or a dvd and have treats
- you can come there any time and read books
- you can come any time you like
- that you could go there to improve our knowledge, or if we are distressed we could go there to calm down, Mrs Bhatti helps to get ready for our sats, you could help if there are any jobs to do, you could use the laptops for research or homeworks if you do not have the internet connection at home and if you do not live near a library you could go get books there aswell
- we can go there to pactice for sats and do activteys such as reading club
- You can go in laptops and visit the library any time you like
- You can visit the library any time you want for research and help with homework

**Question 8: Is there anything you don’t like about the library?**

**Books**
- good books is bad

**Space**
- In the library there should be a little more space the sit down
- There is one thing it get to crowed i get swoshed by the time i get to the book i want it is time to go because my time has ran out
- Sometimes it can get kind of cramped because it is small. It would be good if it became bigger.
- It's to small
- The library could be a bit bigger with more books for children ar people to look at

**Noise**
- Sometimes it gets too crowded and too loud

**Other users**
- Sometimes it can get crowed
- Sometimes it gets too crowed
- Sometimes it gets too crowed and too loud
- Sometimes it can get a bit too crowded
- sometimes it gets too crowded
- Sometimes it can get crowed
Question 8: Is there anything you don’t like about the library?

Equipment
- You can get a few more computers consequently sometimes you have to wait for a long time to get a turn
- There not to many tables and chair
- Its not too many chair

Giving back / not getting
- If there is a meeting in the library we sometimes have to miss our turn
- When there is a meeting in the library, we miss our turn to takebooks from the library
- There is one thing it get to crowded i get swoshed by the time i get to the book i want it is time to go because my time has ran out
- You can get a few more computers consequently sometimes you have to wait for a long time to get a turn
- you can take only two books

Other
- If there is a meeting in the library we sometimes have to miss our turn
- When there is a meeting in the library, we miss our turn to takebooks from the library
- The shelves are not tidy
- They sometimes throw away good old books

Question 9: General comments

Books
- The library is very helpful towards everyone. For you can read books for fun or for homework. They also hold a variety of clubs in the library for the benefit of our learning.
- There are lots of fun books to read. The library is a peaceful place.
- You can read lots of books
- There are lots of books the read and there are fiction books and there are research books
- It is really fun and the books are good
- There should be even more books in the library. Every week we have to choose a book every week. The library is my favourite place.
- The library has fiction books and non fiction books. And i like fiction books
- We have cultural books
- the teachers are great and the books are great
- you time, revision for sats, lessons, resurch books, meeting, quiet, place inviting, clourfull, lising, reading club, small but powerfull center oder, books, interactingweek, dvds
- books listening center laptops intractive helpfel liberen meeting your time to think reision libary is brigh artifakts order books for internatial week qwiet plase
- Our does look small but it is powerful place. It has posters, atifacts and it has loads of books on the bookshelves. Our liberian orders books for us to do research, to read in our bookcorner and for international week. we do loads of reaseach and revision for our SAT's. we have books about religons, we have tables and DVD's.

Staff
- Mrs Bhaty and other staff members that helps in the library are also very helpful and kind
- Our library is used for many things such as: Revision sessions - for children who need help with their studies, Homework club - for children who find it hard to understand their homework, Meetings as well as Laptop sessions. Our library is an outastanding library thanks to our School librarian Mrs Bhatti.
Question 9: General comments

- I love going to the library because it is fun and it helps people when they are stuck. The librarian: Mrs Bhatti helps people on laptops and every 2 weeks calls different classes in (in halves) to go on the laptops on websites that will help us with thiongs that we are stuck on, on many different websites.
- It is a great library and if you ever need help you go to the library and you find what you are looking for and the teachers in there are great help and kind and help you if you need help.
- The library is a very bright and colourful place with a great caring librarian.
- The teachers are great and the books are great.
- Colourful, lessons, helpful librarian, quiet, listen to tapes on radio, meetings, homework, small but powerful, artifacts around you.
- Different meetings there, do research, a helpful librarian, colourful, listening center, small but powerful, laptops, relaxing, reading club, cooling down.
- Books, listening center, laptops, interactive helpful librarian meeting your time to think revision library is bright artifacts order books for international week quiet place.
- I like the librarian and there are different meetings and you can do research there is a listening center it is small but powerful it is our own special library!
- I like getting help from the librarian, and the room is bright, and clean plus it is colourful and the most wonderful, library ever and it is small, but powerful, and it has DVD mostful it has research.
- There is a good librarian that helps us find a book and our librarian and for different weeks international week, since week art week.
- Our does look small but it is powerful place. It has posters, artifacts and it has loads of books on the bookshelves. Our librarian orders books for us to do research, to read in our bookcorner and for international week. We do loads of research and revision for our SAT’s. We have books about religions, we have tables and DVD’s.
- Miss Bhatti who is helpful.
- Our librarian, Mrs Bhatti is very helpful and if you can’t find what you are looking for she will help you.
- Mrs Bhatti is really polite and kind and loves to work with the children at Yeading Junior School. She likes us to improve in our learning and wants us to achieve a good grade or level in our tests.
- You could ask Mrs Bhatti the book you want and she will help us find it.
- It’s the best library in the world! Our librarian is really kind and helpful.
- Our teacher Mrs Bhatti is very kind.
- The librarian, Mrs Bhatti is very kind and helpful. She can help you in whatever you need help.!!!
- Mrs Bhatti our librarian is very kind and extremely helpful.
- Our Librarian, Mrs Bhatti helps a lot in the library too.
- Our librarian, Mrs Bhatti is very nice and helps us if we get stuck.
- Mrs Bhatti help us with our Sats.
- Our librarian, Mrs Bhatti is very helpful and kind and is a great librarian.

Space / environment

- There are lots of fun books to read. The library is a peaceful place.
- It is a nice environment to work in!!
- It is a lovely learning environment!
- It is a good place to work because it is nice and quiet!
- It is quite in there nobody shout.
- It is a good place to revise and work (homework)
- Its colourful.
- It is a good area to calm down, read books research and many more things.
- The library is a very bright and colourful place with a great caring librarian.
- Colourful, lessons, helpful librarian, quiet, listen to tapes on radio, meetings, homework, small but powerful, artifacts around you.
- Our library looks small but it is powerful and it gives a lot of knowledge.
Question 9: General comments

- you time, revision for sats, lessons, resurch books, meeting, quiet, place inviting, clourfull, lisning, reading club, small but powerfull center oder, books, interacting week, dvds,
- Diffrent meetings there, do reseach, a helpful librain, colurful, listening center, small but puwerful, laptops, relaxing, reading club, cooling down
- books listening center laptops intractive helpfel liberen meeting your time to think reision library is brigh artifakts order books for internatial week qwiet plase
- I like the librian and there are diffrent meetings and you can do reasearch there is a listening center it is small but powerful it is our own speacil library!
- Our does look small but it is powerful place. It has posters, atifacts and it has loads of books on the bookshelves. Our libarian orders books for us to do research, to read in our bookcorner and for international week. we do loads of reaseach and revision for our SAT's. we have books about religons, we have tables and DVD's.
- you can have meeting in there it is a really quiet places,you can research and it is coulurful you can even do your homework and revise for your sats it is small, the lighting is powerful there are DVDs.
- Peaceful,small but powerful, it takes you to a different places once you read a book, teachers can have meetings in the libray, it also has DVD's, it's relaxing, re
- small but powerful, a cooling down place,
- It is small place and the lighting is powerful, and there are DVDs. you can do your homework
- The library is quite,and it is a small place, the lighting powerful. It can have meetings in the library. You can learn and relaxin in the library, even you can revise in the library theyre are tables.

Fun / like

- There is always some fun games and activities going on in the library
- It is really fun and the books are good
- I love going to the library because it is fun and it helps people when they are stuck. The librarian: Mrs Bhatti helps people on laptops and every 2 weeks calls differrent classes in (in halves) to go on the laptops on websites that will help us with thiongs that we are stuck on, on many differnt websites.
- WE got lost of fun stuff as well as things to help us revise
- it is very fun and you can find books. revision, helpful, colourful, research internatial artfakts sats quietplace
- I like getting help from the libriarian, and the room is bright, and clean plus it is colourful and the most wonderful, library ever and it is small, but powerful, and it has dvd mostful it has reseach
- It's the best library in the world! Our librian is really kind and helpful.

Activities

- They have clubs and meetings in the library
- It is reserved for meetings, homework club, revision for children and important visitors. The library is a great learning environment for both children and adults and events like homework club and revision takes place at lunchtimes so children don't have to stay behind after school.
- The library is very helpful towards everyone. For you can read books for fun or for homework. They also hold a variety of clubs in the library for the benefit of our learning.
- There should be some board games were every can play with everyweek

Other

- i like it when you get to sit down in a corner and read in your own time
- This is good for me because me and my other friends and learn how to improve there reading
- It is reserved for meetings, homework club, revision for children and important visitors. The library is a great learning environment for both children and adults and events like homework club and revision takes place at lunchtimes so children don't have to stay behind after school.
- The library is very helpful towards everyone. For you can read books for fun or for homework.They also hold a variety of clubs in the library for the benefit of our learning.
- You can do homework
**Question 9: General comments**

- Our school library is used for so many things such as: meetings, homework club, laptop sessions as well as revision sessions
- The library should have more laptops
- The library has a laptop because you could research some work to help your learning
- Our library is used for many things such as: Revision sessions - for children who need help with their studies, Homework club - for children who find it hard to understand their homework, Meetings as well as Laptop sessions. Our library is an outstanding library thanks to our School librarian Mrs. Bhatti.
- The library should have more laptops
- WE got lots of fun stuff as well as things to help us revise
- our library has a fantastic piece of learning and there are laptops for learning
- it can be used for lots things such as meetings revision lessons homework club reading club etc
- colorful, lessons, helpful librarian, quiet, listen to tapes on radio, meetings, homework, small but powerful, artifacts around you
- Our library looks small but it is powerful and it gives a lot of knowledge
- you time, revision for sats, lessons, research books, meeting, quiet, place inviting, colorful, listening, reading club, small but powerful center of the books, interacting week, dvds
- Different meetings there, do research, a helpful librarian, colorful, listening center, small but powerful, laptops, relaxing, reading club, cooling down
- In the library we have lots of help for our sats and for children that don't speak English!