



Things to think about

Quality Indicator 2.1 Learners' experiences

How well are children and young people motivated and actively involved in their own learning and development, showing increasing skills as learners?

- How can we demonstrate that the ethos of the school library resource centre promotes learning?
- How well does the range of our activity across the school help to support pupils to develop the four capacities?
- How do we promote reading for enjoyment that motivates pupils and gives them choice?
- How well does our joint working motivate pupils?
- To what extent do we use information about pupils' learning to inform and plan their next steps?
- How do we offer opportunities for pupils to learn independently in the school library resource centre?
- What opportunities do we help to provide for pupils to interact with each other in library-related activities?
- How do we ensure that pupils' views make an effective contribution to the learning environment and development of the school library resource centre?
- How do we ensure that the views of staff and the wider community are considered when planning improvements to the school library resource centre?
- What is the impact on pupils and staff as a result of our meetings with colleagues from wider partnerships to discuss specific improvements?

Quality Indicator 5.3 Meeting learning needs

How well do the tasks, activities and resources provide appropriate support and challenge to enable all to achieve?

- In what ways do we ensure that all pupils are supported and challenged?
- How do we know that we contribute to attainment and achievement?
- What contributions do we make to cross-curricular learning which support the delivery of *Curriculum for Excellence*?
- How well do we ensure that we make provision for the needs of all pupils?
- What range of tasks, activities and resources do we offer which contribute to skills development?
- How well do we support reading for enjoyment?
- Do we have appropriate expectations for different groups of learners?
- How do we demonstrate that we have high expectations for all?
- How well do we identify and minimise barriers to learning?
- How well do we promote equality and fairness?
- How well do we work as a team with a range of staff and the wider community, with a variety of

expertise, to support pupils' learning?

- What contributions do we make to supporting pupils in achieving their personal goals?
- In what ways do we monitor the progress of individual pupils?
- How well do we help pupils to follow their individual interests and hobbies?

Quality Indicator 5.9 Improvement through self-evaluation

What evidence is there that the self-evaluation resulted in measurable and observable improvements in the quality of the service, and has made a positive impact on the achievements and experiences of children and young people?

Do we focus self-evaluation sufficiently on learning and pupil outcomes?
What are the strengths of our service and what are the areas for improvement?
How do we use the outcomes of self-evaluation to work towards continuous improvement?
Have we ensured that we have sought feedback from a range of stakeholders and used the feedback effectively?
How does the school library resource centre's self-evaluation fit into the school's quality procedures?
In what ways do the school management take into account the outcomes of the school library resource centre's self-evaluation and provide support for developments?
How do we use the standards and quality report?
Through self-evaluation, what good practice have we been able to identify and share?