

School Libraries

A literature review of current provision and evidence
of impact

Anne Teravainen and Christina Clark

June 2017

All text © The National Literacy Trust 2017

T: 020 7587 1842 W: www.literacytrust.org.uk Twitter: @Literacy_Trust Facebook: nationalliteracytrust

The National Literacy Trust is a registered charity no. 1116260 and a company limited by guarantee no. 5836486 registered in England and Wales and a registered charity in Scotland no. SC042944. Registered address: 68 South Lambeth Road, London SW8 1RL

Table of Contents

Tables and figures	2
Summary of key findings.....	3
Current provision of school libraries in the UK.....	3
Impact of school libraries.....	3
What works when it comes to school libraries?	3
Introduction	5
Current provision of school libraries in the UK.....	7
Provision in the UK.....	7
Library use.....	10
Summary: Current provision of school libraries	12
Importance of school libraries	13
School libraries and learning outcomes.....	13
Affective and personal outcomes	19
What works when it comes to school libraries?	25
Next steps	37
References	38

Tables and figures

Table 1: Percentage of pupils scoring below average, average and above average in reading tests according to whether or not they use the school library	16
Table 2: School library users and non-users by reading enjoyment, mean reading confidence, and mean number of books read in a typical month	20
Table 3: School library users and non-users by different types of reading motivation expressed as averages, with lower scores indicating higher levels of agreement.....	20
Figure 1: Frequency of school library use in 2016	11
Figure 2: School library users and non-users and their agreement with statements that assess intrinsic reading motivation.....	21
Figure 3: School library users and non-users and their agreement with statements that assess extrinsic reading motivation	22
Figure 4: School library users and non-users and their agreement with statements that assess their motivation to read for achievement.....	22

Summary of key findings

This literature review aims to provide a comprehensive contemporary picture of school libraries in the UK. It focuses primarily on what is known about the extent of current school library provision. This is then followed by a review of the known impact of school libraries on pupils' skills, motivation and enjoyment. The review then finishes with an outline of the elements that make a good school library.

Current provision of school libraries in the UK

- There are no official figures on the number of school libraries in the UK.
- There is no statutory requirement for schools in England to have a school library, and often the decision to have one depends on the head teacher.
- Some survey data suggest that most primary schools have a library; however, the response rates are too low to make generalisation and the definition of library varies from dedicated space to bookcases in the corridor and so on.
- The current state of school library provision can to some degree also be evidenced by decreasing budgets and staffing as well as data on the size and quality of library stock and provision for technology.
- New data from 2016 show that 67.1% (25,749 out of 38,347) pupils aged 8 to 16 in the UK said that they use the school library, and that school library use was associated with gender, age, socioeconomic background and ethnic background.
- These new data also show that 64.1% of pupils use the school library at least once a week. While there was no gender difference in frequency of using the school library, it is associated with age, socioeconomic background and ethnic background.

Impact of school libraries

- While traditionally evaluations of library services have focused on outputs rather than service outcomes, a considerable body of evidence shows that schools have an impact on pupils:
- School libraries have been found to impact pupils' general academic attainment, reading and writing skills, plus wider learning skills, as well as their scores in history, mathematics and science.
- School libraries have also been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school library use.
- Several personal and interpersonal outcomes, such as self-esteem and the feeling of success and accomplishment, have also been associated with school library use.

What works when it comes to school libraries?

Based on several sources, the following elements were identified as being associated with good school library provision:

1. Good school librarian
2. Supportive senior leadership team
3. Supportive staff and collaboration
4. Good quality physical space
5. Quality of the collection and access to resources
6. Responding to different needs
7. Flexible scheduling
8. Quality instruction
9. Monitoring and evaluation
10. Integration and promotion
11. Funding and budgeting

In sum, this review shows that school libraries play a very important role in contributing to pupils' success, but that budget cuts are possibly affecting school libraries' effectiveness. At the same time, there are no official numbers of school libraries and the provision is not consistent across the UK. It is crucial that up-to-date figures are collected to determine the state of school libraries.

In addition to a systematic way of collecting information on school library provision, particularly in England, more research on the impact of school libraries is needed in the UK context. For example, although international evidence highlights the impact of school libraries on pupils' achievement, it's not always applicable in the UK context. Moreover, while some of the evidence is fairly recent, fast-developing technology and the new opportunities it offers for school libraries means that new research is needed to capture the impact of these technological developments.

Introduction

Many professional bodies and agencies have turned their focus towards school libraries in recent years¹. Reviews and studies can be found analysing topics such as the importance of school libraries, their impact on pupils' achievement, successful libraries, and the future of these libraries. School libraries are a timely topic because of the changes in the education system.

As a report by the All Party Parliamentary Group (APPG) for Libraries in 2014 highlights:

“School libraries and school library provision are at a critical juncture. In a time of educational reform, financial constraints and devolution of decision-making powers, every aspect of school life has to demonstrate its value to the wellbeing and attainment of the pupils in school.”

At the same time, the value of school libraries is well established. As a recent Department for Education report on reading (2015) points out, libraries play an important role in children's reading habits. With public libraries closing at a worrying rate (Wainwright, Bradshaw, Sherlock & Geda, 2016), school libraries are becoming even more important.

Moreover, it is vital that all the resources available to support pupil achievement are being targeted effectively and used efficiently (Douglas & Wilkinson, 2010) as just half of children and young people enjoy reading, fewer than half read daily outside class (Clark, 2016), and standards of literacy in England are behind many other countries (Department for Education, 2015).

A report by the Chartered Institute of Library and Information Professionals (CILIP; Streatfield, Shaper & Rae-Scott, 2010) offers a useful definition of the purpose school libraries:

“The school library can be about many things – it can promote and support leisure-time reading, contribute to the social development of the students in the school and provide a place to study and do homework. Importantly, the library can be a learning resource centre to support all the predominant modes of teaching and learning in the school, ranging from teacher-led lessons to independent student learning and e-learning.”

The CILIP report (Streatfield, Shaper & Rae-Scott, 2010) also highlights the essential role school libraries play in helping pupils in their learning and in equipping them to function

¹ Different countries and researchers use slightly different terms when referring to school libraries and school librarians. All terms such as school library media centre, (professionally) qualified librarian, teacher-librarian and endorsed librarian are used interchangeably in this review.

effectively in an increasingly competitive electronic environment. The growth of the internet and access to e-publications and e-resources means greater than ever demands on the information-handling capacities of pupils, including their ability to read a variety of formats (Streatfield, Shaper & Rae-Scott, 2010). In addition, as both pupils and teachers discover new ways to use technology to collaborate, teach and learn, school libraries can promote and facilitate the learning of evolving 21st century core skills (Scholastic, 2016).

This review aims to provide a comprehensive picture of school libraries in the UK. It focuses on what the current situation is, the impact school libraries have, and what makes a good school library. The review is divided into three sections based on the themes it aims to address:

- The first section will identify the current provision of school libraries in the UK. As data are not systematically captured in the UK, several sources will be included. This part will also partly build on the National Literacy Trust's Review on Libraries (Clark, 2010) and will include new data from 2016.
- The second section will explore the impact evidence of school libraries. Both national and international sources will be considered, including earlier research by the National Literacy Trust (Clark, 2010) and new data from 2016.
- Finally, the review will aim to outline some of the key elements that make a good school library. This section will look at research evidence and standards created by different professional bodies and agencies. The section will then aim to present the elements of a successful school library in a concise list.

Current provision of school libraries in the UK

It is not a statutory duty of schools in England, Wales or Scotland to provide school libraries or school library services. In Northern Ireland, School Library Services, rather than a physical space, are statutory (APPG, 2014). In Scotland, all secondary schools have to have access to library services either through a dedicated school library, a joint school and community library or from a central authority library service, the majority of which are staffed by professionally qualified librarians (Williams, Wavell & Morrison, 2013). Generally, the decision to have a school library depends on the head teacher of the school (APPG, 2014). A report for the School Library Commission (Douglas & Wilkinson, 2010) suggests that while in the primary sector the concept of a school library as a vital element of teaching and learning is neither widespread nor embedded in school planning, in secondary level provision varies from excellent to invisible.

Provision in the UK

Number of school libraries

The lack of a systematic monitoring tool means that there are no official figures on the number or proportion of schools that have a school library or a school librarian in the UK, and therefore no complete picture of school provision is readily available (APPG, 2014). This not only makes attempts to improve library provision more difficult (APPG, 2014) but clearly places children and young people in different schools and parts of the country in an unfair situation.

While there are no official numbers of school libraries, some evidence gives an indication of the extent of library provision in schools. For example, a survey by CILIP (Streatfield, Shaper & Rae-Scott, 2010), which included 651 primary school respondents, showed that 81% said they have a designated library space, while 19% operate a series of book corners in classrooms. Similarly, a survey of 1,000 participants by the School Library Association (SLA, 2012) found that all primary schools (17.7% of the sample) taking part had a school library. However, their findings show that how the library is presented varies greatly from, for example, “separate KS1 and KS2 libraries” to “two large bookcases in the main corridor of the school” (SLA, 2012).

Budgets

In the absence of actual numbers of school libraries, several pieces of evidence suggest that the provision of school libraries is decreasing. A major area of concern is the budget allocated to libraries. Worryingly, the APPG for Libraries Report (2014) suggests that 40% of primary schools with a designated library space have seen their budgets reduced. The survey by the SLA (2012) found that there were major variations in the budgets available to school libraries. Their results show that 11% had a budget of up to £500 a year, while 17% had £1,000-3,000 and another 17% had £3,000-5,000 each year.

Perhaps even more telling is that 34% of schools had a lower budget than last year, while 48% only had the same as the year before (which, in effect, is a small cut when the rate of inflation is included), and only 18% had any increase in their budget.

Survey findings by CILIP (Streatfield, Shaper & Rae-Scott, 2010) show similar trends in terms of secondary school libraries' budgets for the purchase of stock and services: 16.5% of respondents reported an increase, 49.3% reported no change and 31.8% had experienced a decrease. They highlight a worrying finding that 11.5% of the libraries had a budget of less than £3,000 and then received budget cuts. The number of responses from primary schools was too low to allow for generalisations, but the authors conclude that most primary school library budgets are declining (Streatfield, Shaper & Rae-Scott, 2010).

Library staffing

Staffing is another key concern in terms of school library provision. According to the APPG for Libraries Report (2014), one of the most worrying trends has been the decrease in the number of librarians in English schools: data from The Department for Education's School Workforce show that within two years the number of librarians had decreased by 280. A survey by the CILIP (Streatfield, Shaper & Rae-Scott, 2010) shows that just over half of libraries in secondary, independent, middle and special schools are run by a professionally qualified librarian (58.7% of responses). However, over a third of their respondents (34.8%) say that it is other designated school librarians who are responsible for running the library. Other staff responsible for running the library were school administrators, volunteer staff or nobody. On the other hand, their survey responses in primary schools indicate that relatively few of them have a designated library, although some professional support is usually available (Streatfield, Shaper & Rae-Scott, 2010).

Perhaps unsurprisingly, a survey of 1,000 participants by the SLA (2012) also found that there are differences in how school libraries are staffed in primary and secondary schools. As they acknowledge, staffing of primary school libraries has always been a mixed bag. They found that 34% were managed by a literacy coordinator, 25% by a teaching assistant, 19% by a teacher, 6% by head teacher, 8% by volunteers and 2% by parents (SLA, 2012). In addition, they found that some school libraries were staffed by pupils, HLTAs, literacy governors, technicians and office staff.

The survey responses from secondary schools show a different picture. 85% of the respondents said that their library was run by librarians and 8% that they were run by assistant librarians (SLA, 2012). The rest of the responses were more mixed with the majority being a variation on learning resource centre manager/officer type title. Worryingly, the SLA findings (2012) also show that more posts that were full time are now either redundant or being re-advertised as term time only.

The CILIP survey (Streatfield, Shaper & Rae-Scott, 2010) not only explored who is responsible for running the library in secondary, independent, middle and special schools but also how much library time is paid for in terms of staff. They found that 86 of the surveyed schools (5.6%) are only paying for 20 or fewer hours per week of staff time

whereas 239 (15.5%) pay for between 51 and 70 hours. 194 surveyed schools (12.6%) pay for more than 70 hours per week (Streatfield, Shaper & Rae-Scott, 2010). This is closely connected to school library opening hours. While their findings show that in 25.8% of schools libraries were open between 21 and 35 hours, 41.8% of schools managed between 36 and 40 hours, and 27.4% of schools managed more than 40 hours, the authors highlight that it is disappointing that more than a quarter of libraries do not open for a full school day (Streatfield, Shaper & Rae-Scott, 2010).

Library stock and provision of technology

In addition to budgets and staffing, the CILIP (Streatfield, Shaper & Rae-Scott, 2010) survey provides interesting insight into secondary, independent, middle and special school library provision in terms of stock and technology. Their results show – contrary to what one would expect – that there is not a proportionate increase in school library stock to reflect growth in student numbers. They found that the median stock size is between 10,001 and 15,000 books for all schools with more than 501 students. For smaller schools the stock size is between 5,001 and 10,000 books. The authors point out that even though it could be expected that larger schools would have fewer books per pupil, some consistency in expenditure increase would be expected. However, they also suggest that expenditure on e-resources is complicating the picture (Streatfield, Shaper & Rae-Scott, 2010). On the other hand, they found that in primary schools there appears to be a more direct link between the number of pupils and the size of the stock (Streatfield, Shaper & Rae-Scott, 2010).

The CILIP report (Streatfield, Shaper & Rae-Scott, 2010) also provides information on how secondary, independent, middle and special school librarians regard the quality of their stock. 543 of 940 respondents regard their stock as supporting reading for pleasure, and 418 believed their stock was right for meeting students' library needs. However, fewer librarians regarded their stock to be good for supporting a range of abilities (344 respondents), or teaching, learning and student development (324). Worryingly, just 235 of 874 respondents believed their stock was adequate for a full range of first languages, while only 155 of 860 respondents considered their coverage for e-licences to be good (Streatfield, Shaper & Rae-Scott, 2010).

Information literacy has been prominent internationally in the library and information field since the 1990s (Williams, Wavell & Morrison, 2013). American Association of School Librarians' Standards for the 21st-century learner (AASL, 2007) include pupils being able to demonstrate a mastery of technology tools for accessing information and pursuing inquiry, to use technology and other information to analyse and organise information, and to use information and technology ethically and responsibly. Indeed, they also highlight that today's pupils need to develop information skills that enable them to use technology as an important tool for learning, both now and in the future (AASL, 2007). The CILIP (Streatfield, Shaper & Rae-Scott, 2010) report provides valuable information on deployment of information technology in the UK. Their results reveal that a third of schools (33.9%) have between 10 and 19 computers or laptops for their pupils to use. A fifth (20.6%) have only 4-9 and 7.5% only 1-3 computers or laptops. 18.1% have between 20 and 29 computers or laptops and just 17.3% have more than 30 (Streatfield, Shaper & Rae-Scott, 2010).

Library use

A survey by the National Literacy Trust in 2016 looked into the use of school libraries. It found that of 38,347 pupils aged 8-16 who answered a question on school libraries, 25,749 (67.1%) said that they use the school library. This percentage is slightly lower than the 68.7% of pupils aged 8-16 who reported that they used the school library in 2009. A study conducted in New York (Small, Shanahan & Stasak, 2010) found similar figures for pupils' library use: 69% of 5th-, 8th-, and 11th-grade pupils were found to visit the school library at least once a week.

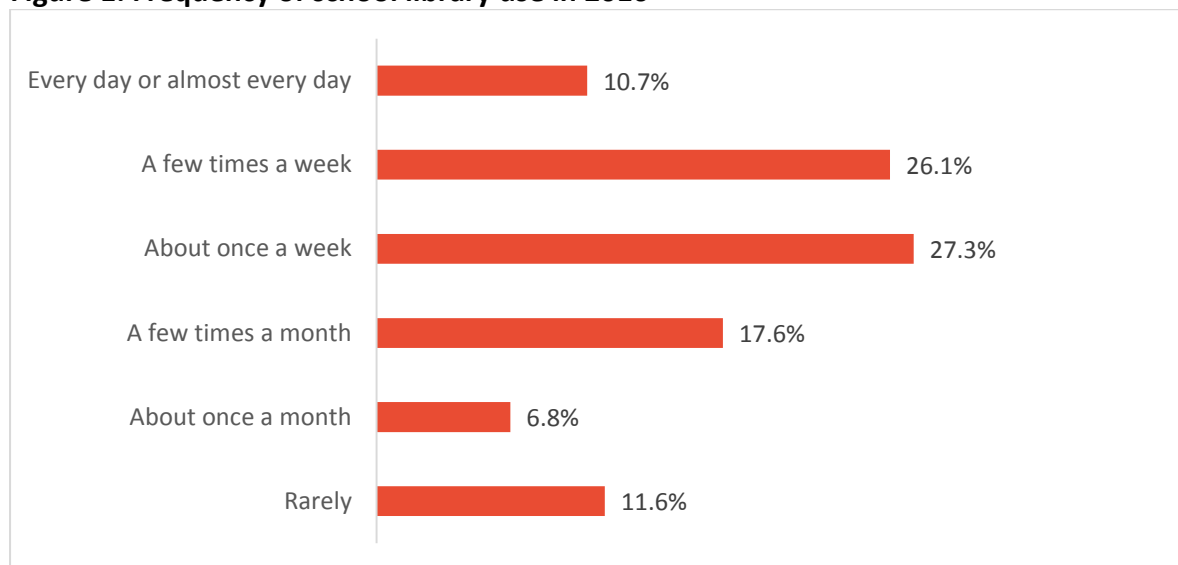
School library use in the UK in 2016 was associated with gender, age categorised by key stage, free school meal uptake and ethnic background². For example, in 2016, girls in the UK were significantly more likely to use the school library compared with boys (69.5% vs. 64.8% respectively). School library use also declined rapidly and significantly with age, with 76.8% of pupils aged 8-11 (KS2), 70.7% of pupils aged 11-14 (KS3) and only 39.5% of pupils aged 14-16 (KS4) saying that they use their school library. Similarly, Ofsted data on school libraries (Ofsted, 2006) also revealed that while pupils' use of the library varied greatly, there appears to be a decline for many pupils in Key Stage 4.

Unlike 2009, where we found no significant socioeconomic differences in school library use, pupils who received free school meals (a proxy of socioeconomic background) in 2016 were more likely to use the school library than their peers who did not receive free meals (71.0% vs. 66.3%). School library use is also related to ethnic background. In 2016, pupils from Asian backgrounds (77.9%) were most likely to say that they use the school library, followed by pupils from black backgrounds (71.4%) and mixed-race backgrounds (66.2%). Pupils from white backgrounds were least likely to use the school library (64.5%).

In 2016, we also asked children who say that they use the school library how often they tend to use it. Figure 1 shows that 1 pupil in 10 said that they use the school library every day or almost every day, while more than 1 pupil in 4 said that they use it a few times a week or about once a week. Overall, 64.1% of pupils who use the school library use it at least once a week.

² To predict whether children use the library, categorical predictors gender (male, female), age categorised by key stage (Key Stage 2, 3 and 4), free school meal uptake (yes, no) and ethnic background (White, Mixed, Asian, Black) were used. N = 28,869: Chi2 = 2245.149, df = 4, p < 0.001. Successful prediction was 71.8%, with children gender (p < 0.001), key stage (p < 0.001), free school meal uptake (p < 0.001) and ethnic background (p < 0.001), contributing significant predictive power according to the Wald criteria.

Figure 1: Frequency of school library use in 2016



(N = 26,020)

Whether or not pupils use the school library at least once a week, in turn, was associated with their age, whether or not they receive FSMs and their ethnic background³. There was no significant gender difference, with boys being as likely as girls to use the school library at least once a week (64.0% vs. 63.4%).

Overall, pupils aged 8-11 (72.6%) are more likely to use the school library at least once a week than pupils aged 11-14 (62.2%) or those aged 14-16 (45.2%). Similarly, pupils who receive free school meals are more likely to use the school library at least once a week compared with their peers who do not receive meals (70.8% vs. 62.5%), and pupils who come from Asian backgrounds (72.8%) are more likely to use the school library at least once a week compared with their peers from mixed-race (65.6%) or black backgrounds (66.1%). Of all of the ethnic backgrounds, pupils from white backgrounds are least likely to say that they use the school library at least once a week (60.2%).

The most common reasons for children and young people using the library in 2009 were books that interest them (56%), the library being a friendly space (50%) and thinking that it makes them better at school (47%; Clark, 2010). Small, Shanahan and Stanak's study in New York (2010) found that most pupils (72%) use the school library for research.

On the other hand, in 2009, 28.1% said they do not use the school library (Clark, 2010). When asked the reason why they do not use the school library, the most common answers were that the library does not have books that interest them (32%), because their friends do not go (29%) and because they do not think that it will help them fare better at school (11%;

³ To predict whether children use the library at least once a week, categorical predictors gender (male, female), age categorised by key stage (Key Stage 2, 3 and 4), free school meal uptake (yes, no) and ethnic background (White, Mixed, Asian, Black) were used: N = 26,741: Chi2 = 1358.321, df = 4, p < 0.001. Successful prediction was 59.4%, with key stage (p < 0.001), free school meal uptake (p < 0.001) and ethnic background (p < 0.001), contributing significant predictive power according to the Wald criteria. Gender was not significantly associated with library use at least once a week.

Clark 2010). It was also found that the majority of children and young people who said that their school does not have a school library would use one if it did.

The survey by the SLA (2012) explored what activities are undertaken in the libraries. Various activities were found, differing somewhat in primary and secondary libraries. The most commonly selected activities mentioned by primary school respondents include library skills, reading promotion and reading groups (SLA, 2012). In secondary schools, the most commonly selected activities were induction, reading promotion and library skills. Some of the specific activities mentioned by the participants were Accelerated Reader, multimedia learning activities, author visits and book fairs (SLA, 2012).

Summary: Current provision of school libraries

- Generally, the decision to have a school library depends on the head teacher, and provision for school libraries varies across the country. There are no official figures on the number of schools with libraries, which means that no complete picture of school library provision is available.
- Two surveys that suggest most primary schools do have a school library were found. However, the number of responses in these surveys is low and therefore, findings are not easy to generalise. Moreover, how the library is conceptualised varies greatly. While some schools have a dedicated library, other schools might only refer to bookcases in the corridor and so on.
- Evidence of decreasing budgets and staffing as well as data on the size and quality of library stock and provision for technology provide an insight into the state of school library provision.
- New data from 2016 show that 67.1% of children and young people use the school library. This is slightly lower than in 2009 (68.7%).
- In 2016, school library use was associated with gender, age, socioeconomic background (using free school meal uptake as a proxy) and ethnic background. Girls are more likely to use the library, as are pupils in Key Stage 2, pupils who receive free school meals and pupils from Asian backgrounds.
- The 2016 data also show that overall 64.1% of pupils use the school library at least once a week. There was no gender difference in frequency of using the school library. However, pupils in KS2, pupils who receive free school meals and pupils from Asian ethnic backgrounds are more likely to use the library at least once a week.

Importance of school libraries

The impact school libraries have on pupils has been a topic of research across the world. In 2001, Williams and Wavell (Lonsdale, 2003) suggested that traditional evaluations of library services have focused on outputs related to expenditure, resources and use rather than on service outcomes. However, evidence of the impact of school libraries has been around since Stewart and his colleagues published their early work in 1957 (Williams, Wavell & Morrison, 2013). A review commissioned by the Scottish Library and Information Council (Williams, Wavell & Morrison, 2013) found that there is now a considerable body of international evidence to show that school libraries have an impact on:

- Higher text or exam scores equating to academic attainment
- Successful curriculum or learning outcomes, including information literacy
- Positive attitudes towards learning

Studies investigating the impact of school libraries are varied in their methodology and specific focus. In addition, each study tends to use slightly different outcome data (e.g., reading scores, English test scores or writing scores; Williams, Wavell and Morrison, 2013). However, Williams, Wavell and Morrison (2013) have also identified typical library elements. These include, for example, number of staff or number of staffing hours, hours of operation, budget, collection size, library staff qualifications, and numbers of computers. Other studies (e.g., Lance and Hofschire, 2012) have also started to examine library input trends over time against test scores (Williams, Wavell & Morrison, 2013).

The first part of this section will look at the impact of school libraries on learning outcomes. It will focus on all studies that offer evidence of the impact of school libraries on learning outcomes, such as academic achievement, reading and writing scores. The second section will discuss evidence of impact on affective variables and personal outcomes for pupils. This section focuses on reading for enjoyment, attitudes and motivation.

School libraries and learning outcomes

General attainment

Numerous studies across the world have established a link between good school libraries and pupils' attainment. Particularly, a wealth of data comes from various studies in the US. A review by Scholastic (2016) details evidence from over 30 studies in 25 US states that have investigated school libraries and their impact on pupils. In the UK, Williams and his colleagues have conducted studies in Scotland (e.g. Williams & Wavell, 2001) and literature reviews (e.g., Williams, Wavell & Coles, 2001; Williams, Coles & Wavell, 2002), while the National Literacy Trust (Clark, 2010) has linked school libraries and literacy in England.

The most influential work in the field has been conducted by Keith Curry Lance, whose research in the US since the 1990s has consistently established the impact of school library programmes on pupils' academic achievement. For example, a study in Colorado (Lance,

Welborn & Hamilton-Pennell, 1992) found that among predictors of academic achievement⁴, the size of the school library staff and collection are only second to absence of at-risk conditions, such as poverty and low educational attainment among adults.

In 2002, Lance, Rodney and Hamilton-Pennell found that pupils' achievement test scores tend to rise with increases not only in the number of school librarians and total library staff hours (per 100 pupils), but also with increases in print volumes per pupil, periodical subscriptions, video materials, and software packages per 100 pupils, as well as school library expenditure per pupil. In a newer study in South Carolina, Lance and his colleagues (Lance, Schwarz & Rodney, 2014) established that a variety of school library characteristics, such as library staffing, librarian teaching activities, library expenditures (both total and per student), circulation of library materials (both total and per student), collection size (both print and e-book), and library visits by groups are linked to pupils' academic performance⁵.

Other US-based researchers have also investigated the impact of school libraries on pupils' achievement. For example, Baughman (2000) found that at each grade level (elementary, middle and high school), schools with library programmes had higher Massachusetts Comprehensive Assessment System (MCAS) scores⁶. A study conducted in Missouri (Quantitative Resources, Miller, Want & Whitacre, 2003) found that the school library media centres and services account for 10.6% of the variation in student achievement, as measured by the Missouri Assessment Programme⁷. In particular, the results in Missouri (Quantitative Resources, Miller, Want & Whitacre, 2003) found three components of school library media centre services that have a statistically significant impact on pupil achievement: library usage (how pupils spend their time while in the school library and usage of school library in a typical week), summer reading programme and library access (hours of operation and outside access). This study was also able to determine that the relationship between libraries and achievement was not negated by other school or community demographics.

Many studies, especially in the US, have looked at the impact of library staffing on pupils' test scores. Lance and his colleagues' study in Alaska (Lance, Hamilton-Pennell & Rodney, 2000) found that pupils' test results⁸ tend to be higher in a school where there is a full-time rather than part-time librarian. They also found that those schools with part-time librarian had higher test scores than schools without a librarian (Lance, Hamilton-Pennell & Rodney, 2000). Similarly, a study by Baumbach in Florida (2002, as cited in Scholastic, 2016, p. 17) found that elementary schools where the library programmes were staffed 60 hours a week saw a 9% improvement in test scores compared with schools with libraries that were staffed for fewer than 60 hours. Properly staffed libraries were even more important for older pupils as those high schools with a library staffed 60 hours per week saw a 22.2%

⁴ Measured with tests using reading, language and work-study skills for grades one, two, four, five and seven, and using reading, written expression and sources of information for the 10th grade

⁵ Measured by Palmetto Assessment of State Standards (PASS) including writing and English Language Arts for elementary and middle school pupils, and by High School Assessment Program (HSAP) including English Language Arts for high school pupils.

⁶ Measuring a variety of subjects, including reading and mathematics

⁷ Measuring communication arts, mathematics and also science in grade five and eight

⁸ Measuring reading, language arts and mathematics

improvement in test scores compared with those staffed for fewer than 60 hours (Baumbach, 2002, as cited in Scholastic, 2016, p. 17).

Impact on reading skills

Unsurprisingly, school libraries have also been found to have an impact on reading scores. A study by Lance and Schwarz (2012) looked at elementary, middle and high school pupils' reading and writing scores. Their study was able to show that while a well-resourced school library has an impact on pupils' reading and writing, it cannot be explained by demographic variables. Some of their results actually showed that pupils from economically disadvantaged, black and Hispanic backgrounds and those who have Individualized Education Programmes (IEPs) benefit more proportionally from stronger school library programmes than other pupils (Lance & Schwarz, 2012).

A study conducted in North Carolina (Burgin, Bracy & Brown, 2003) also connected good-quality school libraries with reading: they discovered that pupils' scores in standardised reading and English tests tended to increase when libraries were staffed for more hours during the school week, were open more hours during the school week, spent more money per 100 pupils on books and other print materials, and on electronic access to information (e.g., online database searching), were more likely to subscribe to online periodical services and to CD ROM services. In addition, they found that libraries with newer books had a positive impact on pupils' reading and English test scores.

In the UK context, the work by the National Literacy Trust (Clark, 2010) has found a strong relationship between reading attainment and school library use. Children and young people with a reading age at or above their expected level were nearly three times as likely to be school library users as their peers with reading levels below that of their expected age. While the design of the research did not allow conclusions about causality, the link between attainment and library use does suggest that school libraries play a vital role in reading patterns of those pupils who not only use the school library but who also have higher literacy levels (Clark, 2010).

The relationship between school library use and reading attainment was found again in 2016. The New Group Reading Test (NGRT) was used to provide standardised reading scores⁹. Data from 604 pupils¹⁰ show that pupils who use their school library had higher reading scores than those who do not use the school library¹¹. More specifically, those who use the school library had an average score of 102.19, while those who don't use the school library had an average score of 97.47.

⁹ The average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the "average" reading skills band, while children who score below 85 have "below average" reading skills and children who score above 115 have "above average" reading skills.

¹⁰ It was not possible to explore these differences further by Key Stage as the number of pupils who don't use the school library was too small when divided into smaller groups (KS2 227 vs. 19; KS3 225 vs. 43; KS4 10 vs. 50).

¹¹ The variances were significantly different; therefore, a Welch's t-test was conducted instead of independent samples t-test. School library users: M= 102.19, SD= 14.8; non-school library users: M= 97.47, SD= 16.7; Welch F(1, 156.109)= 7.527, p= .007, Cohen's d= .299

The data also reveal that those who use the school library were less likely to have a below average reading score (see Table 1)¹². While a quarter of pupils (25.0%) who said they don't use the school library scored below average in the reading test, only 13.8% of pupils who use the school library scored the same. Similarly, fewer of those who don't use the school library score average in the reading test (55.4% vs. 67.6%). Interestingly, pupils don't differ in scoring above average based on their school library use, with 18.6% of those who use the school library and 19.6% of those who don't scoring above average.

Table 1: Percentage of pupils scoring below average, average and above average in reading tests according to whether or not they use the school library

	<i>Below average</i>	<i>Average</i>	<i>Above average</i>
Pupils who use the school library	13.8%	67.6%	18.6%
Pupils who don't use the school library	25.0%	55.4%	19.6%

As with academic achievement in general, **library staffing** in particular has been connected with reading attainment. A study by Smith (2001) conducted in Texas collected data from a random sample of 600 school libraries. She found that over 10% more pupils in all educational levels whose school had a librarian compared with those whose school did not, met the minimum expectations in reading, as measured by the Texas Assessment of Academic Skills (TAAS). A study in Colorado (Lance & Hofschire, 2012) found that pupils in schools that gained or maintained an endorsed librarian (i.e., qualified librarian) averaged higher reading scores and higher increases in those scores over time than pupils at schools whose library programmes were run by either non-endorsed librarians or library assistants. The same researchers also came to similar conclusions earlier on a national level: by using data from the National Centre for Education Statistics (NCES) to document the impact on school librarians' layoffs on reading scores, Lance and Hofschire (2011) showed that fewer librarians meant lower performance, or a slower rise in scores in standardised tests.

The importance of staffing was also established by the Pennsylvania School Library Project (Lance & Schwarz, 2012), which found that a full-time librarian makes a difference for pupils' reading. The results show that pupils with a full-time librarian were more likely to score "advanced" and less likely to score "below basic" in reading tests when their school had a full-time librarian. Moreover, they found that this was true for all pupils regardless of their socioeconomic, ethnic and disability status (Lance & Schwarz, 2012).

Similar results have been found in an Australian context: Australian and New Zealand School Library Survey (Softlink, 2015) results show that not only is there a positive correlation between school library budgets and pupils' National Assessment Program Literacy and Numeracy (NAPLAN) results, the number of school librarians employed in Australian school libraries and NAPLAN reading literacy results are positively correlated.

¹² $\chi^2(2, N=575)=9.170, p=.010, \text{Cramer's } V=.126$

Impact on writing scores

It is worth noting that school libraries also have an impact on writing. A study by Lance and Schwarz (2012) in Pennsylvania found that pupils who had access to a well-resourced library were two to five times more likely to score “advanced” in writing than pupils who didn’t have access to such libraries. Interestingly, though, their study also suggests that the impact of school library programmes was more pronounced proportionally on writing than reading scores (Lance & Schwarz, 2012). The authors note that this is not surprising since a 21st-century learner must not only be a consumer of information but a producer as well (Lance & Schwarz, 2012). Hughes, Bozorgian, Allan and Dicoski (2013) also found a connection between a good school library and pupils’ writing scores. Their study on the Gold Coast in Australia showed that pupils in schools with a qualified teacher-librarian scored considerably above the national average for each year level, not only in reading but also in writing, whereas the average scores for schools without a teacher-librarian are consistently below the national mean.

Impact on wider skills

In addition to reading, writing and academic achievement, school libraries have been found to have an impact on other skills. For example, evidence gathered from school librarians in New Jersey (Todd, Gordon & Lu, 2010) suggests that the school library helps students to meet core curriculum content standards, develop a wide range of information-handling competencies, provides them with the intellectual and technical scaffolds they need to learn and to be ethical and productive users and consumers of information, and nurtures and supports pupils as readers by contributing to the reading and literacy agenda in schools. Indeed, the American Library Association Talking Points for School Libraries (ALA, n.d.) highlights that school libraries play an important role in helping pupils develop an overall conception of the information-seeking process.

Another study by Todd and his colleagues (Todd & Heinstrom, 2006) found that 98.17% of their sample (5,628 students) indicated that the school library has helped them in some way in their learning process (Todd and Heinstrom, 2006). ALA Talking Points for School Libraries (n.d.) point out that interactions with a school librarian can help pupils to become confident, competent and independent learners.

A longitudinal study exploring staffing levels in Kansas school libraries suggested that not only was at least one full-time librarian connected with higher reading proficiency, but also scoring higher in other subjects such as maths, science, writing and history/government (Dow, Lakin & Court, 2012). Moreover, the same study found that having a school librarian might be particularly important for certain pupils: pupils in low poverty schools with a full-time librarian achieved approximately seven points higher in maths than those with no school librarian, whereas those in high poverty achieved approximately 13 points higher in maths than those with no librarian (Dow, Lakin & Court, 2012). Similarly, a small scale study conducted in Nigeria with junior secondary school pupils found that use of library resources combined with pupils’ study habits predicted science achievement (Aanu & Olatoye, 2011). Moreover, the same study found that use of library resources alone accounted for 2.7% of the total variance in science achievement. While the percentage is very low, it is statistically

significant and the authors suggest that it shows that while library resources are important, there are many other variables that account for science achievement (Aanu & Olatoye, 2011).

Instances of no impact

Finally, it has been noted that not all studies investigating the impact of school libraries have found evidence of impact. A study conducted in India (Borkum, He & Linden, 2012) aimed to estimate the effects of providing students with reading material through school libraries. Overall, they found no effect on students' language skills or their performance in other subjects. They also found that while placing a library in a school has no effect, providing resources through a mobile librarian had a negative effect on students. A summary of the study (Borkum, Fe & Linden, n.d.) suggests that one explanation for no impact is the low treatment intensity: an average child visited the library 2.4 times a month (Borkum, Fe & Linden, n.d.). This suggests that school libraries are only beneficial when they are a frequent part of the pupil's life. Moreover, the treatment consisted of a room with books colour-coded for levels and a librarian issuing children with books in their level as well as providing some activities. It is possible that this is not enough for a school library to be successful, and suggests that more elements need to be incorporated for the library to have an impact on pupils' learning.

Summary: School libraries and learning outcomes

- Numerous studies, particularly in the US, have found evidence of school libraries having an impact on pupils' academic attainment.
- While a variety of school library characteristics have been connected with achievement, many studies have explored the impact of library staffing in particular and shown the importance of having a full-time librarian.
- School libraries have been linked with improved reading skill. It has also been shown that the differences in reading skills cannot be explained by demographic variables. As with attainment in general, library staffing in particular has been linked to pupils' reading skills.
- New data from 2016 support the previous findings by the National Literacy Trust and show that pupils who use the school library have higher reading scores than those who don't use the library, and they are less likely to have a score below the average.
- School libraries also have an impact on pupils' writing skills. Interestingly, it is possible that the impact of a school library is more pronounced proportionally on writing than reading scores.
- In addition, school libraries have been found to have an impact on other skills such as wider learning skills (including information-handling competencies and information-seeking skills), history, mathematics and science.
- Finally, one study found that the school library did not have an impact on pupils' skills. These results suggest that a school library is only beneficial when it becomes part of pupils' lives and that the library needs to incorporate a variety of elements to be successful.

Affective and personal outcomes

In addition to reading, writing and other direct learning outcomes, there is evidence that school libraries are also important for pupils' personal outcomes. School libraries have been connected with outcomes such as reading enjoyment, attitudes and perceptions of learning. As Lonsdale (2003) highlights, broader aspects of learning (such as motivation or the ability to undertake independent research) tend to use qualitative methods and be on a smaller scale than studies focusing on academic achievement.

However, while the impact of libraries is perhaps more widely linked to actual test scores, many studies both in the UK and internationally have also found a link between school libraries and affective variables and personal outcomes. As Williams, Wavell & Morrison (2013) summarise in their review, there is a considerable body of evidence that school libraries impact on positive attitudes towards learning. Their definition of positive attitudes towards learning includes increased motivation, improved attitude towards learning tasks, self-esteem, and wider reading for pleasure.

A survey of over 17,000 primary and secondary pupils conducted by the National Literacy Trust in 2009 (Clark, 2010) found that school library use is positively related to reading enjoyment, self-reported reading ability, and attitudes towards reading. The results show that pupils who use the school library are more likely to enjoy reading, see themselves as good readers and think more positively about reading. Those pupils who use school libraries were twice as likely as non-school-library users to report that they enjoy reading very much or quite a lot and that they read outside class every day (Clark, 2010). In addition, those who do not use school libraries were more likely to rate themselves as not very good readers compared with those who use school libraries (Clark, 2010).

These associations were largely replicated in 2016¹³. Pupils aged 8-18 who said that they use the school library in 2016 were more likely to say that they enjoy reading either very much or quite a lot compared with pupils who do not use the school library (see Table 2). They were also more likely to read more books in a typical month and to rate themselves as more confident readers (on a scale of 1-10, where 1 equals not a very good reader and 10 equals a very good reader) than their peers who don't use the school library.

¹³ To predict whether children use the library, categorical predictors enjoying reading (enjoy, don't enjoy), and reading daily (daily, non-daily) as well as interval data on reading confidence, number of books read in a typical month, intrinsic reading motivation, extrinsic reading motivation, achievement motivation and self-efficacy were used. N = 37,237: Chi2 = 5374.740, df = 8, p < 0.001. Successful prediction was 73.1%, with enjoyment (p < 0.001), reading confidence (p < 0.001), number of books read (p < 0.001), intrinsic reading motivation (p < 0.001), extrinsic reading motivation (p < 0.001) and achievement motivation (p < 0.001) contributing significant predictive power according to the Wald criteria. Daily reading and self-efficacy were not significantly associated with school library use.

Table 2: School library users and non-users by reading enjoyment, mean reading confidence, and mean number of books read in a typical month

	<i>School library users</i>	<i>Non-school-library users</i>
Enjoy reading either very much or quite a lot	66.8%	40.2%
Average reading confidence¹⁴ on a 10-point scale	7.65	7.14
Average number of books read in a typical month¹⁵	5.45	2.6

(N = 38,347)

In 2016, we also sought pupils' views on statements that tap into different forms of reading motivation to see how these relate to wider reading and the use of school libraries. We included statements to assess pupils':

- Intrinsic motivation to read – i.e. choosing to read for personal interest
- Their extrinsic motivation – i.e. choosing to read to receive praise or a reward
- Their motivation to read for achievement – i.e. choosing to read because it helps them to achieve something, such as learning more
- Their motivation driven by their capabilities – i.e. self-efficacy

With the exception of self-efficacy, each of these different types of motivation was associated with school library use (see Table 3).

Table 3: School library users and non-users by different types of reading motivation expressed as averages, with lower scores indicating higher levels of agreement

	<i>School library users</i>	<i>Non-school-library users</i>
Intrinsic motivation to read	2.339	3.146
Extrinsic motivation to read	2.975	3.182
Being motivated by achievement	1.904	2.399

NB: Lower scores indicate higher levels of agreement

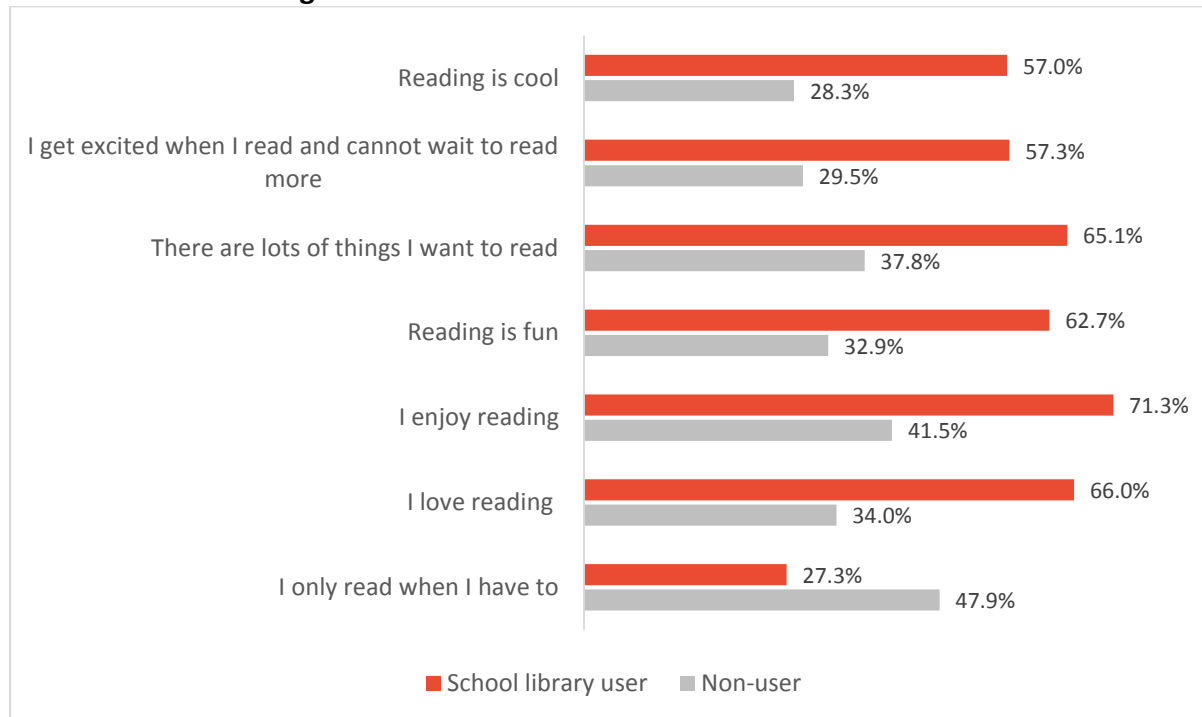
Looking at the statements in turn, Figure 2 provides the percentage agreement for statements that were used to assess intrinsic reading motivation. As we can see, nearly

¹⁴ Where a higher score indicates greater confidence. SD 1.839, SD 2.033

¹⁵ SD 6.115, SD 4.279

twice as many school library users than non-users agreed that reading is cool, that they get excited by reading and cannot wait to read more, that reading is fun and that there are lots of things that they want to read. Conversely, they are half as likely to agree that they read only when they have to.

Figure 2: School library users and non-users and their agreement with statements that assess intrinsic reading motivation



Interestingly, our findings show that school library users are more likely than non-users to be externally driven to read. Figure 3 shows that they are more likely than non-users to agree that they read because they want the teacher to think they are a good reader, that they read because otherwise they will get into trouble and that they read because they are supposed to.

Finally, we found that school library users are more likely than non-users to agree with statements that link reading and a sense of achievement, whether it is for improving skills or learning more about the world (see Figure 4). For example, more school library users than non-users agree that the more they read, the better they become at it and that reading will help them learn more.

Figure 3: School library users and non-users and their agreement with statements that assess extrinsic reading motivation

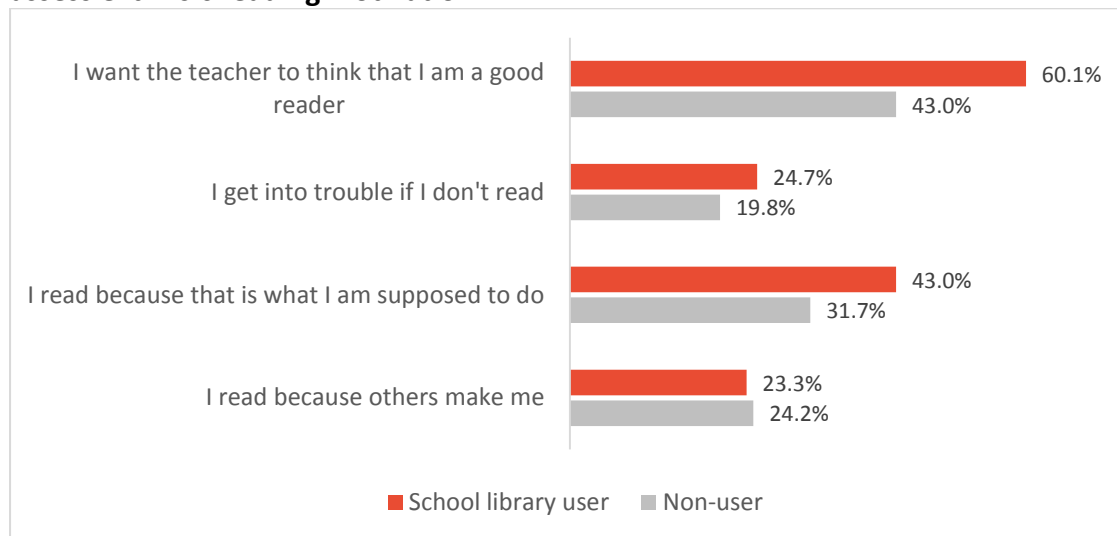
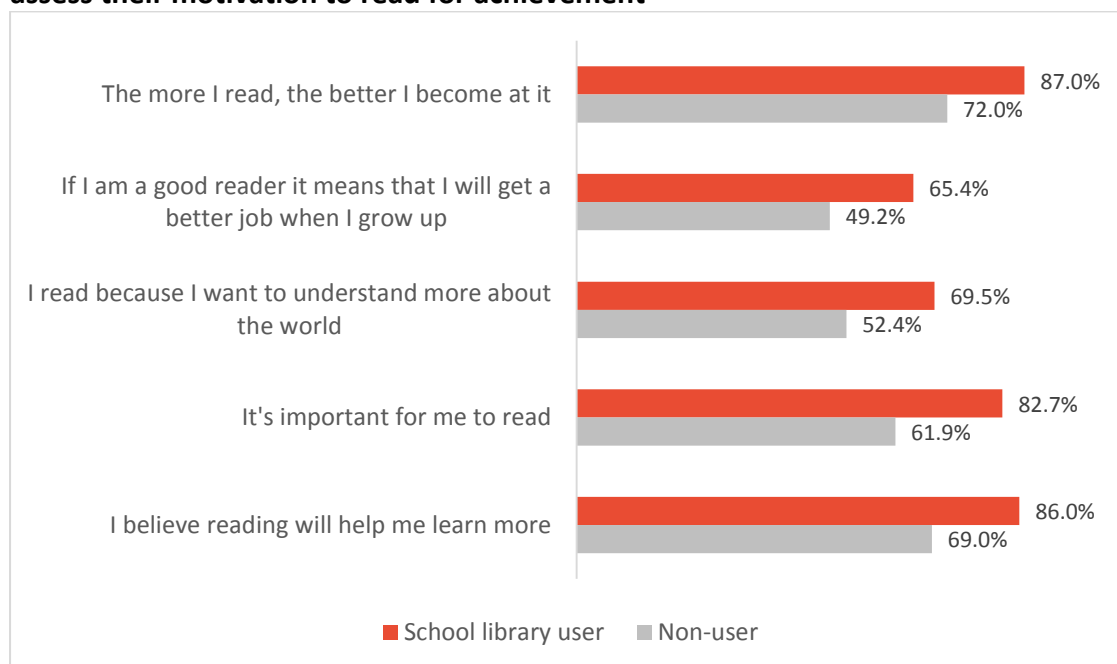


Figure 4: School library users and non-users and their agreement with statements that assess their motivation to read for achievement



It might be of interest to note that the above associations are slightly different if we only explore them for primary school pupils (aged 8-11, Key Stage 2)¹⁶. For pupils aged 8-11, reading enjoyment, daily reading, reading confidence and self-efficacy are not significantly associated with school library use. Intrinsic reading motivation, extrinsic reading motivation,

¹⁶ To predict whether children aged 8-11 use the library, categorical predictors enjoying reading (enjoy, don't enjoy), and reading daily (daily, non-daily) as well as interval data on reading confidence, number of books read in a typical month, intrinsic reading motivation, extrinsic reading motivation, achievement motivation and self-efficacy were used. N = 8,055: Chi2 = 297.476, df = 8, p < 0.001. Successful prediction was 82.5%, number of books read (p < 0.001), intrinsic reading motivation (p < 0.001), extrinsic reading motivation (p < 0.001) and achievement motivation (p < 0.001) contributing significant predictive power according to the Wald criteria. Reading enjoyment, daily reading, reading confidence and self-efficacy were not significantly associated with library use.

motivation to read for achievement and number of books read, however, still predict whether children use their school library.

Williams and Wavell (2001) also found evidence of motivation across all the case study units they conducted. This was seen, for example, as pupil enjoyment and participation, absorption in the set task and looking for reading material. Motivation and interest have been evidenced in other studies as well. For example, between 2009 and 2013 in the UK alone, four school library initiatives were published that reported increased motivation in reading as a direct result of the school library input (Williams, Wavell & Morrison, 2013).

The findings that link school libraries and pupils' motivation and attitudes towards reading are supported by other small-scale case studies. For example, a case study in a Scottish cross-curricular project co-ordinated by the school librarian (Banaji, Perrotta and Cranmer, 2010, as cited in Williams, Wavell & Morrison, 2013, p. 23) found evidence of enhanced students' enjoyment and motivation in their learning. Another case study, conducted in a secondary school in a disadvantaged area in Belfast, found that parents see the school library contributing positively to pupils' attitudes towards reading and development of their literacy skills (Fodale & Bates, 2011).

The final phase of a two-year study exploring the impact of New York's school libraries on student achievement and motivation found that pupils at all levels recognised the important role their school librarian plays in stimulating their reading and fostering an appreciation of literature (Small, Shanahan & Stasak, 2010). Todd, Gordon and Lu's (2010) findings on the other hand show increased motivation and interest for engaging with information but also increased interest in reading, increased participation in reading, developing wider reading interests and becoming more discriminating readers. Similar conclusions had been already drawn in a study in Ohio by Todd and Kulthau (2004). Their findings supported the notion that school libraries are important vehicles for supporting reading interest.

The first phase of a study conducted in New Jersey by Todd, Gordon and Lu (2010) found that one of the six ways libraries contribute to pupils' learning outcomes is the development of personal and interpersonal competencies. This included, for example, the development of positive and ethical values in relation to the use of information (Todd, Gordon & Lu, 2010). Todd and Heinström's study (2006), which provided insight into the pupils' perception of school library help, also identified outcomes related to personal development, such as greater interest in the topic, willingness to try harder, feelings of success and accomplishment, and satisfaction with being able to execute an information search.

Several more personal outcomes have also been related to school libraries. For example, a case study conducted in Scotland (Banaji, Perrotta and Cranmer, 2010, as cited in Williams, Wavell & Morrison, 2013, p. 23) found evidence of resilience. Findings in an older study by Hopkins (1989) suggest that library media centres can play a positive role in developing positive self-concepts (defined as the individual's perception of their self-worth and abilities) in children and consequently in developing academic achievement. A case study conducted in Northern Ireland (Fodale & Bates 2011) showed that school staff perceived the

school library as having a positive impact not only on pupils' motivation to learn but also on their self-esteem and personal confidence.

Murray (1999) explored how school libraries can contribute to the personal growth of disabled pupils. She found that school libraries can have a significant effect on development of confidence, independence and self-esteem with disabled pupils. This suggests that the personal outcomes of school libraries may be particularly important for certain groups of pupils. In a similar vein, the National Libraries Trust has found compelling evidence that school and public libraries play a role in engaging boys in reading (APPG, 2014). For example, school librarians using 'competitive' activities like Accelerated Reader was seen as motivating for boys (APPG, 2014).

Findings also show that school libraries have a positive impact on independence and collaborative learning. Williams and Wavell (2001) first conducted focus group discussions with pupils and teachers to create a framework for potential learning experiences that was then used to conduct case study research to investigate the impact of school libraries. They identified evidence of independence in pupils who appeared to have mastered a skill and were seen to have confidence and competence to proceed and progress unaided. They also identified evidence of interaction. The indicators used were discussions with others about the task, peer co-operation, ability to mix with other groups, and use of appropriate behaviour (Williams and Wavell, 2001).

Summary: School libraries and affective outcomes

- School libraries have been found to have an impact on affective and personal outcomes such as attitudes, motivation and reading enjoyment. Studies focusing on affective and personal outcomes tend to be qualitative and relatively small-scale.
- 2016 data confirm earlier findings that have connected school library use to reading enjoyment and behaviour. The data show that pupils who use the school library enjoy reading more than their peers who don't use the library. They were also more likely to read more books in a typical month and rate themselves as more confident readers.
- Motivation and attitudes in particular have been connected to school library use. For example, data from 2016 show that intrinsic motivation, extrinsic motivation and motivation to read for achievement were associated with school library use.
- In addition to motivation, school library use has been linked to increased and wider interest in reading, increased participation in reading, engagement with information and becoming a more discriminating reader.
- Several personal and interpersonal outcomes have also been associated with school library use. These include development of positive and ethical values in relation to the use of information, feelings of success and accomplishment, resilience, developing positive self-concept, self-esteem, independence and collaborative learning.
- The school library might be particularly important for certain groups of pupils. They play a role in engaging boys in reading and affect the development of confidence, independence and self-esteem of disabled pupils.

What works when it comes to school libraries?

As we have already discussed, several elements of school libraries have been linked with pupil outcomes. Many professional bodies and organisations have also published their own standards and recommendations for school libraries. This section looks at the different elements that constitute a school library. Several sources were used and the findings and suggestions were compared to create a more comprehensive list of elements that seem to be contributing to the success of the library.

It has to be noted that these elements are not completely separate but interact with one another. In particular, a good school librarian and funding are closely linked with each other but also to elements like the quality of the collection and responding to different needs. Moreover, it should be noted that this is not a finite list of all the important elements as many more can contribute to a library's success, especially in particular contexts.

Good school librarian

One of the most important characteristics of a good school library is a good school librarian, and virtually all sources examined focus on the librarian as a crucial element. As CILIP's report on school libraries in the UK (Streatfield, Shaper & Rae-Scott, 2010) highlights, the character and contribution of the school library is fundamentally established by the school librarian who works in the context set by the Senior Leadership Team. Their work promoting literacy and reading for enjoyment, developing information literacy, engaging in e-learning, collaborating with teachers, and helping students develop as learners and as people can make a major contribution. Librarians who are knowledgeable and enthusiastic promote the library and enthuse pupils about reading (Ofsted, 2006).

A report by the US-based National Center for Literacy Education (NCLE) shows that 'school librarians are highly involved leaders who play a critical role in their schools through consistent and sustained collaboration with other educators' (Scholastic, 2016). This shows that librarians are indeed the key for a successful school library. An Ofsted report on effective libraries (2006) found that in the best schools librarians were given status and responsibility appropriate to their important middle management roles. Indeed, the APPG for Libraries report (2014) also highlights that for school libraries to thrive, school librarians should have input into the strategic direction of their schools.

The Ofsted report on effective libraries (2006) also found that in effective schools, librarians tended to be included in the overall school improvement cycle and responded to whole-school priorities. The best schools also had librarians who were held to account in relation to the school's targets for pupils' achievement (Ofsted, 2006). Librarians in good school libraries were also found to be aware of their school's priorities and the contribution the library can make (Ofsted, 2006).

The APPG for Libraries report (2014) states that the school librarian is uniquely placed to support teaching and learning in all areas of the curriculum. They suggest that children are taught how to access and explore for themselves the school curriculum subject areas and

beyond through the librarian's knowledge, expertise and skills. This is seen as particularly important for those children who have no access to books and/or internet at home (APPG, 2014). Klinger, Lee, Stephenson, Deluca and Luu (2009) found that a key attribute of exemplary library programmes in Ontario, Canada, is the exemplary teaching skills of the teacher librarians coupled with their enthusiasm and ingenuity.

One of the most important characteristics of a good librarian appears to be their qualification. For example, as many of the studies in the US show, it is not just a school librarian who has a positive impact on pupils but a qualified librarian (e.g., Lance & Schwarz, 2012; Todd & Heinstrom, 2006; Small, Stanahan & Stasak, 2010). Evidence collected by Williams, Wavell and Morrison (2013) also shows that one of the elements of the library that contributes to the impact on learning is a qualified full-time librarian who is proactive and has managerial status.

A survey by CILIP (Streatfield, Shaper & Rae-Scott, 2010) suggests that there is a difference between a qualified and unqualified librarian. They found that compared with other groups of respondents, professionally qualified school librarians more frequently promoted reading by running reading clubs and undertaking literacy teaching, engaged in information literacy development work, and judged that they have a good stock and resources to meet specific needs (Streatfield, Shaper & Rae-Scott, 2010).

One of the most important ways that school librarians can contribute to the success of the school library is their involvement in teaching and learning. CILIP's report (Streatfield, Shaper & Rae-Scott, 2010) suggests that librarians can make an important contribution to the schools via direct involvement in teaching and learning through promotion of reading for enjoyment and information literacy development. Involvement in reading for enjoyment is particularly important: a professional librarian has the knowledge and skills to match pupils with reading materials that satisfies their curiosity and extends their reading habits (APPG, 2014). Involvement in teaching also extends to wider activities in the school. As a report by the International Federation of Library Associations and Institutions' (IFLA, 2015) guidelines for school libraries suggests, professional development for teachers is one of the core pedagogical activities school librarians should focus on.

Other evidence shows that pupils value school librarians as teachers, particularly in schools where the librarian provides individual and class instruction (Todd & Heinstrom, 2006). Librarians understand different learning styles and collaborate with teaching colleagues, which enables them to connect pupils, teachers, information and the curriculum; therefore, their role cannot be underestimated (SLIC and HMIE, 2005 as cited in Williams, Wavell & Morrison, 2013, p. 3).

Supportive senior leadership team

An Ofsted report (2006) on good school libraries found that that the most significant element in bringing about improvements was the commitment and support of effective head teachers. Head teachers' importance to school libraries is not surprising: as mentioned in the first section of the review, whether a school has a library depends largely on the head

teacher (APPG, 2014). Indeed, one of the critical success factors for school libraries is leadership (Greenwood, Creaser & Maynard, 2008). Similarly, Klinger et al. (2009) concluded in their report on exemplary school libraries in Ontario that the support of the principal was crucial for the library's success.

The best support from the senior manager included time and opportunities for librarians to attend training and meet colleagues (Ofsted, 2006). In addition, supportive and knowledgeable head teachers recognised how libraries contributed to learning (Ofsted, 2006). A study conducted in Indiana (Lance, Rodney & Russell, 2007) found that better-performing schools tended to have principals who valued not only collaboration between librarians and teachers but also regular meetings between themselves and librarians. Effective head teachers have also been found to give librarians opportunities to enhance the role of the library and have a vision for the library's role in raising standards of literacy and making a difference to learning (Ofsted, 2006). They also talk about having the library at the centre of the school and mean it (Ofsted, 2006).

Supportive and collaborative staff

Numerous sources highlight collaboration between the librarian and other stakeholders as important for the success of the library. As the US-based NCLE highlights, the critical role of the librarians is played through collaboration with other educators (Scholastic, 2016). For example, Klinger et al. (2009) found that the most successful school library programmes were characterised by teacher-librarian and classroom teacher collaborations in terms of teaching, learning and library use.

A study conducted in Illinois (Lance, Rodney & Hamilton-Pennell, 2005) found that true collaboration between the school librarian and classroom teacher had an impact on pupils' test scores. Collaboration is also important in all levels, and evidence by Williams, Wavell and Morrison (2013) suggests that collaboration with teaching colleagues, senior management, librarian colleagues and outside agencies such as central schools library services is one of the elements of the library that contributes to the impact on learning. The former Department for Education and Skills (DfES, 2003, as cited in Greenwood, Creaser and Maynard, 2008, p. 3) describes collaborative planning between teaching staff and the librarian as one of the 10 steps to a successful school library.

Collaboration between the school library and school staff can benefit pupils indirectly. Evidence collected by Williams, Wavell and Coles (2001) shows that collaboration between the librarian and the teachers on collective development increases teacher awareness of the resources and as a result increases pupils' use of the resources. Similarly, collaboration can also bridge the gap in librarians' understanding of current issues in teaching (Streatfield, Shaper & Rae-Scott, 2010). Collaboration also helps integrate literature and information skills into the curriculum (Scholastic, 2008).

Moreover, the Scholastic report (2016) on school libraries states that the element contributing to libraries that has maximum impact is whether they provide collaborative programmes for reading instruction. Ofsted's (2006) report on good school libraries also

found that in the best schools, librarians were involved directly in programmes to support reading, including the promotion of reading groups (Streatfield, Shaper & Rae-Scott, 2010).

In addition to collaboration, evidence suggests that availability of support staff contributes to the success of the library (Williams, Wavell & Morrison, 2013). The librarian can initiate instructional, collaborative and promotional activities as well as focusing on professional duties to support collection development as they don't have to undertake routine tasks that can be completed by the support staff. Evidence from Ofsted (2006) shows that the most effective staffing model in school libraries is for a full-time qualified librarian to be supported by a part-time librarian. This means that the library can remain open and staffed when the senior librarian is involved elsewhere.

The School Library Association's standards for secondary libraries (SLA, 2015) state that the staffing levels of a library are sufficient when they allow the librarian to be away from the library for various other duties such as liaising with teaching staff, attending external meetings and completing strategic administrative tasks. This also suggests that support staff in the library are crucial. Moreover, their standards state that for a school with more than 1,000 pupils, the minimum staffing level is a full-time librarian, a full-time library assistant and a part-time library assistant, whereas for a school with up to 500 pupils the minimum level is a full-time librarian and a part-time assistant (SLA, 2015).

School libraries have opportunities to collaborate with their local School Libraries Service (SLS) and there is evidence that it provides positive support for the schools. Ofsted evidence (2006) shows that schools benefited from the advice and guidance of SLS staff. For example, stock audits, purchasing recommendations to fill gaps in particular collections, training for librarians and pupil librarians, and sessions on study skills taught by the SLS were useful for the school library. In addition, advice on policies and programmes for teaching information skills were beneficial (Ofsted, 2006). Links to outside agencies, especially the SLS, have been also identified as one of the top 10 steps to success (DfES, 2003, as cited in Greenwood, Creaser and Maynard, 2008, p. 3).

There are studies that have also demonstrated the value of cooperation between school and other types of libraries, especially public libraries (Lance, 2001). DfES (2003, as cited in Greenwood, Creaser and Maynard, 2008, p. 3) considers integration with public library computer systems to allow cross-catalogue searching as an example of good practice. SLA's Primary School Library Charter (2010) acknowledges that co-location of public libraries can provide access to a wider range of resources, better use of budgets and staffing, and deliver extended services.

Finally, collaboration with pupils and parents is also an important element of an effective school library. For example, pupil librarians have been found to be an essential part of the best library teams (Ofsted, 2006). Sometimes pupils were involved in identifying gaps and choosing books. They also become involved when school council representatives ask for their views on library provision (Ofsted, 2006). Ofsted (2006) found that in the best examples, pupil librarians were used well and they contributed significantly to the success of

the library. Involving children was also found to be one of the critical success factors for school libraries identified by Greenwood, Creaser and Maynard (2008). DfES (2003, as cited in Greenwood, Creaser and Maynard, 2008, p. 3) describes library sessions for parents/carers and pre-school children before school as an example of good practice.

Good quality physical space

One of the SLA standards of secondary libraries (SLA, 2015) is physical and virtual space. They provide a list of recommendations for how the library space should be. For example, they recommend that the school library should have a sufficiently flexible space to incorporate zones for various activities such as group work, research, homework and project work. The SLA Primary School Library Charter (2010) also states that the physical space, such as the location of the library, its environment, furniture and fittings, is crucial for ensuring effective use. In addition, the SLA standards specifically mention an area of soft seating to encourage reading for pleasure (SLA, 2015). Evidence from Ofsted (2006) shows that that best libraries are not necessarily the newest but those that have been created gradually through imaginative use of space and resources.

The APPG report (2014) highlights that a good school library provides a safe haven for recreational reading. A library is a neutral space where children are valued as individuals and where they can access materials that support their needs and interests (APPG, 2014). Evidence collected for the APPG for school libraries report (2014) suggests that the school library plays a significant role for children who find the school environment particularly unwelcoming.

Indeed, the library as a safe space for pupils emerges as an important theme from several sources. In their study, Todd and Heinström (2006) found that some pupils acknowledged the school library as a safe space. Similarly, the report for School Libraries Commission (Douglas & Wilkinson, 2010) found the role of the school library as a safe space featured prominently in the evidence. While this theme is not well documented in the professional literature, the report found that it was presented by a large number of professionals as a key theme of provision (Douglas & Wilkinson, 2010). Moreover, the library as a safe space emerged as one of the most important characteristics when focus group discussions with children and young people were conducted (Douglas & Wilkinson, 2010).

Quality of the collection and access to resources

Numerous studies have concluded that schools tend to perform better when their library is well stocked (see e.g., Lance, Rodney & Russell, 2007; Lance & Schwarz, 2012), and resources have been identified as one of the critical success factors for a school library (Greenwood, Creaser & Maynard, 2008). A study by Lance and Schwarz (2012) found that larger book collections (more than 12,000 volumes) are associated with better reading and writing scores.

The SLA (2015) recommends that secondary-school libraries should have a minimum stock of 10 items per pupil, not including electronic resources or required textbooks. The library should reflect its cross-curricular role by stocking 20-50% fiction and 50-80% non-fiction.

They should also provide access to a range of journals, magazines and newspapers (SLA, 2015). DfES (2003, as cited in Greenwood, Creaser & Maynard, 2008, p.3) has also identified collections of resources for topic teaching, texts to support literacy across the curriculum, fiction to support curriculum topics, and a range of stock to reflect the whole curriculum as contributors to the success of the school library. In order to build a successful collection, it has to be noted that it is a collaborative endeavour and teachers should be involved. As subject experts, they have valuable knowledge about the needs of the pupils (IFLA, 2015).

The SLA recommendation for school libraries also extends beyond the size: the school library stock should be either relevant to the curriculum or of general interest, contain accurate up to date and accessible information, and staff and students should have the opportunity to suggest new resources (SLA, 2015). The report by Scholastic (2016) on the other hand states that school libraries have maximum impact when they provide resources to support national standards, and resources that enhance levelled classroom collection. Lance, Rodney and Hamilton-Pennell (2000) on the other hand highlight that a large collection of books, magazines, and newspapers in the school library only makes a positive difference when it is part of school-wide initiatives to integrate information literacy into the school's approach to standards and curricula.

Williams, Wavell and Coles (2001) found evidence that the quality and variety of the collection is a significant factor in student learning. In addition, the collection should support the general interest of pupils' reading (Williams, Wavell & Coles, 2001). A more recent review by Williams and his colleagues (Williams, Wavell and Morrison, 2013) summarised that an adequate physical and virtual collection, which is current, diverse and supports not only the curriculum but is also appealing to students' leisure needs, is an element of the library that contributes to the impact on learning.

In a similar vein, the International Federation of Library Associations and Institutions (IFLA, 2015) recommends that 'the collection management policy must be based upon the curriculum and the particular needs and interests of the school community and reflect the diversity of society outside the school'. IFLA (2015) also states that it is vital for the school library to have resources that reflect the national, ethnic, cultural, linguistic, indigenous and other unique population identities of members of the school community.

An important element to consider is access to information technology. Williams, Wavell and Morrison (2013) highlight that networked technology supporting information access and use as an element of a library contributes to the impact on learning. The electronic resources require computers with internet connections but also networked resources to enable accessible information (Williams, Wavell and Morrison, 2013). The SLA standards for secondary libraries (2015) also recommend that the school library should provide relevant access to ICT and mobile learning devices. Lance (2001) highlights that many studies have demonstrated the value of state-of-the-art technology when it's integrated into the learning/teaching processes.

Responding to different needs

An effective school library has to consider the different groups of pupils it serves. The School Library Commission Report (Douglas & Wilkinson, 2010) suggests that school libraries need to develop tools to respond to different needs of different groups of pupils. This might include promotions and resources that are aimed at specific groups of pupils (such as use of sports, music and other cultural links). Evidence from Ofsted (2006) also suggests that the best school libraries provide excellent accommodation and meet a wide range of demands from both teachers and pupils.

Responding to the different needs of pupils also requires access and understanding of pupils' ethnic and socioeconomic backgrounds. Research by the National Literacy Trust (Clark, 2010) shows that the use of school libraries is connected to pupils' ethnic background. The report for School Libraries Commission (Douglas & Wilkinson, 2010) suggests that school librarians 'need to understand the ethnic and socioeconomic backgrounds of the pupils in the school and to have developed services which can support their different reading cultures and needs'.

Moreover, English as an additional language materials provision and alternative format provision for pupils with special educational needs must be integrated in the planning of the library (Douglas & Wilkinson, 2010). A recent Scholastic report (2016) on school libraries also suggests that school libraries have maximum impact when they select and provide resources to meet the learning needs of all students. It has also been established that pupils perform better when the library provides one-to-one tutoring for students in need (Lance, 2001). Interestingly, it has been found that catering for needs of different groups of pupils can benefit other pupils as well. For example, Brisk (2005, as cited in Gretes, 2013, p. 13) found that the availability of bi-lingual books in school libraries also benefits English-speaking pupils.

Flexible scheduling

One of the common themes found in relation to successful school libraries was flexible scheduling. For example, the School Library Commission Report (Douglas & Wilkinson, 2010) considers opening the school library at specific times for different types of use (such as quiet study and reading groups) as responding to different needs. Lance, Rodney and Hamilton-Pennell (2005) consider flexible scheduling as one of the hallmarks of 'a fully realized school library program'. The review of Williams, Wavell and Coles (2001) on the other hand found evidence that flexible scheduling also encourages students to use the library.

If schools want to benefit from the school library, they need to enable access to teachers and pupils so that they can work with the librarian and other staff and use the library as a classroom and space to study as needed (Lance, Rodney & Hamilton-Pennell, 2005). They add that pupils in fifth grade performed 10% better in reading tests and 11% better in writing test in schools with more flexibly scheduled libraries (Lance, Rodney & Hamilton-Pennell, 2005). Similarly, Ofsted's (2006) survey shows that the most effective primary schools were trying to ensure their library was open as long as possible. They therefore recommend that schools should extend use of library by pupils and teachers throughout the

day but especially by primary pupils at lunchtime. The SLA standards for secondary primaries (SLA, 2015) also support flexible scheduling as they recommend that the library should be open before and after the school day.

Quality instruction

It is evident that many of the elements of the successful library would not be successful without quality instruction. For example, Todd and Kuhlthau (2004) summarise that effective school libraries in Ohio are agents of resources where the librarian provides instructional interventions to guide pupils in their information sources. Moreover, Todd and Heinstrom (2006) found that nearly all pupils were helped by the school library in their learning process when the libraries had active instructional programmes for information literacy development. In their review in 2001, Williams, Wavell and Coles summarise that there is evidence that the quality and frequency of librarian instructional input has an impact on learning.

More recently, Williams, Wavell and Morrison (2013) concluded that one of the important elements of libraries is instruction that supports pupils' and teachers' needs (both individually and when related to the curriculum), and encompasses subject content, information literacy and voluntary reading interests. It has also been found that school libraries have maximum impact when they encourage students independently to seek, access, and use information but also when they assure seamless integration of technology, teaching and learning (Scholastic, 2016).

Ofsted (2006) recommends that schools develop the quality and coherence of programmes for teaching information literacy to provide better continuity, challenge and progression in pupils' learning. The Scholastic review from 2008 highlights that librarians enrich the learning process when they teach skills and strategies pupils need to learn and achieve, and when they are partners in educating pupils, developing curricula and integrating resources into teaching and learning.

It has also been recognised that libraries play a role in particular types of instruction. For example, an Ofsted report on improving literacy in secondary schools (2013) acknowledges that many of the imaginative programmes that encourage reading are inspired by good librarians. For example, regular class book talks given by the librarian to introduce new books and authors has been identified as one of the steps to success by the Department for Education and Skills (DfES, 2003, as cited in Greenwood, Creaser and Maynard, 2008, p. 3). IFLA (2015) also recognises that literacy and reading promotion and appreciation of literature and culture are among the core pedagogical activities that school librarians should focus on.

The school library's role is also to teach information literacy. One of the ways school librarians enrich the learning process is that they teach the skills students need to become effective users of ideas and information but also seek, select, evaluate and utilise electronic resources and tools and then instruct teachers and students how to use them (Scholastic, 2008). As they are part of the wider remit of teaching information literacy skills, school

librarians often contribute to the school's internet safety policies, recognising that children are best protected when they are given access to the internet but at the same time taught how to differentiate good from bad (APPG for Libraries, 2014). IFLA (2015) includes media and information literacy as one of the core pedagogical activities for school librarians to focus on. This includes information literacy, information skills, information competencies, information fluency, media literacy and trans-literacy (IFLA, 2015). Technology integration is also seen as a core activity (IFLA, 2015).

Monitoring and evaluation

The IFLA guidelines for school libraries (2015) state that evaluation is not just important in the ongoing cycle of continuous improvement but actually a critical aspect of it. They highlight that evaluation helps to align the library programmes and services with the goals of the school, and also demonstrate the benefits derived from the library programmes and services.

The Ofsted report of effective school libraries (2006) showed that monitoring and evaluation are an important element of the successful school library. Ofsted (2006) therefore recommends that schools need to improve the evaluation of their library. They should do this by taking into account the full range of evidence to assess the library's impact on pupils' learning and then require the librarian to report formally (Ofsted, 2006). SLA (2010) also believes that school libraries should evaluate their activity to show the contribution to pupils' learning, wellbeing and motivation.

The school library guidelines by the International Federation of Library Associations and Institutions (IFLA) and UNESCO (2002) also state that the management must continually monitor the performance of the library and its services to ensure that its strategies are achieving specified objectives. This monitoring should use both usage and resource indicators (such as loans per item and total book stock per member of the school community).

A report by Greenwood, Creaser & Maynard (2008) found that one of the critical success factors of libraries was evaluation. Four of their six case study libraries had undertaken formal evaluation exercises (for example, by using the DfES Self-Evaluation Toolkit). Two schools had also extracted detailed statistics that were used to inform decisions about stock selection and to identify children who were not using the library. One school had also undertaken a staff survey concerning the library (Greenwood, Creaser & Maynard, 2008). Ofsted (2006) also found that the best schools had started to make good use of evaluation tools, such as DfES self-evaluation materials, supported by the local School Library Services (Ofsted, 2006).

Evaluation is particularly important for success because it can be used to improve services and provision. Successful evaluation leads to renewal of existing programmes and services, and also to the development of new strategies (IFLA, 2015). IFLA (2015) also suggests that not only does evaluation give evidence needed to improve programmes and services but it also helps both the staff and the users of the library to understand and value those services.

Librarians in the best schools were found to be keen to gather evidence that showed the impact of the library on learning (Ofsted, 2006). It was also found that the most effective librarians analysed data well and also used additional evidence to evaluate the impact of the library. These librarians were using additional evidence such as pupil surveys and questionnaires to evaluate their attitudes and knowledge of the library (Ofsted, 2006).

Other examples of good practice in terms of monitoring and evaluation included keeping up-to-date figures on timetabled library use by subject department, monitoring use by pupils before and after school and at lunchtime, collection of outcomes of research and examples of good work, and evaluation of one-off events (Ofsted, 2006).

Integration

Integration has been identified as one of the critical success factors of school libraries (Greenwood, Creaser & Maynard, 2008). Greenwood, Creaser and Maynard's research (2008) found that in five of the six case study schools the library was clearly well integrated into the school. Moreover, in two of the schools it was found that the library was mentioned as the centre for the literacy strategy. DfES (2003, as cited in Greenwood, Creaser & Maynard, 2008, p.3) listed use of the library in curriculum planning and schemes of work as one of the primary steps to success. The SLA Primary School Library Charter (2010) on the other hand suggests that every primary school library needs to create a simple, practical policy document and this should be integrated into the school's development plan.

Integration of the library also ensures that all the staff members of the school are aware of the possibilities the library offers. For example, DfES (2003, as cited in Greenwood, Creaser & Maynard, 2008, p.3) also identified regular awareness bulletins for teaching staff that list how the school librarian's resources and skills can support new curriculum initiatives as one of the 10 steps to a successful library.

Funding and budgeting

Finally, it is evident that most of the elements presented in this list are closely connected to funding and budgeting. Without sufficient funding it would not be possible to maintain a good librarian, other library staff, a relevant space, a good-quality collection, respond to different needs, have flexible scheduling, quality instruction or monitor the use of the library. Indeed, some sources have evidenced funding as a key element for success. For example, the study in South Carolina (Lance, Schwarz and Rodney, 2014) found that total library expenditure was one of the school library characteristics linked to pupil achievement.

The Ofsted report (2006) also found that good head teachers funded the library properly, understood the importance of qualified staff, and appointed specialist librarians to lead developments whenever possible. Indeed, they also found that there is a direct link between well-funded libraries and effectiveness (Ofsted, 2006). Williams, Wavell and Coles (2001) suggest it is important that adequate funding is available to maintain current resources and are related to the curriculum.

However, it should be noted that even the best-funded library can be ineffective with poor budgeting. The school library guidelines by IFLA and UNESCO (2002) also identify finance and budgeting as important contributors to effective and successful school libraries. For example, they recommend that ‘the school library material budget should be at least 5% of the per student expenditure for the school system, exclusive of all salaries, special education expenses, transportation and capital improvement funds’.

Summary: Elements of effective school libraries

- **Good school librarian**

An effective school library has a qualified full-time librarian working in the context set by the Senior Leadership Team with managerial status and a direct involvement in teaching. The librarian helps students develop as learners and is also aware of whole-school priorities.

- **Supportive Senior Leadership Team**

An effective school library has a head teacher with a vision for the library’s role in raising standards of literacy and making a difference to learning. They fund the library properly and understand the importance of qualified staff.

- **Supportive staff and collaboration**

An effective school library collaborates at all levels, including teaching colleagues, senior management, librarian colleagues, outside agencies, pupils and parents. The library has collaborative programmes for reading instruction and available support staff.

- **Good-quality physical space**

An effective school library has sufficient flexible space to incorporate zones for various activities, soft seating to encourage reading for pleasure, and is a welcoming and safe space for pupils.

- **Quality of the collection and access to resources**

An effective school library is well stocked with a physical and virtual collection of good-quality reading materials that are related to the curriculum and support the general interest of pupils’ reading. The collection is current and diverse. The effective school library is also open for recommendations and supports access to information technology.

- **Responding to different needs**

An effective school library understands the varied backgrounds of pupils and considers different groups of pupils as well as demands from both teachers and pupils. The effective school library develops tools to respond to these different needs and integrates provision for different needs in the planning of the library.

- **Flexible scheduling**

An effective school library enables access to teachers and pupils so that they can work with the librarian and other staff and use the library as a classroom and space to study when needed. Staff should try to keep the library open as long as possible.

- **Quality instruction**

An effective school library provides instruction that supports pupils' and teachers' needs, encompasses subject content, information literacy and voluntary reading interests, and encourages pupils independently to seek, access and use information while assuring seamless integration of technology, teaching and learning.

- **Monitoring and evaluation**

An effective school library takes into account the full range of evidence to assess the library's impact on pupils' learning and has effective librarians who analyse data well and use additional evidence to evaluate the impact of the library.

- **Integration and promotion**

An effective school library is integrated into the school. This can be done in many ways, such as placing it at the centre of school literacy strategy, including the library in the curriculum planning, and in all schemes of work, or including it in the school development plan. This integration supports new initiatives and ensures staff awareness.

- **Funding and budgeting**

An effective school library is well funded to maintain the other elements contributing to the success of the library. Effectiveness has been directly linked with funding. The effective library also has the required budget.

Next steps

As this review has shown, school libraries play a vital role in contributing to pupils' success, but cuts to budgets are possibly affecting many school libraries' effectiveness. At the same time, there are no official numbers of school libraries and the provision is not consistent across the UK. It is crucial that up-to-date figures are collected to determine the state of school libraries. The All Party Parliamentary Group for Libraries (APPG, 2014) also recommends that the Minister for Schools would welcome the contribution school libraries make to educational attainment and discusses embedding the school library into their inspection framework with Ofsted.

The APPG for Libraries (2014) has also recommended that the Minister for Schools considers examining the role that school libraries play in supporting pupils' literacy, reading enjoyment, information literacy skills and access to knowledge, as well as pupils' self-esteem, confidence, sense of safety and wellbeing in the school community. Similarly, Williams, Wavell and Morrison (2013) have identified the need for appropriate data to be collected to enable library contributions to be correlated with national examination results to fill the gap in their evidence.

Indeed, more research on the impact of school libraries is needed in the UK. While international evidence highlights the impact of school libraries on pupils' achievement, it's not always applicable in the UK. Moreover, while some of the evidence is fairly recent, the fast-developing technology and new opportunities it offers for school libraries means that new research is needed to capture the impact of these technological developments.

References

- Aanu, E. M., & Olatoye, R. A. (2011). Use of library resources, study habit and science achievement of junior secondary school students. *Educational Research*, 2(7), 1265-1269. Retrieved from <http://www.interestjournals.org/full-articles/use-of-library-resources-study-habit-and-science-achievement-of-junior-secondary-school-students.pdf?view=inline>
- All Party Parliamentary Group for Libraries. (2014). *The beating heart of the school*. Retrieved from <http://www.cilip.org.uk/sites/default/files/documents/BeatingHeartoftheSchool.pdf>
- American Association of School Librarians. (2007). *Standards for the 21st-century learner*. Illinois, USA: American Library Association. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- American Library Association. (n.d.). *School library program talking points*. Retrieved from http://www.ala.org/advocacy/advleg/advocacyuniversity/additup/6to12/anntk_school
- Baughman, J. C. (2000, October). *School Libraries and MCAS Scores*. Paper presented at a symposium sponsored by the Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts. Retrieved from <http://web.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf>
- Borkum, E., He, F., & Linden, L. L. (n.d.). *School libraries and language skills in Indian primary schools: A randomized evaluation of the Akshara Library Program*. Retrieved from <https://www.povertyactionlab.org/evaluation/school-libraries-and-language-skills-indian-primary-schools-randomized-evaluation-akshara>
- Borkum, E., He, F., & Linden, L. L. (2012). *The effects of school libraries on language skills: Evidence from a randomized controlled trial in India* (National Bureau of Economic Research working paper No. 18183). Retrieved from <http://www.nber.org/papers/w18183.pdf>
- Burgin, R., Bracy, P. B., & Brown, K. (2003). *An essential connection: How quality school library media programs improve student achievement in North Carolina*. Retrieved from <https://www.lrs.org/documents/impact/NCSchoolStudy.pdf>
- Clark, C. (2010). *Linking school libraries and literacy: Young people's reading habits and attitudes to their school library, and an exploration of the relationship between school library use and school attainment*. London: National Literacy Trust. Retrieved from http://www.literacytrust.org.uk/assets/0000/5760/Linking_school_libraries_and_literacy_2010.pdf
- Clark, C. (2016). *Children's and Young People's Reading in 2015. Findings from the National Literacy Trust's annual survey 2015*. London: National Literacy Trust. Retrieved from

http://www.literacytrust.org.uk/assets/0003/1643/Young_people_s_reading_2015_-_Final.pdf

Department for Education. (2015). *Reading: the next steps. Supporting higher standards in schools* (Reference: DFE-00094-2015). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf

Douglas, J., & Wilkinson, S. (2010). *School libraries: A plan for improvement*. National Literacy Trust & Museums, Libraries & Archives. Retrieved from http://www.literacytrust.org.uk/assets/0000/5718/School_Libraries_A_Plan_for_Improvement.pdf

Dow, M. J., Lakin, J. M., & Court, S. C. (2012). School librarian staffing levels and student achievement as represented in 2006-2009 Kansas annual yearly progress data. *School Library Research*, 15. Retrieved from <http://files.eric.ed.gov/fulltext/EJ994364.pdf>

Fodale, F., & Bates, J. (2011). What is the impact of the school library on pupils' personal development? A case study of a secondary school in Northern Ireland. *School Libraries Worldwide*, 17(2), 99-112.

Greenwood, H., Creaser, C., & Maynard, S. (2008). *Successful primary school libraries: Case studies of good practice*. Booktrust. Retrieved from <http://www.lboro.ac.uk/microsites/infosci/lisu/downloads/successful-prim-sch-libs.pdf>

Gretes, F. (2013). *School library impact studies: A Review of Findings and Guide to Sources*. Harry & Jeanette Weinberg Foundation. Retrieved from <http://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

Hopkins, D. M. (1989). Elementary school library media programs and the promotion of positive self-concepts: A report of an exploratory study. *The Library Quarterly: Information, Community, Policy*, 59(2), 131-147.

Hughes, H., Bozorgian, H., Allan, C., & Dicoski, M. (2013). *School libraries, teacher-librarians and their contribution to student literacy development in Gold Coast schools: Research report*. Brisbane, Australia: School Library Association of Queensland & Queensland University of Technology. Retrieved from <http://eprints.qut.edu.au/60260/38/60260b.pdf>

International Federation of Library Associations and Institutions. (2002). *The IFLA/UNESCO school library guidelines*. Retrieved from <http://www.ifla.org/files/assets/school-libraries-resource-centers/publications/school-library-guidelines/school-library-guidelines.pdf>

International Federation of Library Associations and Institutions. (2015). *IFLA school library guidelines*. Retrieved from <http://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf>

Klinger, D. A., Lee, E. A., Stephenson, G., Deluca, C., & Luu, K. (2009). *Exemplary School Libraries in Ontario*. Ontario, Canada: The Ontario Library Association. Retrieved from <http://www.peopleforeducation.ca/wp-content/uploads/2011/12/Exemplary-School-Libraries-in-Ontario.pdf>

Lance, K. C. (2001). *Proof of the power: Quality library media programs affect academic achievement*. Retrieved from <http://www.infotoday.com/MMSchools/sep01/lance.htm>

Lance, K. C., Hamilton-Pennell, C., & Rodney, M. J. (2000). *Information empowered: The school librarian as an agent of academic achievement in Alaska schools. Revised Edition*. Alaska, USA: Alaska State Library. Retrieved from <http://files.eric.ed.gov/fulltext/ED443445.pdf>

Lance, K. C., & Hofschire, L. (2011, September 1). Something to Shout About: New research shows that more librarians means higher reading scores. *School Library Journal*. Retrieved from <http://www.slj.com/2011/09/industry-news/something-to-shout-about-new-research-shows-that-more-librarians-means-higher-reading-scores/#>

Lance, K. C., & Hofschire, L. (2012). *Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011*. Colorado, USA: Colorado State Library, Library Research Service. Retrieved from https://www.lrs.org/documents/closer_look/CO4_2012_Closer_Look_Report.pdf

Lance, K. C., Rodney, M. J., & Hamilton-Pennell, C. (2000). *Measuring Up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools*. Pennsylvania, USA: Pennsylvania Citizens for Better Libraries. Retrieved from <http://files.eric.ed.gov/fulltext/ED446771.pdf>

Lance, K. C., Rodney, M. J., & Hamilton-Pennell, C. (2002). *How School Libraries Improve Outcomes for Children: The New Mexico Study*. New Mexico, USA: New Mexico State Library.

Lance, K. C., Rodney, M. J., & Hamilton-Pennell, C. (2005). *Powerful libraries make powerful learners: The Illinois study*. Illinois, USA: Illinois School Library Media Association. Retrieved from <http://www.islma.org/pdf/ILStudy2.pdf>

Lance, K. C., Rodney, M. J., & Russell, B. (2007). *How Students, Teachers, and Principals Benefit from Strong School Libraries: The Indiana Study*. Indiana, USA: Association for Indiana Media Educators.

Lance, K. C., & Schwarz, B. (2012). *How Pennsylvania school libraries pay off: Investments in student achievement and academic standards*. PA School Library Project. Retrieved from <http://files.eric.ed.gov/fulltext/ED543418.pdf>

Lance, K. C., Schwarz, B., & Rodney, M. J. (2014). *How libraries transform schools by contributing to student success: Evidence linking South Carolina school libraries and PASS & HSAP results*. South Carolina Association of School Librarians. Retrieved from <http://www.scasl.net/assets/phase%20i.pdf>

Lance, K. C., Welborn, L., & Hamilton-Pennell, C. (1992). *The impact of school library media centers on academic achievement*. The U.S. Department of Education Office of Educational Research & Improvement Library Programs. Retrieved from <http://files.eric.ed.gov/fulltext/ED353989.pdf>

Lonsdale, M. (2003). *Impact of school libraries on student achievement: a review of the research*. Victoria, Australia: Australian Council for Educational Research. Retrieved from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1024&context=tll_misc

Murray, J. (1999, August). *An inclusive school library for the 21st century: Fostering independence*. Paper presented at a 65th IFLA Council and General Conference, Bangkok, Thailand. Retrieved from <http://files.eric.ed.gov/fulltext/ED441480.pdf>

Ofsted. (2006). *Good school libraries: making a difference to learning* (Reference HMI 2624). Retrieved from [http://dera.ioe.ac.uk/5792/1/Good%20school%20libraries%20making%20a%20difference%20to%20learning%20\(PDF%20format\).pdf](http://dera.ioe.ac.uk/5792/1/Good%20school%20libraries%20making%20a%20difference%20to%20learning%20(PDF%20format).pdf)

Ofsted. (2013). *Improving literacy in secondary schools: A shared responsibility* (Reference 120363). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/improving_literacy_in_secondary_schools.pdf

Quantitative Resources, LLC., Miller, J., Want, J., & Whitacre, L. (2003). *Show me connection: How school library media center services impact student achievement 2002-2003*. MO Department of Elementary and Secondary Education Missouri State Library. Retrieved from <https://dese.mo.gov/sites/default/files/libraryresearch.pdf>

Scholastic. (2008). *School libraries work!* Retrieved from http://www.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Scholastic. (2016). *School libraries work! A compendium of research supporting the effectiveness of school libraries*. Scholastic Library Publishing.

Small, R. V., Shanahan, K. A., & Stasak, M. (2010). The impact of New York's school libraries on student achievement and motivation: Phase III. *School Library Research*, 13. Retrieved

from

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_ImpactofNewYork.pdf

Smith, E. G. (2001). *Texas school libraries: Standards, resources, services and students' performance*. Texas, USA: Texas State Library and Archives Commission. Retrieved from <https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/schlibsurvey/survey.pdf>

Softlink. (2015). 2015 Australian and New Zealand school library survey. Retrieved from https://www.softlinkint.com/assets/img/banners/2015_Softlink_ANZ_School_Library_Survey_Report.pdf

Streatfield, D., Shaper, S., & Rae-Scott, S. (2010). *School libraries in the UK: A worthwhile past, a difficult present – and a transformed future? Main report of the UK National Survey*.

The School Libraries Group of CILIP & Wendy Drewett Bequest. Retrieved from http://www.cilip.org.uk/sites/default/files/documents/full-school-libraries-report_0.pdf

The School Library Association. (2010). *Primary school library charter*. Retrieved from <http://www.sla.org.uk/primary-charter.php>

The School Library Association. (2012). *School libraries in 2012 – the SLA survey*. Retrieved from <http://www.sla.org.uk/blg-school-libraries-in-2012---the-sla-survey.php>

The School Library Association. (2015). *SLA Standards for Secondary School Libraries*. Retrieved from <http://www.sla.org.uk/standards.php>

Todd, R. J., Gordon, C. A., & Lu, Y. (2010). *Report of findings and recommendations of the New Jersey school library survey. Phase 1: One common goal: Student learning*. New Jersey Association of School Librarians (NJASL). Retrieved from: http://www.njasl.info/wp-content/NJ_study/2010_Phase1Report.pdf

Todd, R. J., & Heinstrom, J. (2006). *Report of phase two of Delaware school library survey: "Student learning through Delaware school libraries"*. Governor's Task Force on School Libraries Delaware USA. Retrieved from <http://www2.lib.udel.edu/taskforce/study/phasetwo.pdf>

Todd, R. J., & Kuhlthau, C. C. (2004). *Student learning through Ohio school libraries*. Ohio Educational Library Media Association. Retrieved from <http://webfiles.rbe.sk.ca/rps/terrance.pon/OELMAREportofFindings.pdf>

Wainwright, D., Bradshaw, P., Sherlock, P., & Geada, A. (2016, March 29). Libraries lose a quarter of staff as hundreds close. *BBC News*. Retrieved from <http://www.bbc.co.uk/news/uk-england-35707956>

Williams, D., Coles, L., & Wavell, C. (2002). *Impact of school library services on achievement and learning*. London: Department for Education & Skills & Resource: The Council for Museums, Archives & Libraries. Retrieved from <https://pdfs.semanticscholar.org/b6ce/3ae7c9bd451cb2db4ec7d5e5e6777ffec3d3.pdf>

Williams, D., & Wavell, C. (2001). *The impact of the school library resource centre on learning*. Aberdeen: The Robert Gordon University for Resource: The Council for Museums, Archives and Libraries.

Williams, D., Wavell, C., & Coles, L. (2001). *Impact of school library services on achievement and learning*. London: Department for Education & Skills and Resource: The Council for Museums, Archives & Libraries.

Williams, D., Wavell, C., & Morrison, K. (2013). *Impact of school libraries on learning: Critical review of published evidence to inform the Scottish education community*. Robert Gordon University. Retrieved from http://scottishlibraries.org/wp-content/uploads/2015/05/SLIC_RGU_Impact_of_School_Libraries_2013.pdf

About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

Copyright

© National Literacy Trust 2017. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Teravainen, A. & Clark, C. (2017). School libraries: A literature review on current provision and evidence of impact. London: National Literacy Trust.

We will consider requests to use extracts or data from this publication provided that you:

- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.
- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.