



Research Report

**National survey to scope school
library provision in England,
Northern Ireland, and Wales**

Prepared for: Great School Libraries

Prepared by: BMG Research

National survey to scope school library provision in England, Northern Ireland, and Wales

Prepared for: Great School Libraries

Prepared by: BMG Research

Date: April 2019



Produced by BMG Research

© BMG Research Ltd, 2019

www.bmgresearch.co.uk

Project: 1738

Registered in England No. 2841970

Registered office:

BMG Research
Beech House
Greenfield Crescent
Edgbaston
Birmingham
B15 3BE
UK

Tel: +44 (0) 121 3336006

UK VAT Registration No. 580 6606 32

Birmingham Chamber of Commerce Member No. B4626

Market Research Society Company Partner

The provision of Market Research Services in accordance with ISO 20252:2012

The provision of Market Research Services in accordance with ISO 9001:2015

The International Standard for Information Security Management ISO 27001:2013

Interviewer Quality Control Scheme (IQCS) Member Company

Registered under the Data Protection Act - Registration No. Z5081943

A Fair Data organisation

Cyber Essentials certification

The BMG Research logo is a trade mark of BMG Research Ltd.

Table of Contents

1	Key findings and conclusions	1
1.1	Overall findings	1
1.1.1	Schools with a designated school library area on-site	1
1.1.2	Schools without a designated school library area on-site	1
1.2	Differences by phase	1
1.3	Differences by school type	2
1.4	Differences by socio-economic status	3
1.5	School Size	3
2	Introduction	4
2.1	Background	4
2.2	Research Objectives	4
2.3	Research Methodology	4
2.4	Key definitions	5
2.5	Notes on the report	5
2.6	Report structure	5
3	Schools with a designated school library area	7
3.1	The Library	7
3.1.1	Provision	7
3.1.2	Accessibility	11
3.1.3	Capacity	15
3.1.4	Use of library space for other purposes	16
3.1.5	Resources	18
3.1.6	Budget and funding	26
3.2	Library staff	30
3.2.1	General library staffing	30
3.2.2	Main member of library staff	35
4	Schools without designated library provision	53
4.1	Previous designated library space provision	53
4.2	Current provision	55
4.2.1	Schools with a designated area in a shared space	56
4.2.2	Schools with alternative forms of library service provision	61

National survey to scope school library provision in England, Northern Ireland, and Wales

4.2.3	Learning resources and additional funding.....	62
4.2.4	Suitability	67
Appendix 1: Technical Report		70
4.3	Sampling.....	70
4.4	Methodology	70
4.5	Survey respondents	71
4.6	Weighting.....	72
4.7	Statistical significance testing	72

Table of Figures

Figure 1: Percentage of school libraries that have a designated library area on-site, by country, phase, and type.....	8
Figure 2: Percentage of school libraries that have a designated library area on-site, by % of pupils with free school meals	9
Figure 3: Types of designated library area, by education phase.....	10
Figure 4: Total number of hours library is open / staffed by library staff by day (Monday-Friday)	12
Figure 5: Open access by day average (Monday-Friday).....	14
Figure 6: Library seating by number of pupils in the school.....	15
Figure 7: Use of library space for other purposes.....	16
Figure 8: Alternative uses for library space	16
Figure 9: Open access during alternative library space use	17
Figure 10: Number of physical resources by education phase	18
Figure 11: Mean number of physical resources by number of pupils.....	19
Figure 12: E-books in the library's stock.....	19
Figure 13: Frequency new stock is added to the library.....	21
Figure 14: Writer/author/poet visit in the past year	24
Figure 15: Reason for writer/author/poet visit.....	25
Figure 16: Designated library budget	27
Figure 17: Mean library budget by phase and type.....	28
Figure 18: Library budget change compared with previous year	29
Figure 19: Designated Library Staff.....	31
Figure 20: Reasons for not having designated library staff.....	32
Figure 21: Designated library staff qualifications	32
Figure 22: Alternative staffing arrangements - yes	33
Figure 23: Training provided for volunteer staff	34
Figure 24: Main member of library staff.....	35
Figure 25: Main member of library staff's experience in the sector	36
Figure 26: CPD undertaken by main member of library staff	37
Figure 27: Organisation(s) the main member of library staff uses for support.....	38
Figure 28: Activities carried out by main member of library staff.....	39
Figure 29: Other roles performed by main member of library staff.....	41

National survey to scope school library provision in England, Northern Ireland, and Wales

Figure 30: Pay and additional roles	42
Figure 31: Percentage of time main member of library staff spends performing core library duties	43
Figure 32: Does the main member of library staff have Head of Department Status	44
Figure 33: Main member of library staff attends head of department meetings	45
Figure 34: Main member of library staff's manager.....	46
Figure 35: Department(s)/subject(s) main member of library staff works with.....	47
Figure 36: Leads the main member of library staff works with	48
Figure 37: Main member of library staff's contractual arrangement	49
Figure 38: Hours contracted to work per week	50
Figure 39: Hours typically worked per week	51
Figure 40: Actual hours worked compared with contracted hours.....	51
Figure 41: Annual salary of main member of library staff.....	52
Figure 42: Designated on-site library area in the past	53
Figure 43: Length of time since designated library service ended	54
Figure 44: Reason for the end of the designated library space.....	54
Figure 45: Ways which schools access library services	55
Figure 46: Total number of hours of open access	56
Figure 47: Times where there is open access to the library area.....	57
Figure 48: Main member of staff responsible for overseeing the library area.....	58
Figure 49: Main member of staff responsible for overseeing the library area.....	59
Figure 50: Dedicated library budget	60
Figure 51: Hours of access under alternative arrangement(s).....	61
Figure 52: Pay for alternative provision	61
Figure 53: Funding applied for by schools that don't have a dedicated library space but access library services	62
Figure 55: Funding granted to schools that don't have a dedicated library space but access library services	63
Figure 55: E-resources that schools that do not have a designated library area on-site subscribe to	64
Figure 56: Digital devices the school has access to	65
Figure 57: Writer/author/poet visit in the past year	65
Figure 58: Reason for library visit.....	66
Figure 59: Views on value for money by type of alternative school library provision.....	67

Figure 60: Views on level of access to resources by type of alternative school library provision 68

Figure 61: Views on quality of resources by type of alternative school library provision 69

Figure 62: Respondent job titles for primary schools that have a designated library area.... 71

Figure 63: Respondent job titles for secondary schools that have a designated library area72

Table of Tables

Table 1: E-resource subscriptions 22

Table 2: Digital device provision 23

Table 3: Sampling information 70

Table 4: Weighting profile 72

1 Key findings and conclusions

1.1 Overall findings

1.1.1 Schools with a designated school library area on-site

- Just under 9 in 10 schools report having access to a designated school library area on-site (87%)
- The take-up of e-books remains limited with 3 in 5 schools saying that they have none in their library's stock, indicating that physical resources still account for the majority of stock.
- Around 2 in 5 schools (43%) report that their library has a designated budget, but the average budget has fallen by around £300 compared to the previous year.
- Library space tends to be used flexibly by schools with 84% indicating that they use the library space for other purposes, such as a classroom or meeting space.
- Only half report having a designated member of library staff (54%) and 7 in 10 of these report that their designated member of library staff has received some form of qualification or training relevant to librarianship (72%).
- Less than half report that their main member of library staff has undertaken some form of CPD relevant to librarianship in the past year (44%).
- Library staff undertake a variety of other duties in the school, including conducting regular timetabled library lessons and having a teaching role (both 38%).

1.1.2 Schools without a designated school library area on-site

- 1 in 8 schools (13%) do not have access to a designated school library area on-site. 2 in 5 of these schools had this provision in place previously (41%).
 - The most common reason for losing this provision is the lack of available space (77%)
- 88% of schools without a designated school library area on-site do have some form of alternative provision in place. This usually takes the form of a designated area in a shared space (62%), but some also rely on the School Library Service (36%) or public libraries (30%) to access this resource.
- Most schools appear to be content with the alternative arrangements they have in terms of the value for money, accessibility and the quality of resources provided.

1.2 Differences by phase

- Secondary schools (96%) are more likely than primary schools (85%) to have a designated school library area on-site.
- Accessibility differs substantially by phase. Primary school pupils are far less likely than secondary school pupils to have an open access policy in place throughout the day (15% cf. 63%). Not only this, but, on average, primary school libraries are for two and a half fewer hours than secondary schools per day (5 ½ cf. 8).

- Phase is also a key driver of library stock. On average, primary schools have less than half the physical stock of secondary schools (4,707 cf. 11,629). Secondary schools are also more likely to refresh their stock on a termly or more regular basis than primary schools are.
- Digital device provision is limited in primary school libraries compared to secondaries. Just under half of primary schools say that they have no digital devices in their library (45%) while this is true for just 3% of secondary schools.
- Disparities in funding are visible by phase. Primaries (34%) are far less likely than secondaries (88%) to have a designated library budget. Where there is a budget, primaries, on average, have lower levels of funding than secondaries and have also seen their budget decline by a greater amount.
- Primaries and secondaries tend to approach library staffing in different ways. In nearly all secondary schools (95%), the person responsible for the day to the day running of the library is a designated member of library staff whereas this is only the case for around 2 in 5 primary schools (38%).
 - The main member of library staff in primary school is also more likely to have other duties at the school and less likely to spend the majority of their time performing core library duties compared to the equivalent member of staff at secondaries.

1.3 Differences by school type

- Academies (92%) and independent schools (97%) are both significantly more likely to report having a designated library space on-site than average (87%). Meanwhile, controlled schools in Northern Ireland (51%) and community schools in Wales (76%) are significantly less likely to.
- In terms of accessibility, LA maintained schools and special schools (both 16%) are significantly less likely to report having open access throughout the day than average (24%) while academies (31%) and independents (42%) are more likely to.
- A similar trend can also be viewed in terms of the number of physical resources available to schools. Academy schools (7,808) and independents (10,728) are both significantly more likely to have a higher number of physical resources in their stock than LA maintained schools (5,127).
 - Further to this, independent schools report adding to their library stock far more frequently than other school types. Nearly half of independents report doing so on a weekly or more frequent basis compared to just 8% of non-independent¹ schools.
- In terms of wider resource, non-independents are significantly more likely than independents to report having no e-resource subscriptions in the library (72% cf. 44%).

¹ Non-independent refers to all other school types in England.

- Independents (83%) are twice as likely as non-independents (42%) to have a designated library budget. Special schools in particular are unlikely to have this in place (23%).
- LA maintained schools are significantly more likely than average to have no digital device provision available in their library (44% cf. 37%). In contrast, this is significantly less likely to be the case in academies (33%) and independents (20%).
- In terms of staffing, both independent schools (87%) and academies (63%) are more likely than average (54%) to have a designated member of library staff, whereas LA maintained (48%), special (25%) and community schools (23%) are significantly less likely to.
 - The designated staff in independent schools are significantly more likely than non-independents to have some form of training or qualification relevant to librarianship (87% cf. 70%).
- The status of the main member of library staff appears to differ by school type. In independent schools, the main member of library staff is more than twice as likely to have head of department status than in non-independent schools (37% cf. 15%).

1.4 Differences by socio-economic status

- Socio-economic status seems to have an influence on library resource accessibility. Schools where a quarter or more of the pupils are eligible for free school meals (FSM) are 11 percentage points less likely to have access to a designated school library area on-site than those schools where less than 1 in 10 are eligible.
- Schools with a higher percentage of FSM pupils report lower levels of access to the library. Just 14% of schools where 25% or more pupils are eligible for FSM say that there is open access to the library throughout the entire day, but this increases to 24% among schools where 0-9% of pupils are eligible.
- Schools with the highest level of FSM eligibility (25%+) are significantly more likely than average to report that they have no digital device provision in the library compared to the lowest (0%-9%) (49% cf.37%).
 - However, there are no significant differences by FSM eligibility when analysing physical stock levels.

1.5 School Size

- Around half of schools with more than 500 pupils have a seating capacity of 40 or fewer, indicating that some larger schools may struggle to accommodate pupil numbers.
- Larger schools tend to have higher levels of physical stock and to add to their stock more frequently.
- The largest schools (more than 500 pupils) are more likely to have a designated library budget than average (71% cf. 43%), but they are also more likely to have seen their library budget decrease (30% cf. 22% average).

2 Introduction

2.1 Background

School libraries play an integral role in supporting pupils' educational development. Numerous studies, looking at the UK and more widely, have provided strong evidence to link school library provision with a range of positive outcomes including improved literacy and writing levels, greater educational attainment in key subject areas such as maths and science, and the promotion of independent learning behaviours.

Indeed, the importance of school libraries has grown significantly in recent years due to the significant cuts that public libraries have faced since 2010. Between 2010 and April 2016 figures suggest that at least 478 public libraries were closed across England, Scotland and Wales, leaving 3,850². Yet, despite the increased importance of school libraries in light of this, data in this area has remained scarce.

2.2 Research Objectives

BMG Research were commissioned by the Great School Libraries (GSL) Campaign to conduct a survey of schools in England, Northern Ireland and Wales to explore the scope and nature of school library provision. Scotland was not included in the research because a similar study had recently been conducted there by the Scottish Library and Information Council to support the development of the National Strategy for School Libraries.

The research's main objectives are to:

- Establish a benchmark of the number of school libraries across the UK.
- Develop an understanding of the accessibility, resourcing and staffing of school libraries.
- Gain an insight into the wider role library staff and library spaces play in schools.
- Ascertain the alternative provision in place in schools without designated library spaces.
- Understand the reasons why some schools do not have designated library spaces.

2.3 Research Methodology

A survey invitation was sent to all primary, middle, secondary and all-through schools in England, Northern Ireland and Wales where an email address was readily available. Each invitation contained a unique link to an online survey, allowing for responses to be matched with publicly accessible demographic information about the school, with the respondent's permission. The survey was marked for the attention of the person at the school with responsibility for the library or learning resources. Entry into a free prize draw to win a bundle of books was offered to encourage schools to respond to the survey.

The survey was also promoted via social media and school networks, with schools able to contact BMG directly for their invitation. It should be noted that the survey was heavily

² <https://www.thebookseller.com/news/cipfa-library-figures-446101>

promoted through school librarian networks because of their natural interest in the research; to help mitigate this, following two weeks of the survey being in field telephone-chasing was employed to encourage responses from underrepresented school types. However, it should be noted that due to the approach taken, the sample population may have more schools with library provision in place than in the population as a whole. This should be kept in mind when considering the results.

Overall, 1,750 schools completed the survey. Results were then weighted based on nation and school phase, reflecting school population data drawn from Gov.UK, Education-NI and Gov.Wales.

A more detailed discussion of the sampling, methodology and weighting can be found in the technical report in Appendix 1.

2.4 Key definitions

The following definitions were used in the survey and in this report.

Designated library area: A space which provides access to a curated collection of resources to benefit pupils' learning and development which is separate to a classroom or other shared space.

Openly accessible: The library is available for all students to use (with the requisite permission if needed), not just those who are timetabled to do so.

2.5 Notes on the report

- The term 'schools' used in this report refers only to the schools that took part in the research. The survey was completed by individuals with responsibility for their school's library and/or learning resources. These may have been self-selected or nominated by a colleague.
- Unless stated otherwise, all differences noted in this report are statistically significant at a 95% confidence interval. This means we can be 95% confident that observed differences are real rather than due to chance.
- Sub-groups with a sample size of less than 30 have not been tested for statistical significance as they are too small. Therefore, results for such sub-groups should be interpreted as indicative only.
- Data have been weighted by nation and education phase. Full details can be found in the appendices.
- In charts, * denotes a percentage that is less than 0.5% but greater than 0%.
- Where results do not sum to 100%, this is due to rounding. All percentages are shown rounded to the nearest whole percentage.

2.6 Report structure

Following this introduction this report is structured as follows:

- Chapter 2 provides information about schools that have a designated library area, including the type of area and pupil access to it, the resource and digital provision in place, the wider use of library spaces, and its staffing.
- Chapter 3 provides information about schools that do not have a designated library area, including whether there had previously been a designated library

area and any alternative arrangements in place to provide pupils access to library provision.

- Chapter 4 provides a summary of the key findings and conclusions from this research.

3 Schools with a designated school library area

3.1 The Library

3.1.1 Provision

Schools were asked whether or not they had a designated, standalone library area on-site (and provided with the GSL's definition of this).

In total, 87% of schools meet this definition while 13% report that they do not have this resource in place.

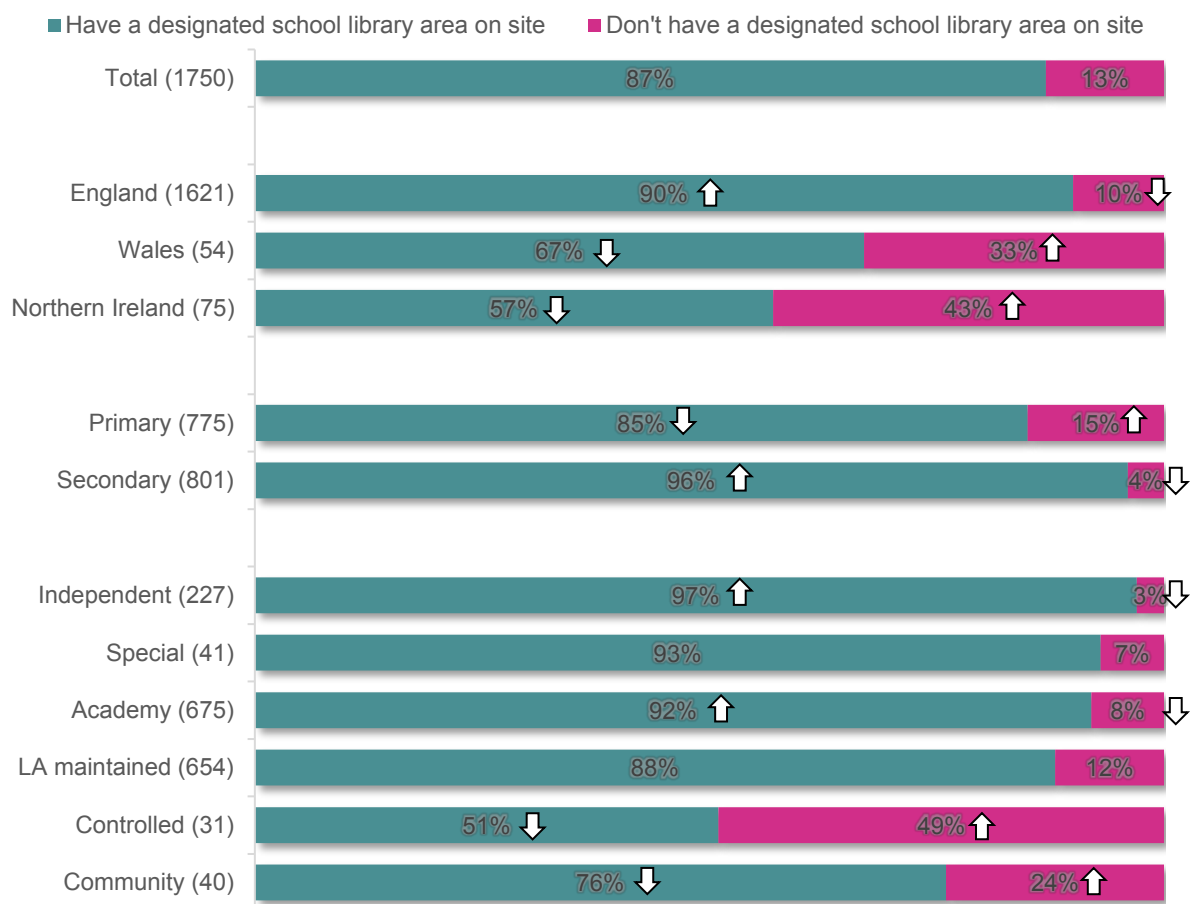
Breaking the results down by education phase reveals that nearly all secondary schools (96%) have a designated school library area on-site. Meanwhile, this figure drops to 85% among primary schools.

By country, nine in ten English schools have this resource available (90%) while schools in Wales (67%) and Northern Ireland (57%) are significantly less likely to than average. This indicates that pupils' access to a designated school library resource may be influenced by the nation they live in. Having said this, the small base sizes for Northern Ireland (75) and Wales (54) and the likely influence of phase should be kept in mind when interpreting these results.

Regional differences in England are also apparent. Schools in the East Midlands (79%), North East (77%) and North West (80%) are all significantly more likely to have access to a designated school library area on-site. Meanwhile, schools in the East of England (94%), South East (94%) and South West (95%) are more likely to have this in place.

By school type, nearly all independent schools have a designated library space (97%), which is likely indicative of the greater level of resource available in these schools. Other English school types such as special (93%) and academy (92%) show higher than average levels of provision. Controlled (51%) and community schools (76%) are the most common school types in Wales and Northern Ireland respectively, and their results are broadly in line with their country's owing to the small base sizes for these nations.

Figure 1: Percentage of school libraries that have a designated library area on-site, by country, phase, and type



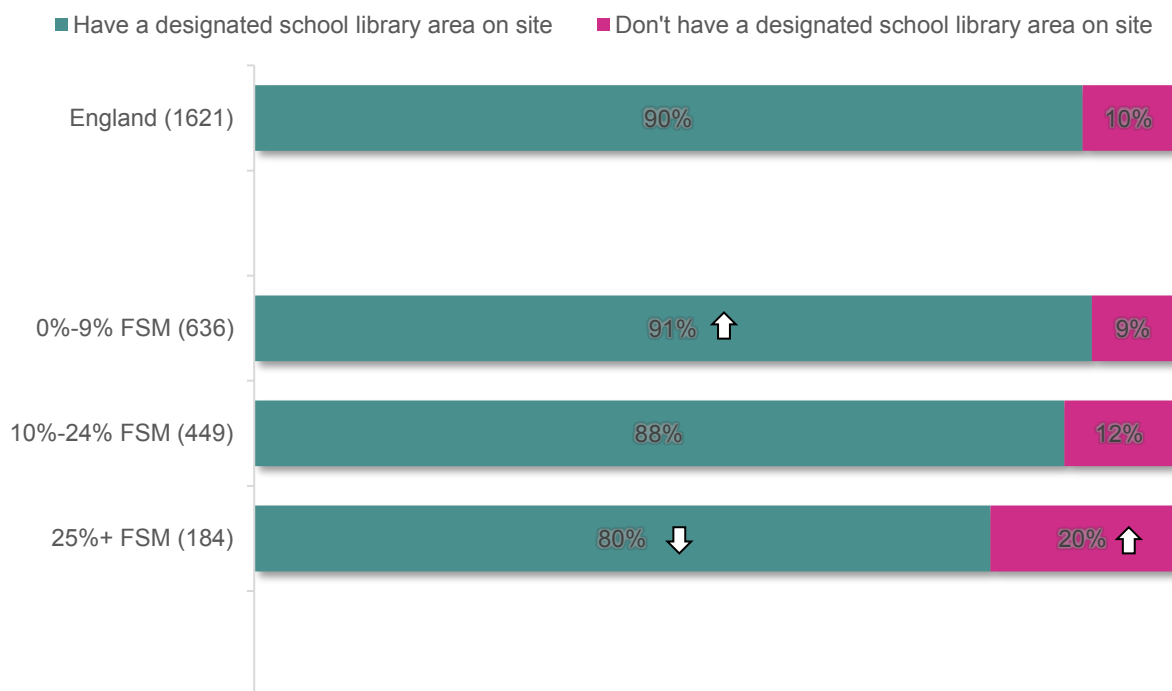
Q4. Does your school have a designated school library area on-site? By designated school library area we mean an area separate to a classroom or other shared space that provides access to a curated collection of resources to benefit pupils' learning and development.

↑ Indicates a statistically significant difference compared with the total
 ↓ Indicates a statistically significant difference compared with the total

Base: All respondents (unweighted base sizes in parenthesis)
 Only education types with a base size of ≥30 are displayed

The results for England can be further analysed by the percentage of pupils that are eligible to claim free school meals (FSM) at a school – a commonly used proxy measurement of socio-economic disadvantage in education. Schools where less than one in ten pupils are eligible are slightly more likely than the average to have a designated library area on-site (91%) whereas schools with a pupil eligibility rate of between 25%-49% are 10 percentage points less likely to (81%). This could indicate that socio-economic disparity in pupils’ ability to access a designated library space.

Figure 2: Percentage of school libraries that have a designated library area on-site, by % of pupils with free school meals



Q4. Does your school have a designated school library area on-site? By designated school library area we mean an area separate to a classroom or other shared space that provides access to a curated collection of resources to benefit pupils’ learning and development.

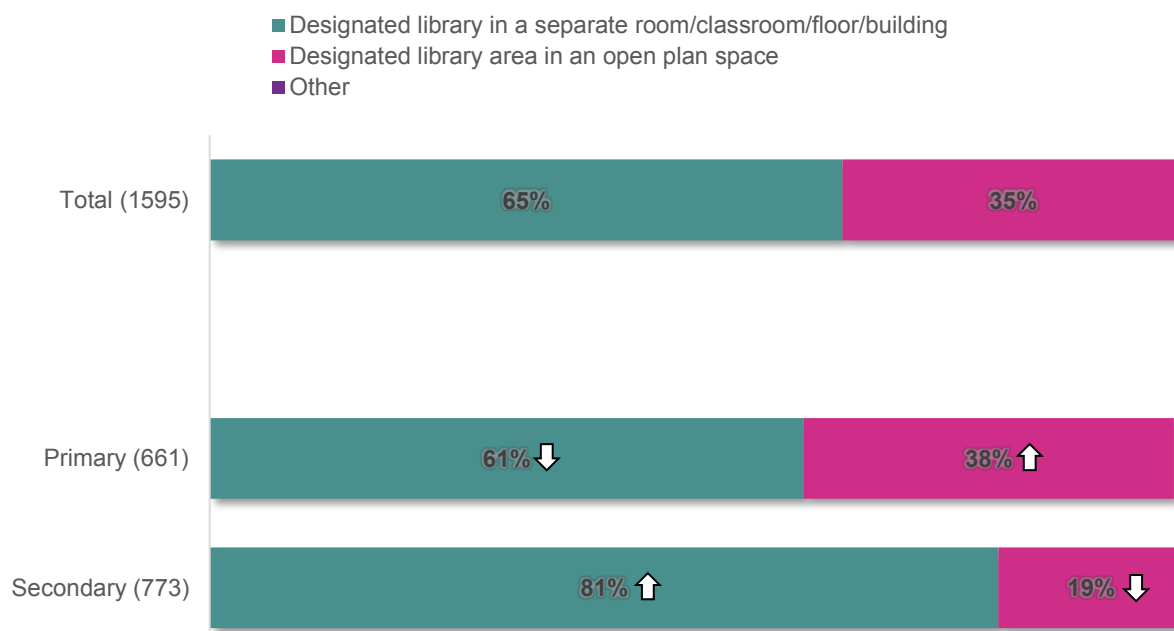
Unweighted base sizes in parenthesis

*Caution: small base size

↑ Indicates a statistically significant difference compared with the total
 ↓

Schools were then asked to describe the nature of their designated library space. Nearly two-thirds (65%) indicate that their library is a space in a separate room/classroom/floor or building to the rest of the school, while 35% say their space is a designated area in an open plan space. Secondary schools are more likely to have their designated library space situated in a separate room/classroom/floor/building (81%) while primary schools are significantly less likely to (61%).

Figure 3: Types of designated library area, by education phase



Q5. What does your main designated school library area look like?

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
↓

3.1.2 Accessibility

3.1.2.1 Opening hours and staffing

Figure 4 shows that the typical school week (Monday-Friday) opening hours of library areas appear to be heavily dependent on educational phase. Across all schools, over half (55%) typically have their library open for six hours or less daily, but this increases to 64% among primaries and drops to 11% among secondaries. Secondaries, meanwhile, are much more likely to be open for between six and eight hours daily (60%) or more than eight hours daily (29%), compared with primary schools (31% and 5% respectively). On average, libraries are typically open for six hours daily across all schools, five and a half hours in primary schools and eight hours in secondary schools.

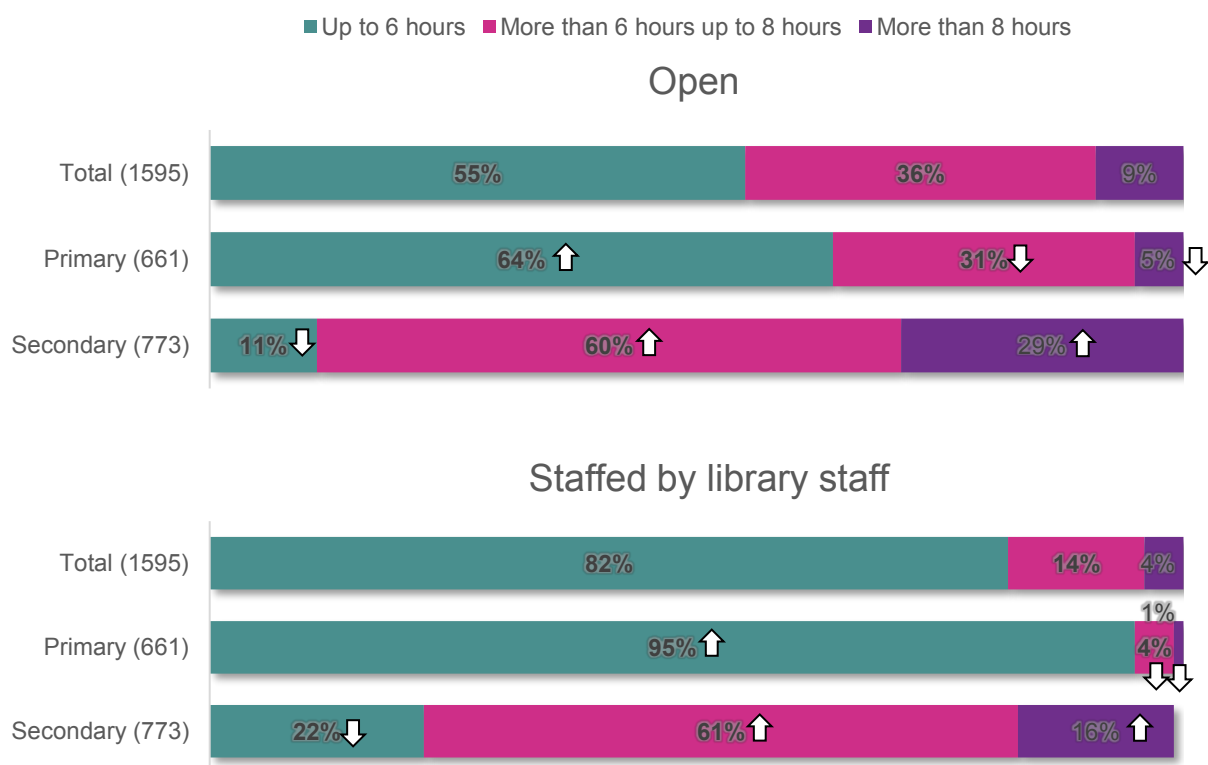
Schools with fewer pupils eligible to claim free school meals are more likely to be open up to six hours (60% for schools with 0-9% eligibility cf. 52% of schools with 25%+ eligibility). In addition, those with the largest percentages of students eligible to claim free school meals are more likely to be open between 6 and 8 hours (43% cf. 32% of schools with the lowest percentage of FSM eligibility).

On average, across all schools the library is typically attended by library staff for two hours daily, falling to one hour among primary schools but increasing to seven among secondaries.

Over 4 in 5 libraries are typically attended by library staff for up to six hours (82%) daily. This high figure is largely driven by primary schools, where 95% report the library being staffed for this long whereas just 22% of secondary schools do so. Like opening hours, it is much more common for secondary school libraries to be attended by library staff for between six and eight hours (61%) or for more than eight hours (16%).

School libraries are rarely staffed by members of non-library staff during weekdays, and on average this accounts for less than half an hour daily across all schools, which is broadly consistent by educational phase.

Figure 4: Total number of hours library is open / staffed by library staff by day (Monday-Friday)



Q6. For how many hours each day is the library...

a) open

b) staffed by library staff

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total

↓

↓

3.1.2.2 Open access

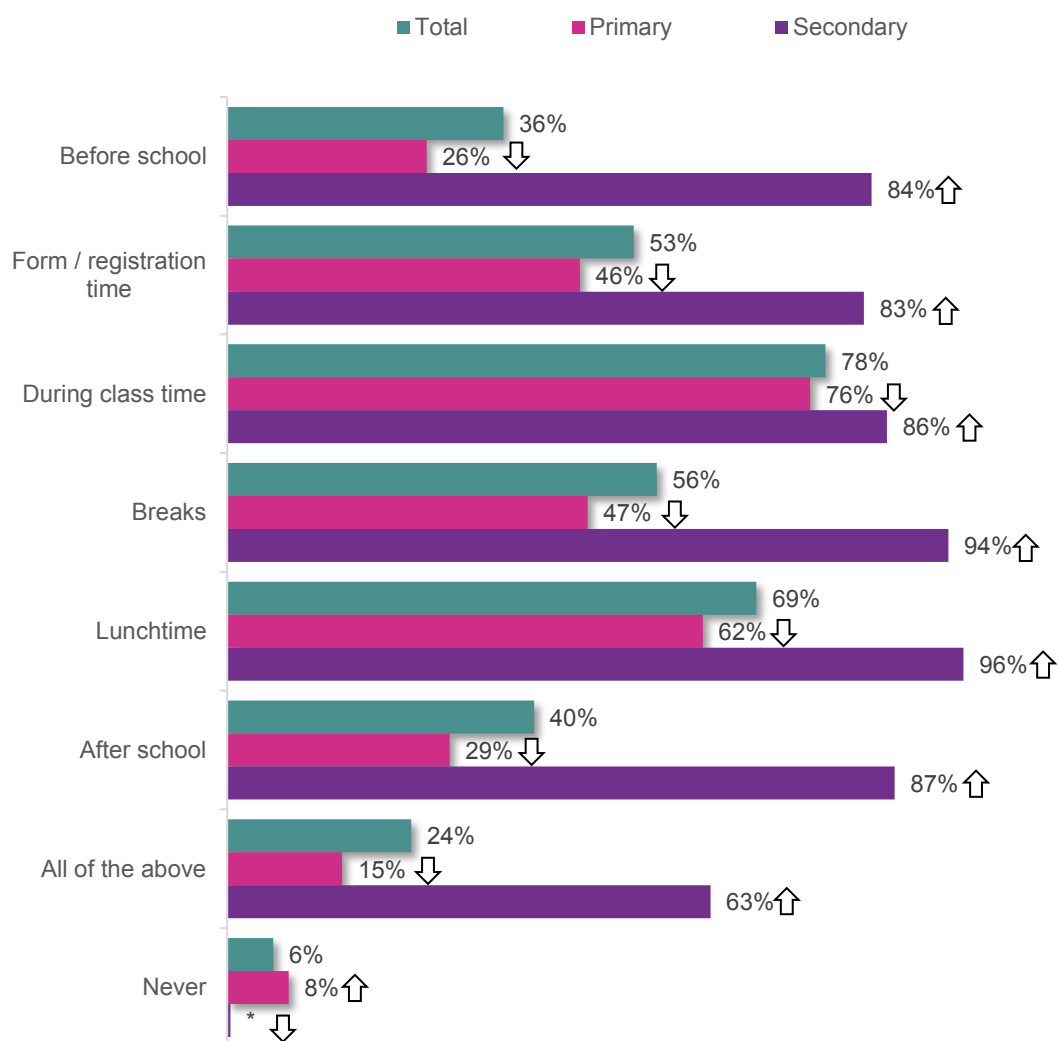
Schools were then asked for what periods of the school day the library is openly accessible for. Openly accessible is defined as the library being open for all students to use (with the requisite permission, if required) and not just those who are timetabled to do so. Across all schools, the most common time of the day for open access is during class time (78%) and the least likely is before school (36%); however, this is driven by educational phase, with secondary schools being significantly more likely than primary to be open during these times. Nearly all secondary schools have open access to their library during lunchtimes (96%) and breaktimes (94%). Just 24% of schools have an open access policy at all times of the day. This drops to 15% among primary schools, but increases to 63% among secondary schools.

Differences are also observable by FSM eligibility. Those schools with the lowest percentage of pupils eligible (0%-9% FSM) are 10 percentage points more likely to report having open access at all times throughout the day compared to schools with the highest eligibility rate (25%+ FSM) (24% cf. 14%).

LA maintained schools and special schools (both 16%) are significantly less likely to report having open access throughout the day than average (24%) while academies (31%) and independents (42%) are more likely to.

As well as this, schools in the East of England (21%) and Yorkshire & the Humber (17%) are significantly less likely than average to have open access throughout the day while schools in the South West (32%) and East Midlands (28%) are significantly more likely to.

Figure 5: Open access by day average (Monday-Friday)



Q7. Is there open access to the library...

Base: Where library open on Monday to Friday

(Total, Primary, Secondary): Monday (1557, 539, 281), Tuesday (1565, 637, 769), Wednesday (1557, 633, 765), Thursday (1562, 633, 770), Friday (1542, 623, 765)

↑ Indicates a statistically significant difference compared with the total
 ↓

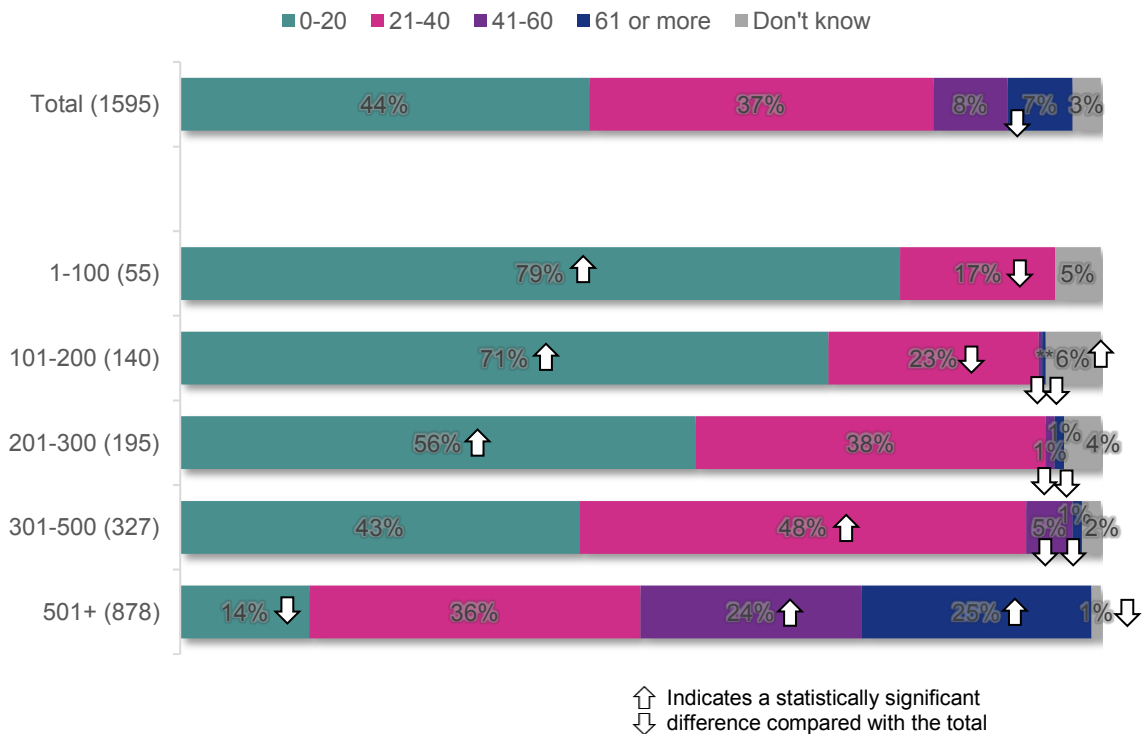
3.1.3 Capacity

Schools were then asked to provide their library’s seating capacity. This is broken down below by the total number of pupils in the school. As would be intuitively expected, the number of pupils the library can seat increases as the number of pupils increases. The mean capacity for schools with 1-100 pupils is 12, and this steadily increases with pupil numbers: 101-200 (16), 201-300 (20), 301-500 (25) and 501+ (49).

For schools with 1-100 pupils, 79% report a seating capacity of 0-20 while 17% indicate a seating capacity of 21-40. However, around of half of schools with more than 500 pupils report a seating capacity of fewer than 40 pupils (14% 0-20; 36% 21-40), indicating that some schools may struggle to accommodate pupil numbers.

By type of area, schools in rural areas have a lower average capacity than schools in urban areas (24 cf. 30).

Figure 6: Library seating by number of pupils in the school



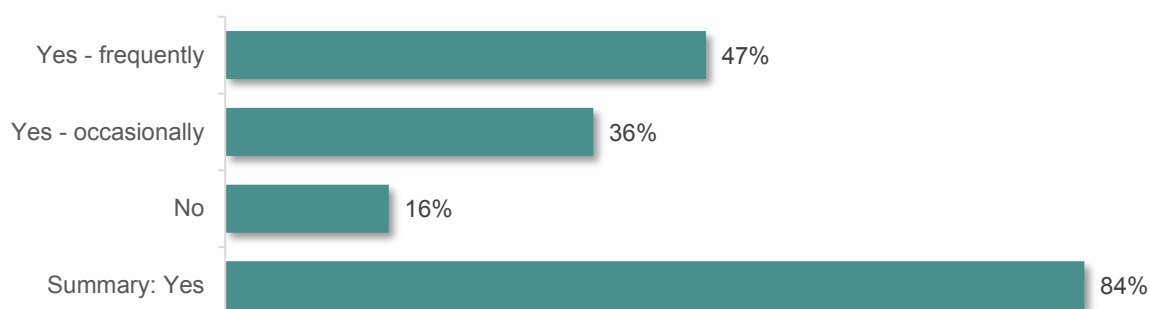
Q8. Approximately how many students can the library seat?
 Base: All who have a designated library area on-site (1595)

3.1.4 Use of library space for other purposes

In the majority of schools (84%), the library space is used for other purposes, such as a classroom or meeting space. This breaks down with 47% of schools using the library space frequently for other purposes and 36% occasionally. There is no significant difference between primary and secondary schools in this regard.

However, the lower the number of pupils eligible for FSM, the more likely schools are to use the library space for other purposes: 88% of schools with 0-9% of pupils entitled to FSM say so compared to 74% of those where 25% or more pupils are eligible.

Figure 7: Use of library space for other purposes

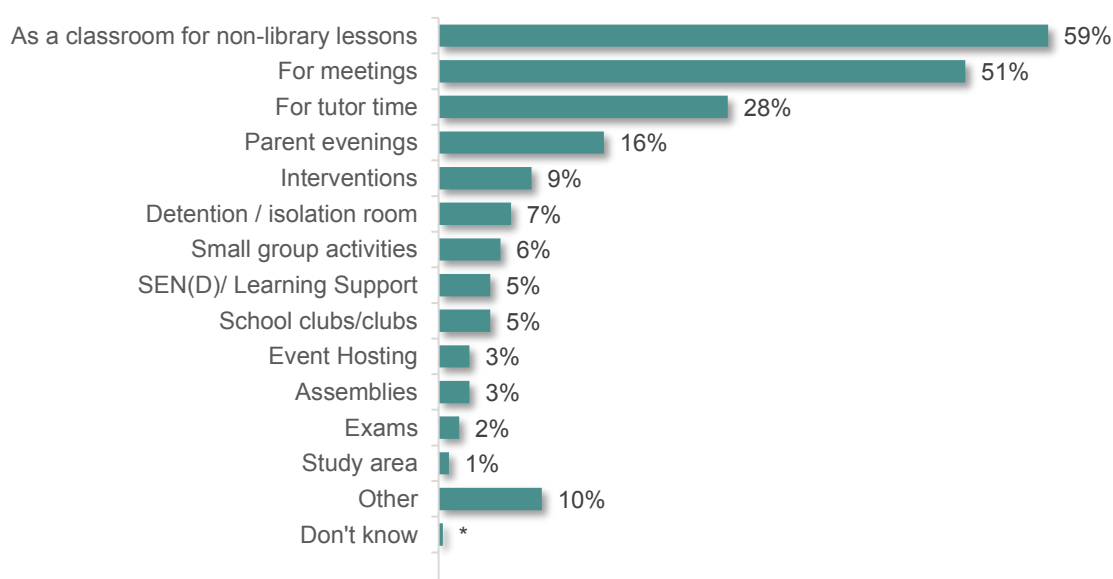


Q12. Is the main designated library space used for any other purpose? (For example, as a classroom, for tutor time, for meetings etc.)

Base: All who have a designated library area on-site (1595)

Schools were then asked for what alternative purpose(s) their library space is used for. The two most popular uses are as a classroom for non-library lessons (59%) and for meetings (50%). Less common alternative uses for the library space include as a space for assemblies (3%), as an exam room (2%), and as a study area (1%).

Figure 8: Alternative uses for library space



Q12a. What other purpose(s) is the main designated library space used for?

Base: Where designated library space is used for other purposes (1343)

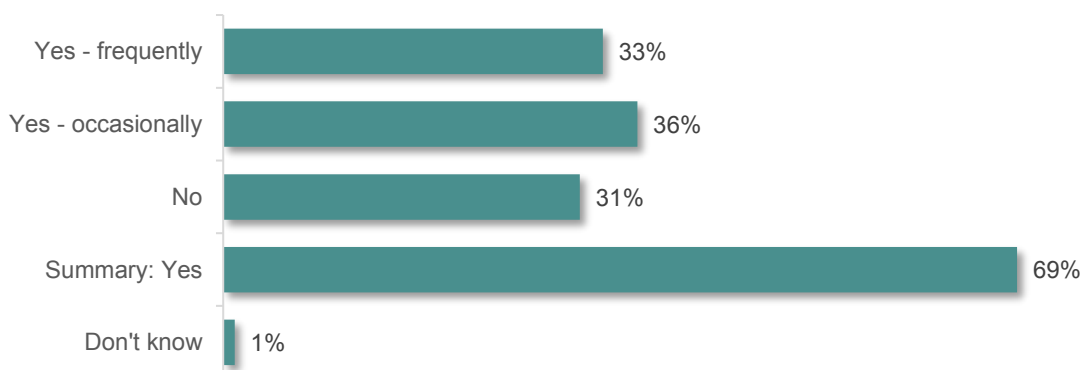
The use of library space for an alternative purpose(s) can impact pupils' ability to access the library resources in some instances. One in three schools report that the library is not openly accessible to all pupils during this (31%), while a further 36% claim that the library is only occasionally openly accessible during these times. One in three schools (33%) say that the library frequently has open access to pupils while the space is in alternative use.

Secondary schools (76%) are significantly more likely than primary schools (67%) to report having open access at least sometimes when the library space is being used for an alternative purpose.

Academies are also more likely to report open access when the library space is being used for other purposes (73%) while LA maintained schools are less likely to say so (66%).

In addition, schools with higher percentage of pupils eligible for free school meals (25%+) are more likely to say that the library is not openly accessible when being used for other purposes (44% cf. 28% for schools with 0%-9% of students eligible for FSM).

Figure 9: Open access during alternative library space use



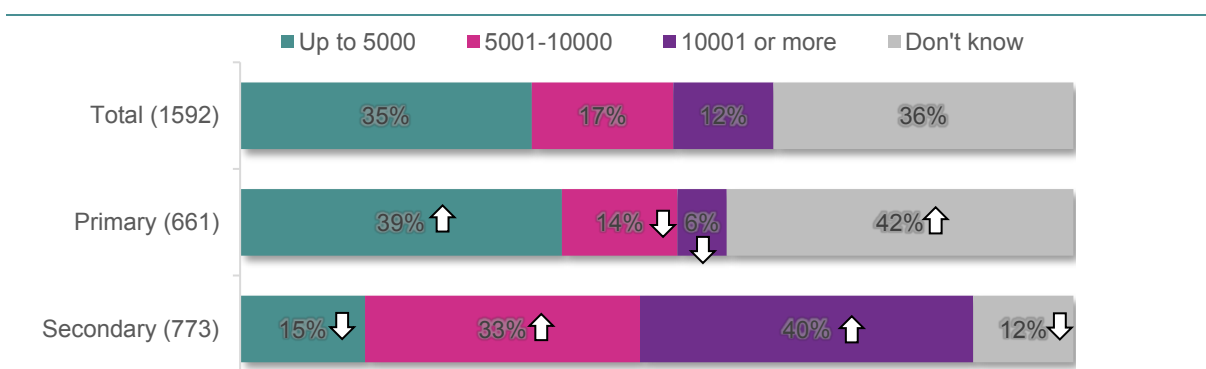
Q12b. Is the main library resource openly accessible to all pupils during this time?
 Base: Where designated library space is used for other known purpose(s) (1341)

3.1.5 Resources

In order to gain a better understanding of the level of learning resource provision available in schools, respondents were asked to quantify the number of resources in their library's stock. Figure 10 displays a breakdown of the number of physical items (books, magazines, comics, newspapers etc.) by education phase. Around two in five primary schools (39%) report that they have 5,000 or fewer physical resources in their library stock, compared with just 15% of secondary schools; secondary schools are much more likely than primary schools to have 10,001 or more physical resources in the library stock (40% cf. 6%).

Interestingly, a high percentage of primary schools (42%) are unable to quantify their number of physical resources (compared with 12% of secondary schools). Possible explanations for the high percentage of 'don't know' responses among primary schools (42%) include the absence of a library management system or the type of staff who completed the survey on behalf of their school.

Figure 10: Number of physical resources by education phase



Q9. What is the approximate number of... Physical items in the library's stock

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

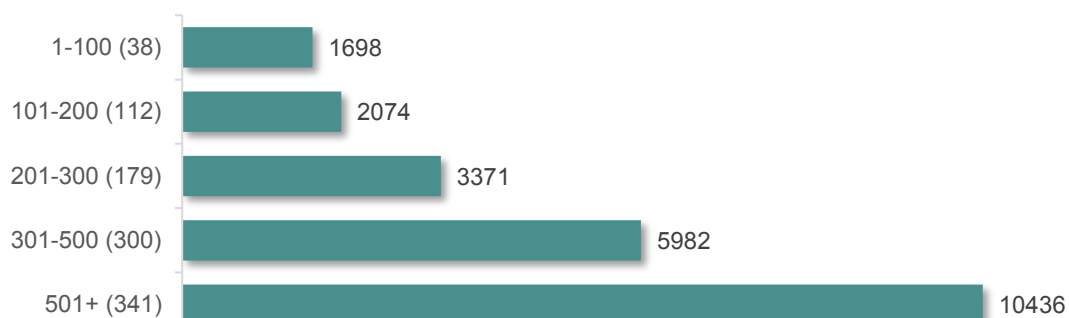
↑ Indicates a statistically significant difference compared with the total
↓

On average, primary schools report that they have 4,707 physical resources in their stock while secondary schools report an average of 11,629. The disparity between primary and secondary schools is unsurprising given that secondary schools typically have higher levels of resourcing and pupils.

As might be intuitively expected, schools' mean number of physical resources increases as the number of pupils increases. The smallest group of schools, those with 1-100 pupils, report an average of 1,698 physical resources, while the largest group, those with 501+ pupils, report an average stock of 10,436.

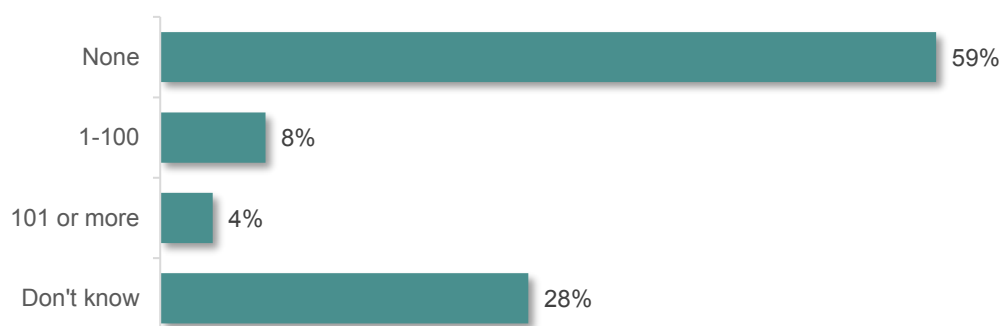
The higher the proportion of pupils eligible for free school meals, the lower the average number of physical resources. Schools with the lowest proportion of students entitled to FSM have an average of 6,353 physical resources, which compares to 5,137 for schools where 25% or more of pupils can get free school meals. However, it should be noted that this difference is not statistically significant.

By school type, academy schools (7,808) and independents (10,727) are both significantly more likely to have a higher number of physical resources in their stock than LA maintained schools (5,127).

Figure 11: Mean number of physical resources by number of pupils

Q9. What is the approximate number of... Physical items in the library's stock
Base: All who have a designated library area on-site (1595)

Schools were also asked to quantify the number of e-books (excluding subscription resources) in the library stock. Provision in this area is limited with three in five schools reporting that they have none (59%) while 8% report that they have between 1-100 and 4% 101 or more. This indicates that physical resources are the main resource for the vast majority of libraries, with few prioritising e-books. Interestingly, this is the case for both primary and secondary schools. Welsh schools are, however, significantly less likely than average to report that they have no e-books in the library stock (40% cf. 59%).

Figure 12: E-books in the library's stock

Q9. What is the approximate number of... e-books in the library's stock
Base: All who have a designated library area on-site (1592)

Another valuable indication of library resource is the frequency that new stock is added. As can be seen in Figure 13, most schools have new stock added termly (27%) or yearly (22%). Only one in ten report having new stock added less frequently than yearly (10%), while 11% add stock weekly or more frequently, 7% fortnightly and 15% monthly.

There is a considerable disparity between primary and secondary schools in this area. Secondary schools tend to have new stock added more frequently and primary schools less. Nearly a quarter of secondary schools report they typically have new stock added to the library at least weekly (24%), while 14% report that new stock is added fortnightly and 27% monthly (8%, 5% and 12% respectively for primary schools). Meanwhile, the most common frequency for primary schools is termly (29% cf. 22% secondary), followed by yearly (26% cf. 6% secondary schools). Just over one in ten primary schools report that new stock is added less frequently than yearly (12% compared with 2% secondary).

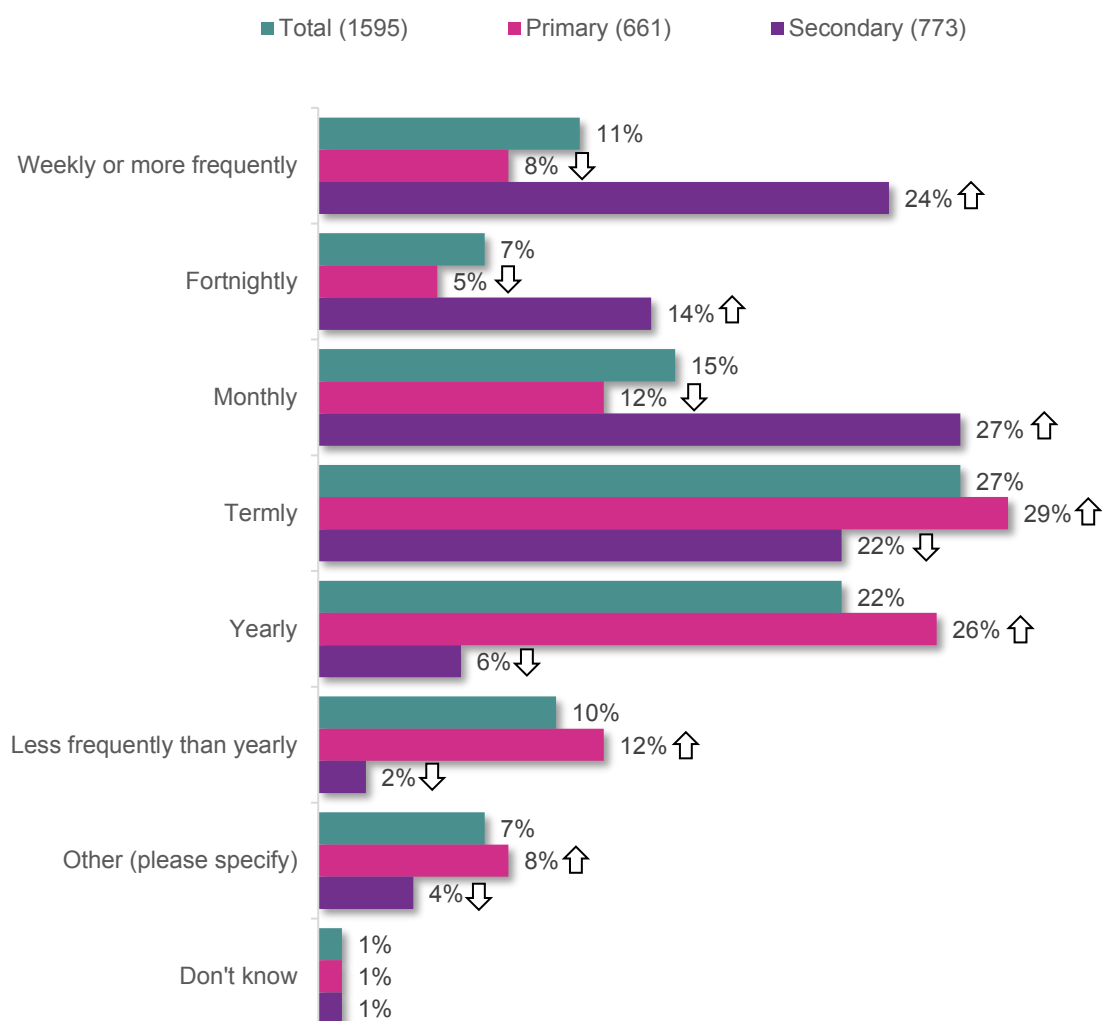
Interestingly, schools in Northern Ireland (45%) and Wales (40%) are around twice as likely as schools in England (21%) to have their stock added to on a yearly basis. The majority of schools in England have their stock added to at least termly, while six in ten schools in Northern Ireland (60%) and seven in ten schools in Wales (71%) have their stock added to yearly or more infrequently.

In addition, independent schools are more likely to have their stock added more frequently than other types of provider. This type of school is more likely to report that they get their stock added to weekly or more frequently (48%) compared to academies (7%), LA maintained schools (8%) and special schools (5%). Similarly, independent schools are also twice as likely to have their stock added to fortnightly (14%) compared to academies and LA maintained schools (both 7%).

By pupils' free school meals eligibility, schools with the lowest rate of pupils eligible for FSM (0-9%) are more likely than average to have their stock added to weekly or more frequently (11%) than those with the highest (25+% FSM) (3%).

Schools in the North West and West Midlands are both significantly more likely than average to have their stock added to on a yearly basis (both 29% cf. 22%). Meanwhile, schools in London are more likely to add to their stock weekly or more frequently (18% cf. 11% average).

Figure 13: Frequency new stock is added to the library



Q10. Typically, are new resources added to the library...?
 Base: Where have designated library area on-site (1595)

↑ Indicates a statistically significant difference compared with the total
 ↓

To gain a holistic picture of learning resources, schools were asked which e-resources the library or the school subscribes to. In total, 33% of schools / libraries provide access to at least one e-resource while 53% do not and the remaining 15% don't know.

Looking at this by school phase, 59% of primary schools have no e-subscriptions compared to 24% of secondary schools. It should also be noted that independent schools (28%) are less likely than average (53%) to have no e-resource subscriptions.

As table 1 shows, there are clear differences in the provision of e-resources by school phase. In secondary schools, it is more common for e-resources to be provided by the library (53%) rather than by the wider school (34%) while the reverse is true for primary schools (15% library vs. 25% wider school).

Moreover, secondary schools provide access to a wide range of e-resources including curriculum support and e-book subscriptions, while primary schools primarily provide access to news subscriptions, with little provision for other types of e-resource.

Table 1: E-resource subscriptions

<i>E-resource</i>	ALL PHASES		PRIMARY		SECONDARY	
	Library	School	Library	School	Library	School
<i>Curriculum support</i>	7%	3%	1%	1%	35%	13%
<i>E-books</i>	5%	3%	2%	2%	18%	5%
<i>Encyclopaedia</i>	3%	3%	2%	3%	9%	4%
<i>Journal archive</i>	2%	1%	0%	*	12%	6%
<i>News</i>	13%	17%	10%	16%	27%	17%
<i>Other</i>	7%	7%	4%	7%	22%	10%
<i>Any</i>	22%	27%	15%	25%	53%	34%
<i>None</i>	70%	56%	77%	61%	42%	37%
<i>Don't know</i>	8%	17%	9%	14%	5%	29%

Q11. What e-resources does the library and/or the school provide access to?

Base: Where have designated library area on-site (1595; 661 primary, 773 secondary)

The most common form of digital device provision in libraries is desktop computers (43%) followed by laptops (22%) and tablets (18%). Digital device provision is higher across the wider school for all digital devices, with smart boards (82%), tablets (77%) and laptops being the most common.

37% of schools report that they have no digital device provision available in the library while just 2% report this to be the case in the wider school. Interestingly, primary schools are significantly more likely than secondary schools to report that they have no digital device provision in their libraries (45% cf. 3%).

LA maintained schools are significantly more likely than average to have no digital device provision available in their library (44% cf. 37%). In contrast, this is significantly less likely to be the case in academies (33%) and independents (20%). Taken together, non-independent schools in England are 28 percentage points more likely to have no digital device provision in the library compared to independents (72% cf. 44%).

Further to this, schools with the highest level of FSM eligibility (25%+) (50%) are significantly more likely to report that they have no digital device provision in the library compared to the lowest (0%-9%) (37%).

Table 2: Digital device provision

<i>Digital Device</i>	ALL PHASES		PRIMARY		SECONDARY	
	Library	School	Library	School	Library	School
<i>Desktop computers</i>	43%	66%	33%	61%	87%	88%
<i>Laptops</i>	22%	76%	18%	77%	36%	74%
<i>Tablets</i>	18%	77%	17%	82%	21%	50%
<i>Projectors</i>	16%	66%	10%	63%	44%	78%
<i>Smart Boards</i>	16%	82%	14%	83%	25%	80%
<i>'Bring your own device'</i>	5%	7%	1%	2%	21%	31%
<i>E-readers</i>	5%	5%	3%	5%	13%	7%
<i>Other</i>	1%	1%	1%	1%	3%	1%
<i>None</i>	37%	2%	45%	3%	3%	1%
<i>Don't know</i>	1%	1%	1%	1%	*%	2%
<i>Prefer not to say</i>	1%	1%	1%	1%	0%	*%

Q14. Which digital devices does your school provide access to? In the library/ in the wider school
 Base: Where have designated library area on-site (1595; 661 primary, 773 secondary)

Just over three in five schools (61%) have had a visit from a writer, poet or author in the past year while 37% have not.

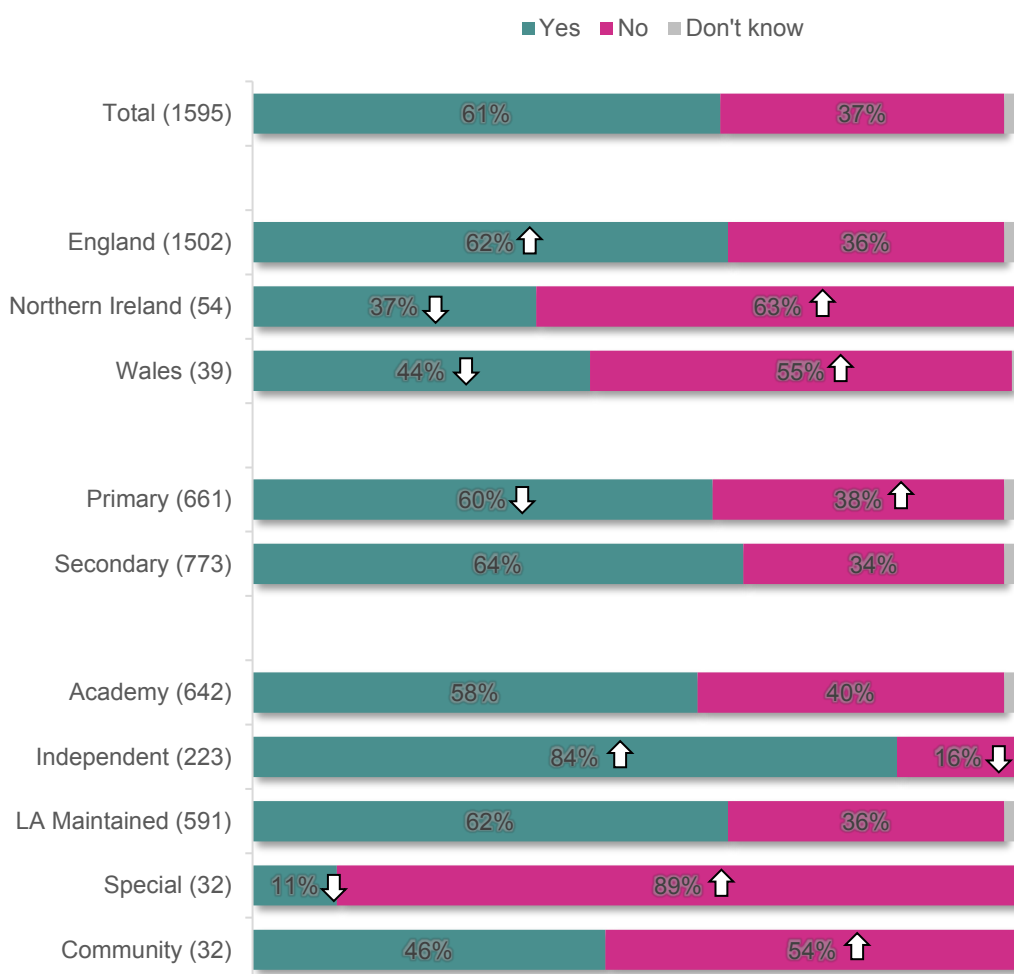
Breaking this down by country, schools in Northern Ireland (37%) and Wales (44%) are significantly less likely than schools in England (62%) to have had a visit.

While there is little disparity between primary and secondary schools, there are major differences observable by school type. Independent schools are considerably more likely than other types to report that they have had a visit (84%) – 23 percentage points greater than the average. In contrast, just one in ten special schools (11%) say that they have been visited by a writer, author or poet.

In addition, schools in urban areas are significantly more likely than average to have had a visit from a writer, poet or author in the past year (63%) while rural schools are less likely to report this type of visit (54%).

Similarly, in terms of free school meals, schools with 25%+ pupils eligible for free school meals are less likely to have had a visit from a writer, poet or author in the past 12 months (49%) than schools with an eligibility rate of 0%-9% (63%).

Figure 14: Writer/author/poet visit in the past year



Q14a. Have you had a writer/author/poet visit the school in the past year?

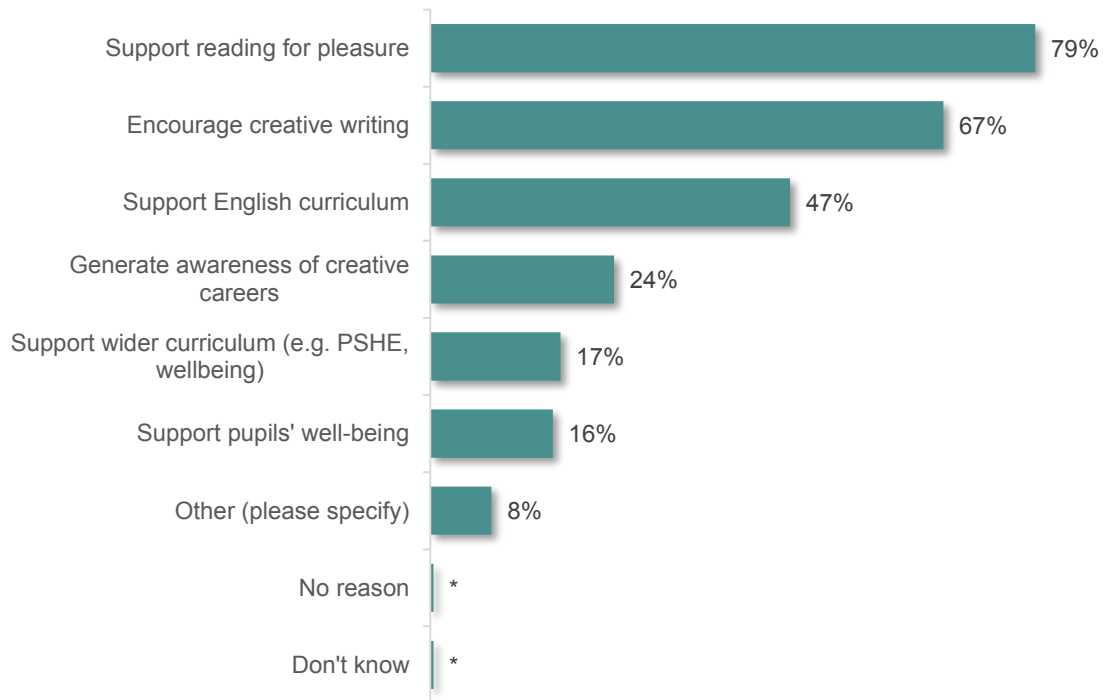
Base: Where have designated library area on-site (1595)

Labels <3% suppressed

↑ Indicates a statistically significant difference compared with the total
 ↓ Indicates a statistically significant difference compared with the total

Schools who have had a visit of this nature were then asked about the reasons behind it. The most commonly cited reason was to support reading for pleasure (79%), followed by to encourage creative writing (67%) and to support the English curriculum (47%).

Figure 15: Reason for writer/author/poet visit



Q14b. What was the reasoning behind the visit?
 Base: Where have had a writer/poet/author visit (1014)

3.1.6 Budget and funding

In order to ascertain the level of resource allocated to the library, schools were asked whether there is a designated library budget in place. This is very much split with 43% having this budget in place while 47% do not. The remaining percentage either do not know or prefer not to say (10%).

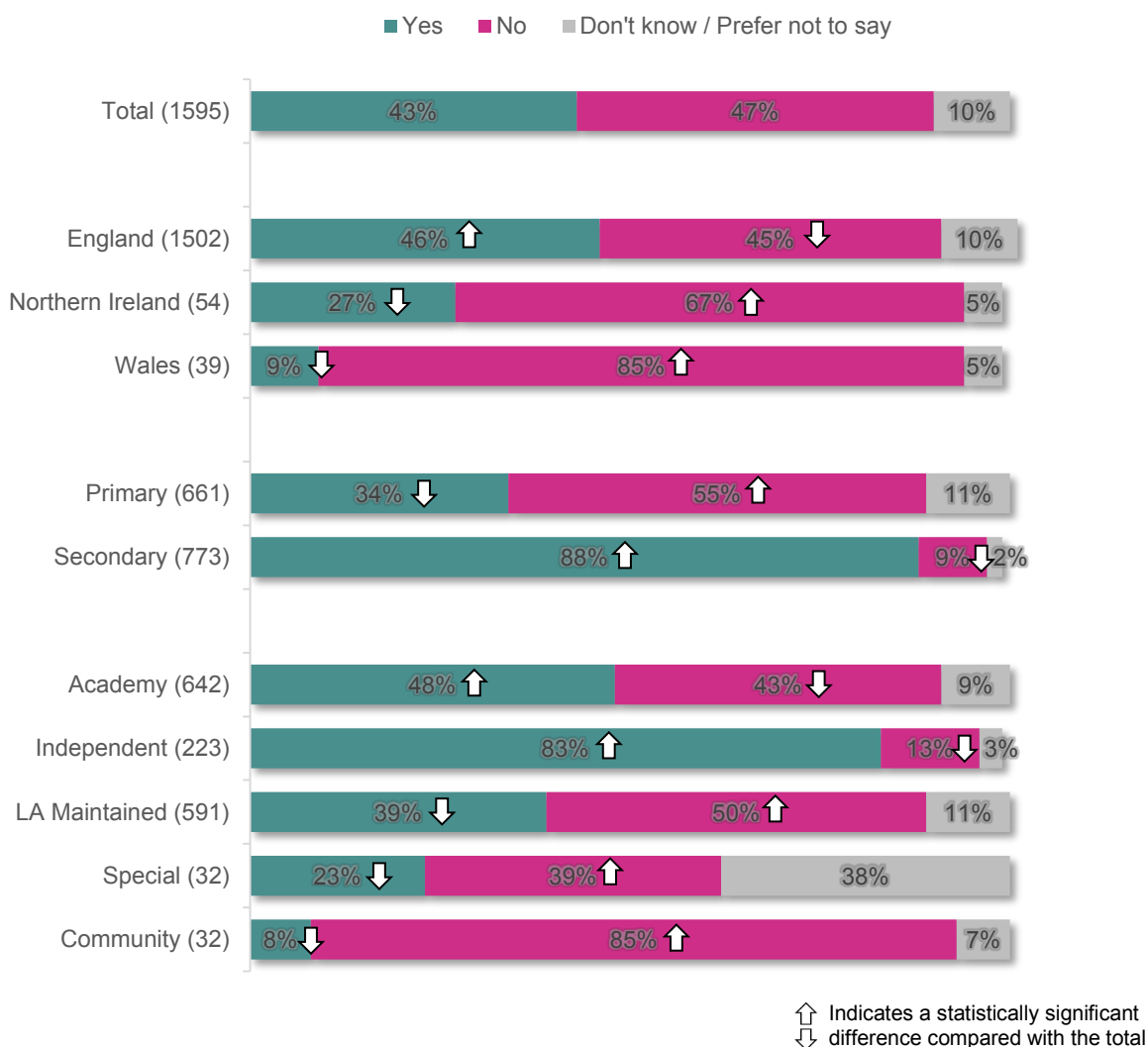
Schools in Northern Ireland (27%) and Wales (9%) are less likely to have a designated budget compared with schools in England (62%) while primary schools (34%) are less likely to than secondary schools (88%).

Special schools (23%), LA maintained schools (39%) and community schools (8%) are all less likely than average to have this provision in place than average. Meanwhile 83% of independent schools have a designated budget, more than twice the combined figure for non-independent schools in England (42%).

The largest schools (more than 500 pupils) are more likely to have a designated library budget than average (71% cf. 43%), while 46% of schools in urban areas have a designated library budget in place compared to 35% in rural areas.

Only London (56%) and the South East (48%) differ significantly from the average (43%) when breaking this down by region.

Figure 16: Designated library budget



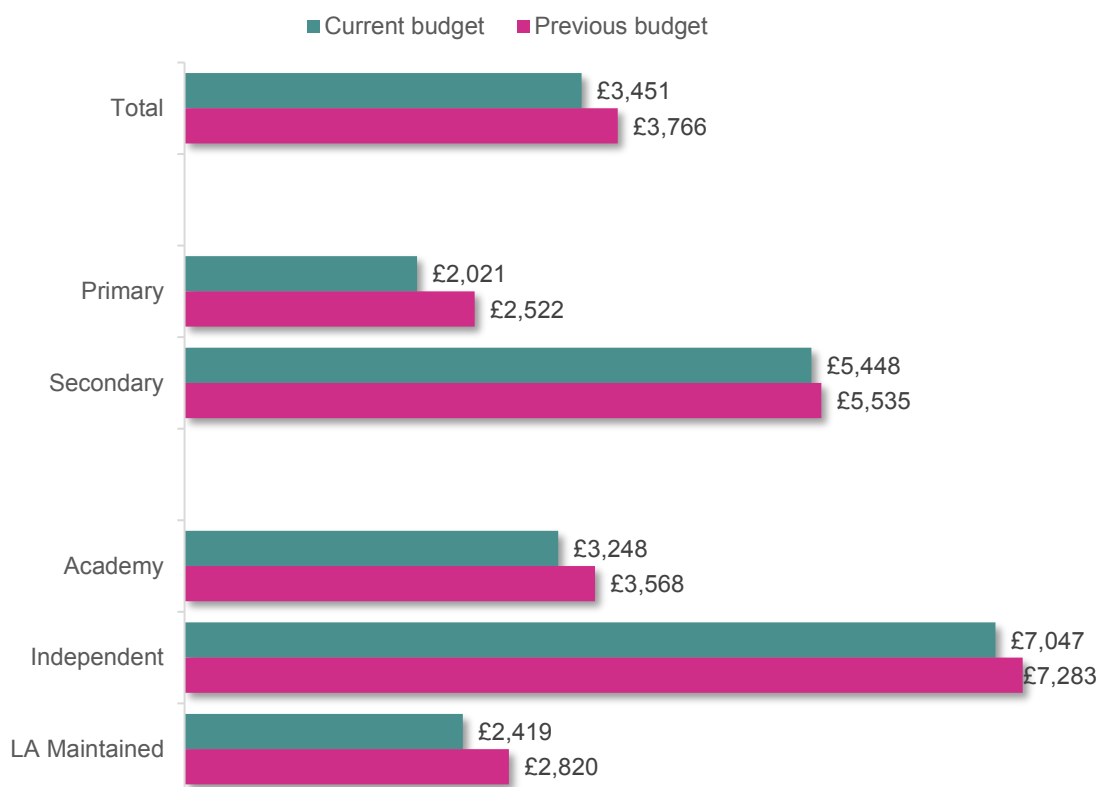
Q13. Does the library have a dedicated budget?

Base: Where have designated library area on-site (excluding don't know / prefer not to say)

Those schools with a designated budget were then asked to quantify it for both the current and previous year. As can be seen in Figure 17, there has been a reduction in the mean budget across all sub-categories compared with the previous year; although, the decline is particularly pronounced among primary schools, which have experienced a £501 decline in budget compared with the previous year (£2,021 compared with £2,522). Meanwhile, secondary schools have seen a small decline from £5,535 in the previous year to £5,448 in the current year. Independent schools have the largest budget of the subcategories included below with a current annual budget of £7,047, but this is still down by over £200 compared with the previous year.

As would be intuitively expected, the library budget increases as the number of pupils does. The average budget for schools with 201-300 pupils is £2,071 and £2,223 for schools with 301-500 pupils, compared with £4,949 for schools with 501+ pupils.

By English region, schools in the South West (£4,332) have the highest budget, while schools in the North East (£2,299) have the lowest.

Figure 17: Mean library budget by phase and type

Q13a. What is the library's budget for the current year?

Q13b. What was the library's budget for the previous year?

Base: Where library has a dedicated budget (1039)

Changes in annual budget can be seen in Figure 18. Across all schools, 14% have experienced an increase in their budget, while just over half have stayed the same (51%) and 22% have seen a decline. Secondary schools are particularly likely to have experienced a decline in their library budget (27%) while independent schools are more likely to have seen an increase (27%), despite the decline in mean that can be seen.

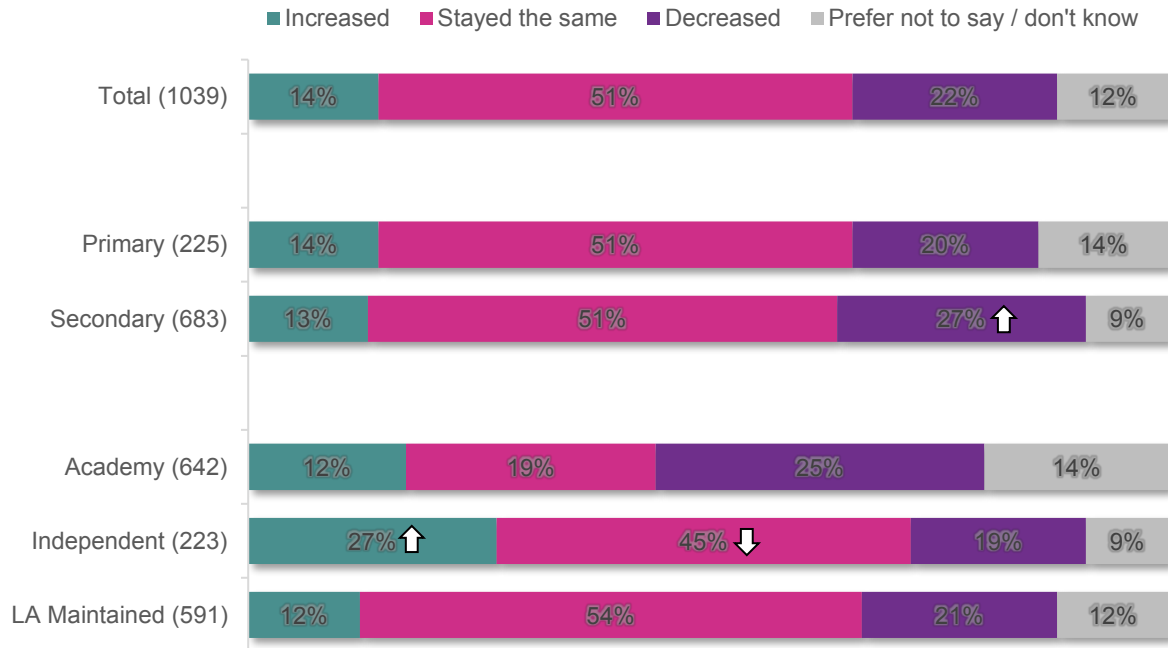
Breaking the budget change down by school size reveals that the largest schools (more than 500 pupils) are more likely to have seen their library budget decrease than average (30% cf. 22%).

Schools in rural areas are more likely to report that the library budget has stayed the same (60%) while schools in urban areas are more likely than average to have experienced a decrease in their budget (25%).

London schools are 10 percentage points more likely than average to report having their budget decreased (32% cf. 22%), whereas schools in the South East are 4 percentage points less likely to have experienced this (18%).

Further to this, schools with higher percentages of pupils eligible for FSM (25%+) are twice as likely as those schools where only 0-9% are eligible to say that the library budget has increased (20% cf. 10%).

Figure 18: Library budget change compared with previous year



Q13a. What is the library's budget for the current year?
 Q13b. What was the library's budget for the previous year?
 Q13c. Since last year, has the library's budget...

↑ Indicates a statistically significant difference compared with the total
 ↓

Base: Where library has a dedicated budget (unweighted base sizes in parenthesis)
 Education types with a base size smaller than 30 are not displayed.

3.2 Library staff

3.2.1 General library staffing

Of course, to gain a full understanding of a school's library provision, it is also important to consider how it is staffed. Figure 19 displays the percentage of schools that report having a designated member of library staff.

Across all schools with a designated library area, 54% have designated library staff, increasing to 96% among secondary schools. Academies (63%) and independents (87%) are more likely than average to have designated library staff while LA maintained (48%), special (25%) and community schools (23%) are less likely to.

Larger schools (301-500 pupils 60%, 501+ pupils 85%) are also more likely than smaller schools (1-100 pupils 21%, 101-200 pupils 23%, 201-300 pupils 37%) to have this staffing in place.

Interestingly, schools in urban areas are more likely than those in rural areas to have designated library staff (59% cf. 41%).

Differences are observable by English region, as schools in London (66%) and the South East (67%) are significantly more likely than average (54%) to report having this resource. In contrast, schools in the North East (26%) are half as likely as average to have a designated member of library staff.

The vast majority of schools who do have designated library staff have just one member of staff who can be described as such (82%). 14% have two members and just 4% have three or more. Independent schools, however, are more likely than average to say that they have either two designated library staff (23%) or three or more (10%).

Figure 19: Designated Library Staff



Q15. Does your school have designated library staff?

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

Only education types with a base size of ≥30 are displayed

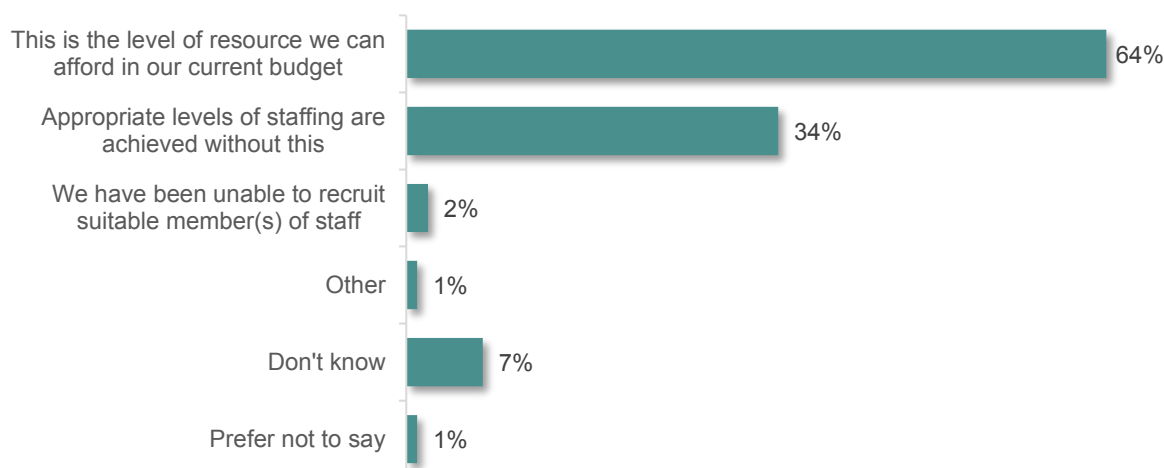
↑ Indicates a statistically significant difference compared with the total

↓ Indicates a statistically significant difference compared with the total

Those schools that do not have this staffing in place were asked why. The most common reason given is a lack of available budget (64%), followed by a feeling that an appropriate level of staffing is achieved without this (34%). Attracting suitable members of staff is not a major barrier in this regard, with just 2% of schools answering this.

A greater percentage of primary schools (64%) than secondary schools (42%*) report that they do not have a designated member of library staff because of budget constraints, while a similar percentage say that it is because appropriate levels of staffing are achieved without this. (*Caution: low base size).

Figure 20: Reasons for not having designated library staff



Q15aiii. What are the reasons for this?

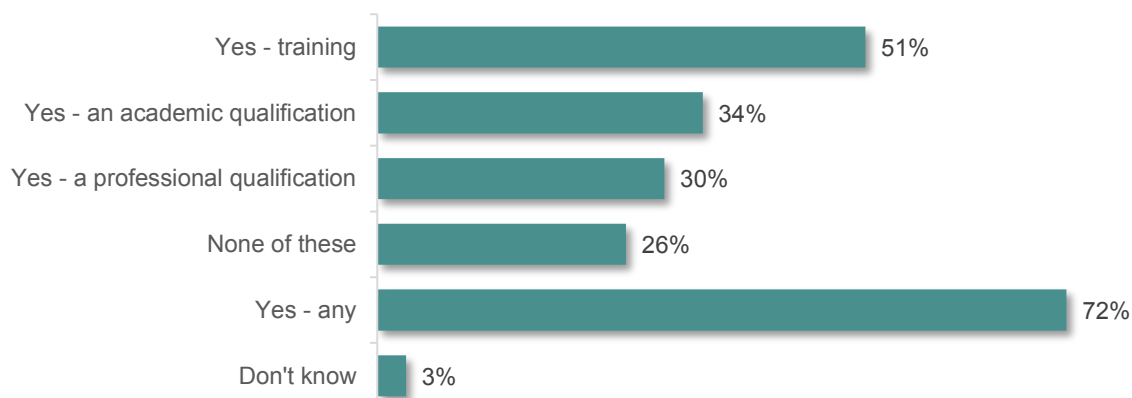
Base: Schools who do not have a designated member of library staff (406)

Meanwhile, those schools who do have a designated member of library staff were asked whether they had any training or qualifications relevant to librarianship. Just more than half (51%) report that their designated staff have had training in this area. Academic and professional qualifications in the field are, in contrast, less common (34% and 30% respectively). In all, 72% of schools report that their designated member of library staff has had training or has qualification(s) relevant to librarianship.

Disparities exist by education phase and type. Designated staff in primary schools (65%) and LA maintained schools (68%) are significantly less likely than average to have relevant qualifications/training while staff in secondary schools and staff at independent schools are more likely (both 87%).

Interestingly, these members of staff at independent schools are 17 percentage points more likely than non-independents in England to have relevant qualifications/training (87% cf.70%).

Figure 21: Designated library staff qualifications



Q15aii. How many of the designated library staff have qualifications / training relevant to librarianship?

Base: Schools who know the number of designated library staff (1183)

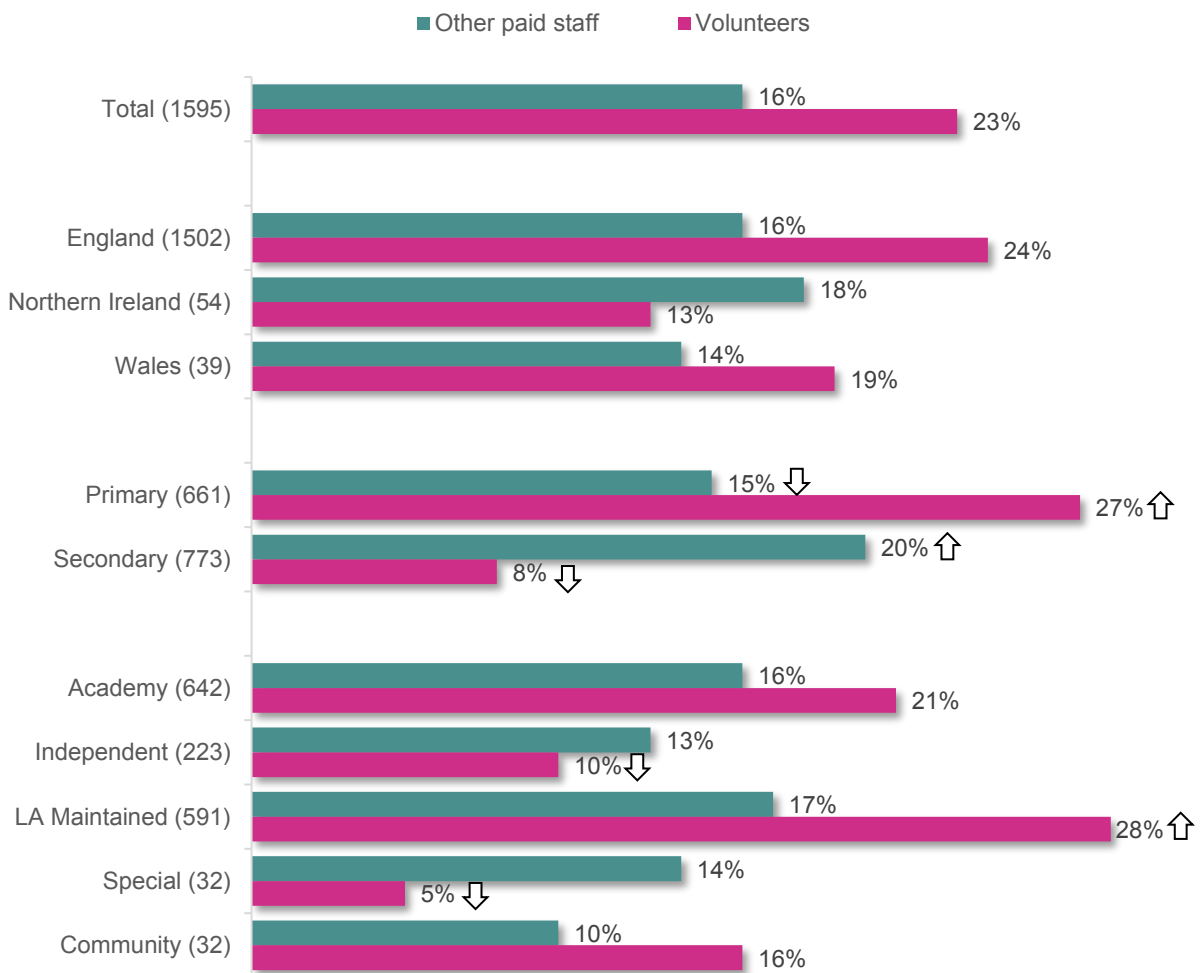
Schools were also asked whether any other paid or volunteer staff work in the library. Volunteer library staff (23%) are more common than having other paid staff (16%) working at the library. However, secondary schools are less likely to rely on volunteers than average (8%) and more likely to use other paid staff (20%); the reverse is true for primary schools (15% other paid staff, 27% volunteers).

LA maintained schools are more likely than average (28%) to have volunteer staff working in the library, while independent (10%) and special schools (5%) are less likely to.

Interestingly, schools with a lower percentage of pupils eligible for free school meals (FSM) are more likely to report the use of volunteers than those with higher percentage (0%-9% FSM 34% cf. 10%-24% FSM 16% and 25%-49% FSM 11%).

It is also worth noting that schools in rural areas are also more likely to report using volunteers (30% cf. 21% urban schools).

Figure 22: Alternative staffing arrangements - yes



Q15b. Do any other paid staff work in the library?

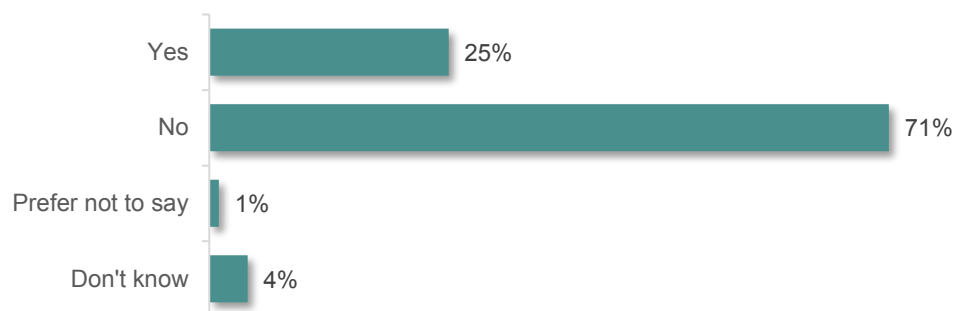
Q15d. Do any volunteer staff work in the library (excluding pupils)?

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
↓

Schools who used volunteers were asked whether any formal training is provided for staff. Only a quarter of schools (25%) provide training for their volunteers while 71% do not. There are no significant differences observable between primary and secondary schools in this regard

Figure 23: Training provided for volunteer staff



Q15f. Other than compulsory / legally required training (e.g. safeguarding), is any formal training provided for volunteer staff?

Base: Staff who have volunteer staff who work in the library (255)

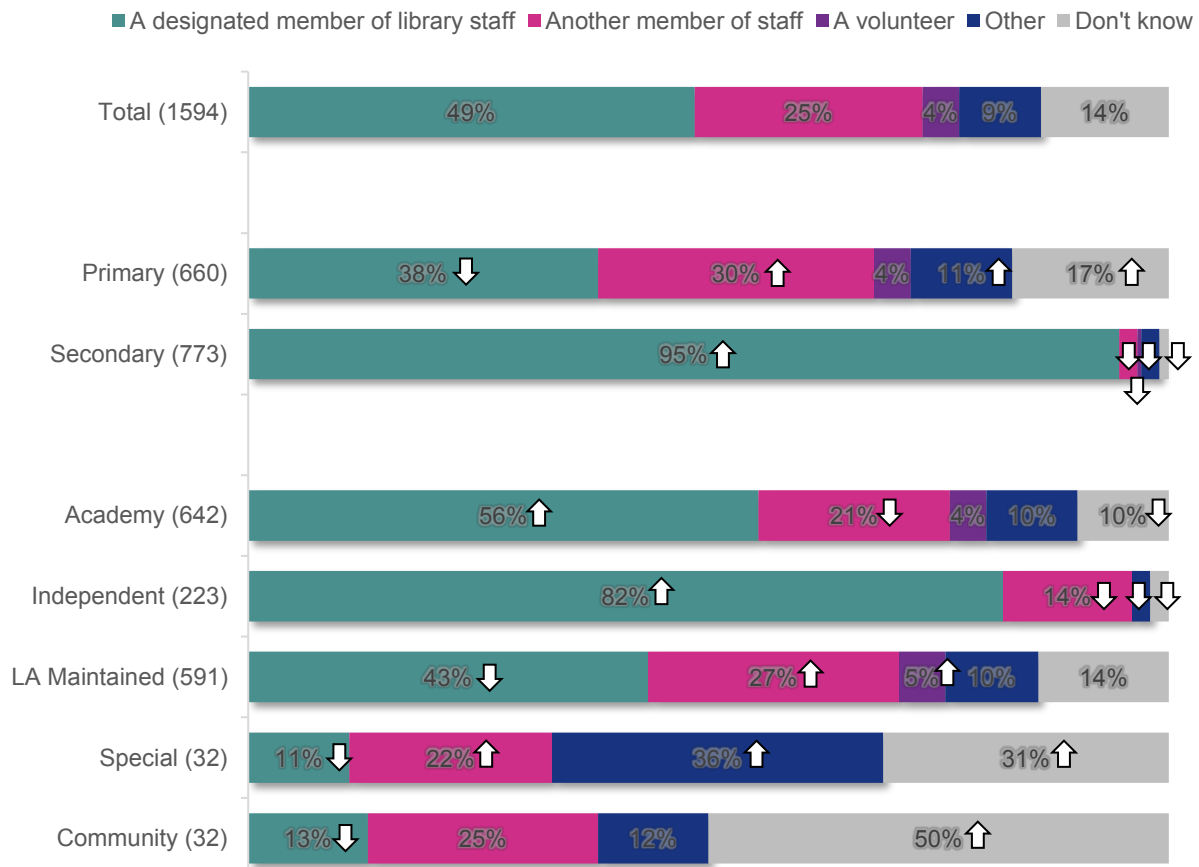
3.2.2 Main member of library staff

Following this, schools were asked to identify who they considered to be the main member of library staff. Across all schools, just under half (49%) consider this to be a designated member of library staff while a quarter consider it to be another member of staff (25%). Secondaries are more likely to have a designated member of library staff as the person with overall responsibility for the library compared with primaries (95% cf. 38%), while primaries are more likely to rely on other members of staff (30% cf. 2%).

Independents are the type of school that is most likely to say that their main member of library staff is designated to the library (82%) while special (11%) and community schools (13%) are the least likely, although there is a high percentage of don't knows for both of these groups (31% and 50% respectively).

Schools in urban areas are more likely to consider a designated member of library staff as the main member of library staff (53%) whilst schools in rural areas are more likely to see another member of staff as the main library staff (30%).

Figure 24: Main member of library staff



Q16. Who do you consider to be the main member of library staff? That is the main member of library staff with overall responsibility for its day to day running.

Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
↓

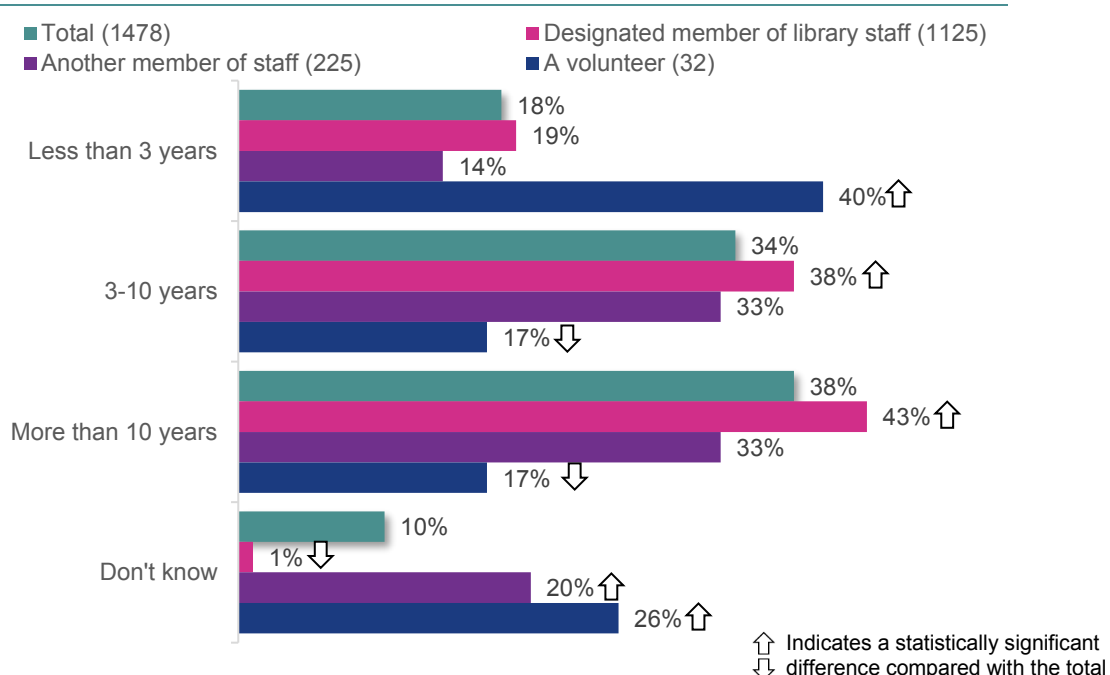
3.2.2.1 Experience and development

In terms of their experience, 18% of schools report that their main member of library staff has less than three years' experience, while 34% have between 3-10 years' experience and 38% have more than 10 years.

Interestingly, main library staff in Northern Ireland (63%) are more likely than those in England (37%) to have in excess of 10 years' experience.

Unsurprisingly, volunteers are the most likely staff type to have less than three years of experience (40%). Designated members of library staff, meanwhile, are significantly more likely than other staff types to have more than 10 years' experience in the sector (43% cf. 33% another member of staff, 17% a volunteer).

Figure 25: Main member of library staff's experience in the sector



Q17. How many years has the main member of professional library staff worked in the school / youth library sector?

Base: Where have main member of library staff (unweighted base sizes in parenthesis)

Following from this, schools were then asked whether their main member of library staff has undertaken any continuing professional development (CPD) relevant to librarianship in the last year. This was split out into paid CPD, which includes activities such as training courses, and free CPD, which encompasses sector engagement through things like Twitter, blogs and networking events. The percentage engaging in each of these is similar, with 29% reporting involvement in paid CPD and 28% in free CPD. Overall, this gives 44% who have experienced some CPD in the last year, compared with 51% who have not.

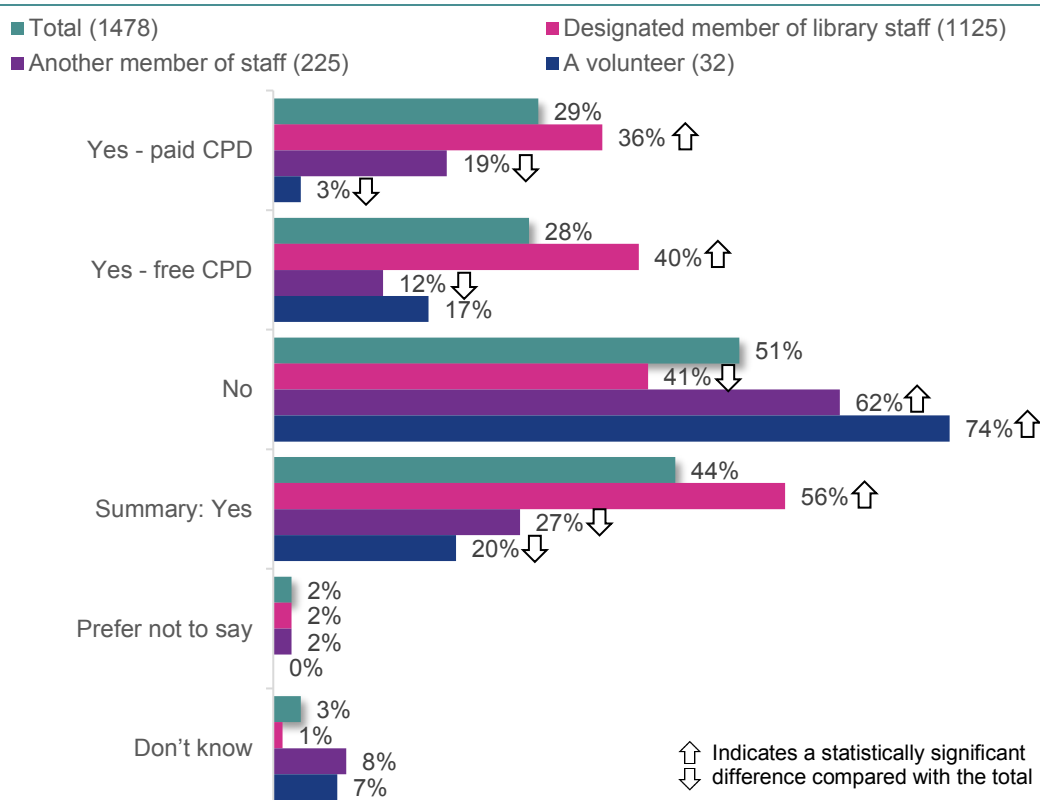
As can be seen in Figure 26, designated members of library staff are significantly more likely to have undertaken CPD in the previous year. This is true for both paid (36%) and free (40%) CPD.

Primary school staff are significantly less likely to have experienced any CPD (37%) while secondary school staff are more likely to (69%). This is likely to be influenced by secondary schools being more likely to consider the main member of staff as being a designated member of library staff.

Schools with a designated library budget are significantly more likely to experience any type of CPD compared with those without (38% cf. 20%).

London (55%) is the English region where the main member of staff is most likely to have experienced some form of CPD and Yorkshire & the Humber (27%) is the region where this is least likely.

Figure 26: CPD undertaken by main member of library staff



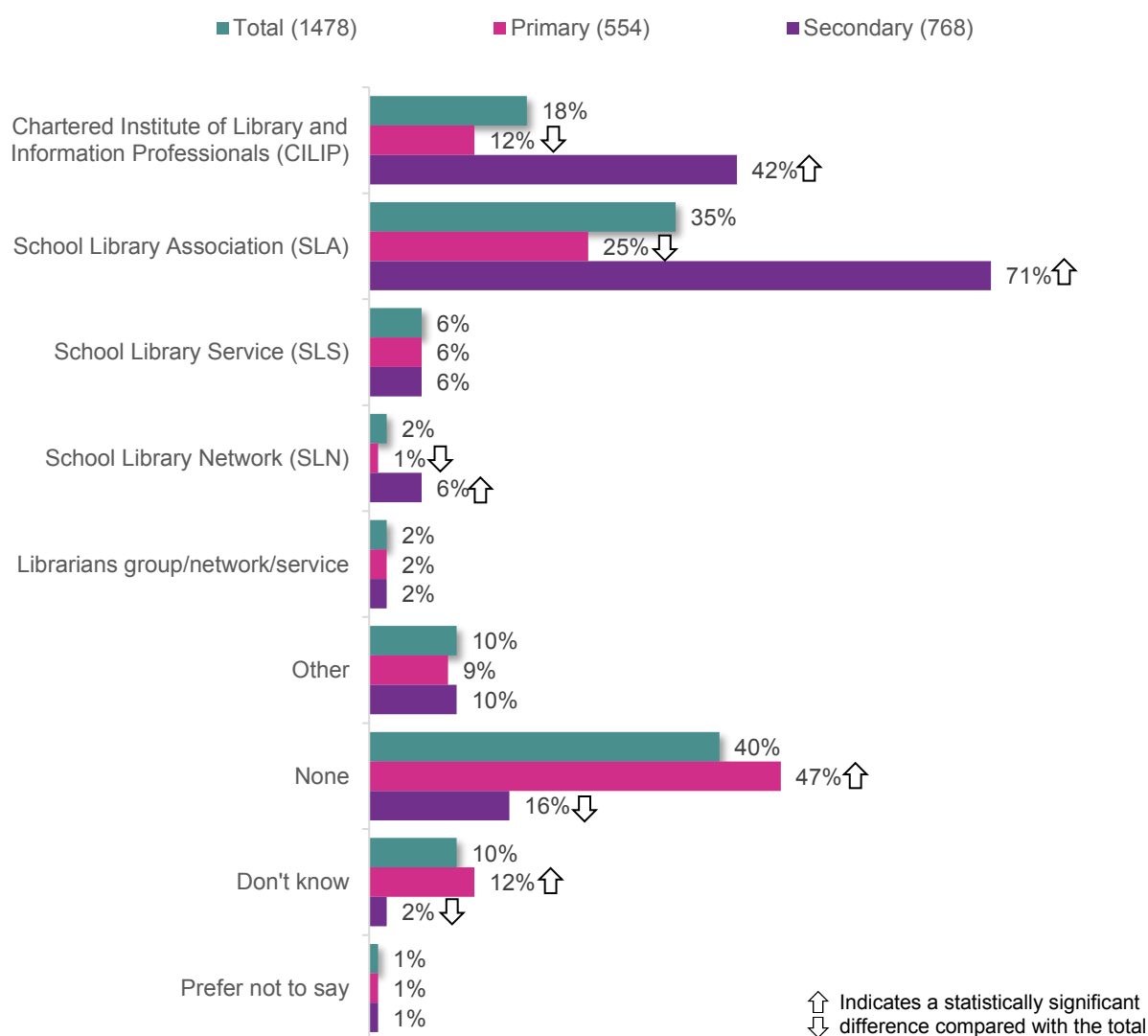
Q18. Has the main member of library staff undertaken any Continuing Professional Development (CPD) in the last year in topics related to librarianship (e.g. teaching; Information Literacy; Reading for Pleasure)?
Base: Where have main member of library staff (unweighted base sizes in parenthesis)

Just over one in three main members of library staff use the School Library Association (SLA) for support (35%) while around one fifth report using the Chartered Institute for Library and Information Professionals (CILIP) (18%). Both of these figures are significantly higher in secondary schools than primaries (SLA 71% cf. 25%; CILIP 42% vs. 12%), and this is perhaps unsurprising given that secondary schools are more likely to have designated members of library staff.

The main members of staff in schools in urban areas are also significantly more likely to use the School Libraries Association (37%) and the Chartered Institute for Library and Information Professionals (20%).

In contrast, staff in schools with the lowest percentages of pupils eligible for FSM are less likely than average to use these resources for support (31% School Library Association, 12% Chartered Institute of Library and Information Professionals).

Figure 27: Organisation(s) the main member of library staff uses for support



Q18a. Which organisation(s) does the main member of library staff use for support?
Base: Where have main member of library staff (unweighted base sizes in parenthesis)

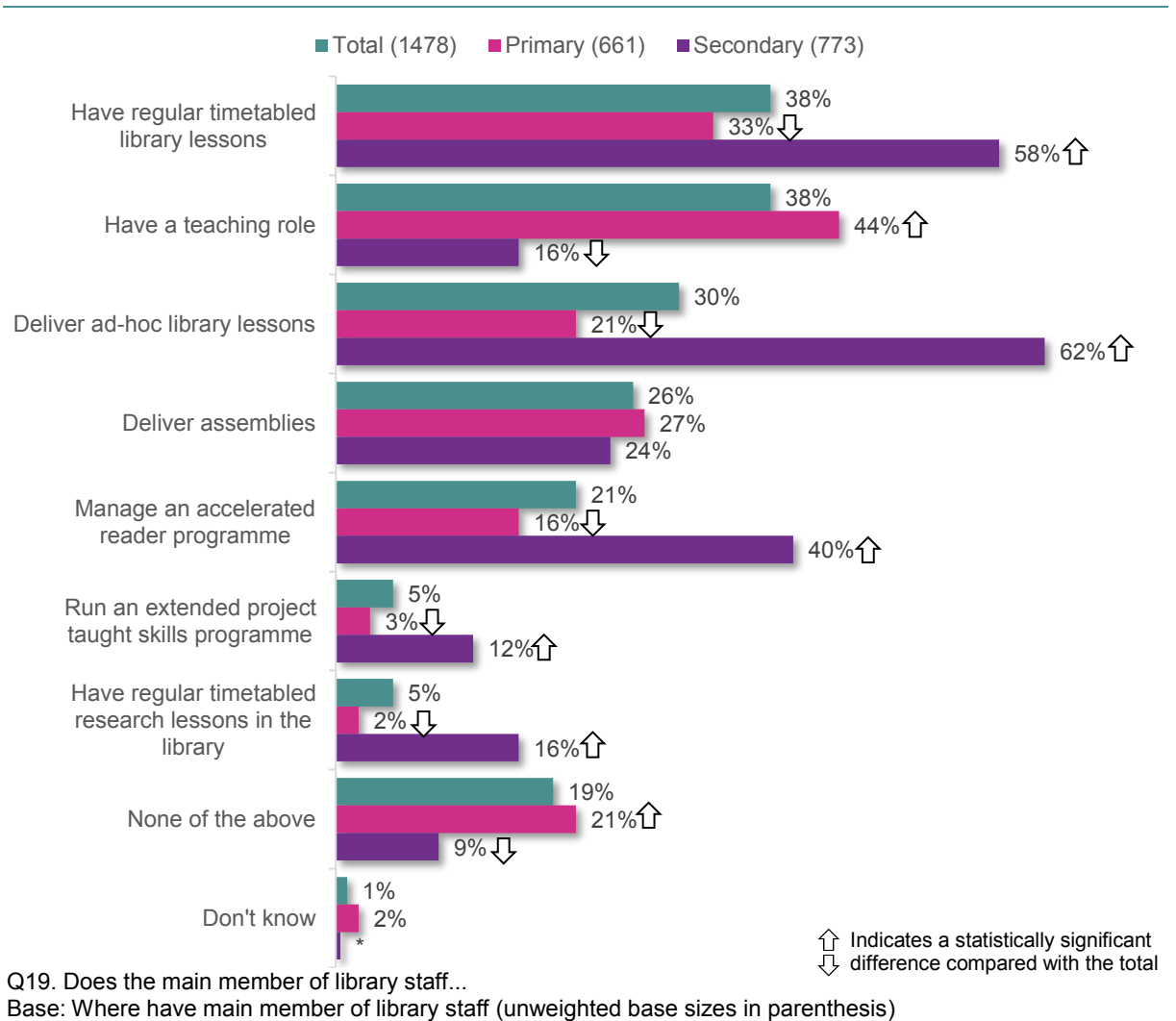
3.2.2.2 Responsibilities

The additional responsibilities that the main member of library staff has differs substantially by school phase. The two most common responsibilities are conducting regular timetabled library lessons and having a teaching role (both 38%). The former is particularly common in secondary schools (58%) but less so in primaries (33%) while the reverse is true for the latter (44% primary cf. 16% secondary).

The delivery of ad-hoc library lessons and managing an accelerate reader programme are both more common in staff working in secondary schools than average (30% cf. 62% and 21% cf. 40% respectively). It should be noted that primary school staff are more likely to have not undertaken any of the listed duties compared with secondary schools (21% cf. 9%).

Predictably, volunteers are significantly more likely to not have any additional responsibilities (63%) than designated library staff (15%) or other members of staff (17%).

Figure 28: Activities carried out by main member of library staff

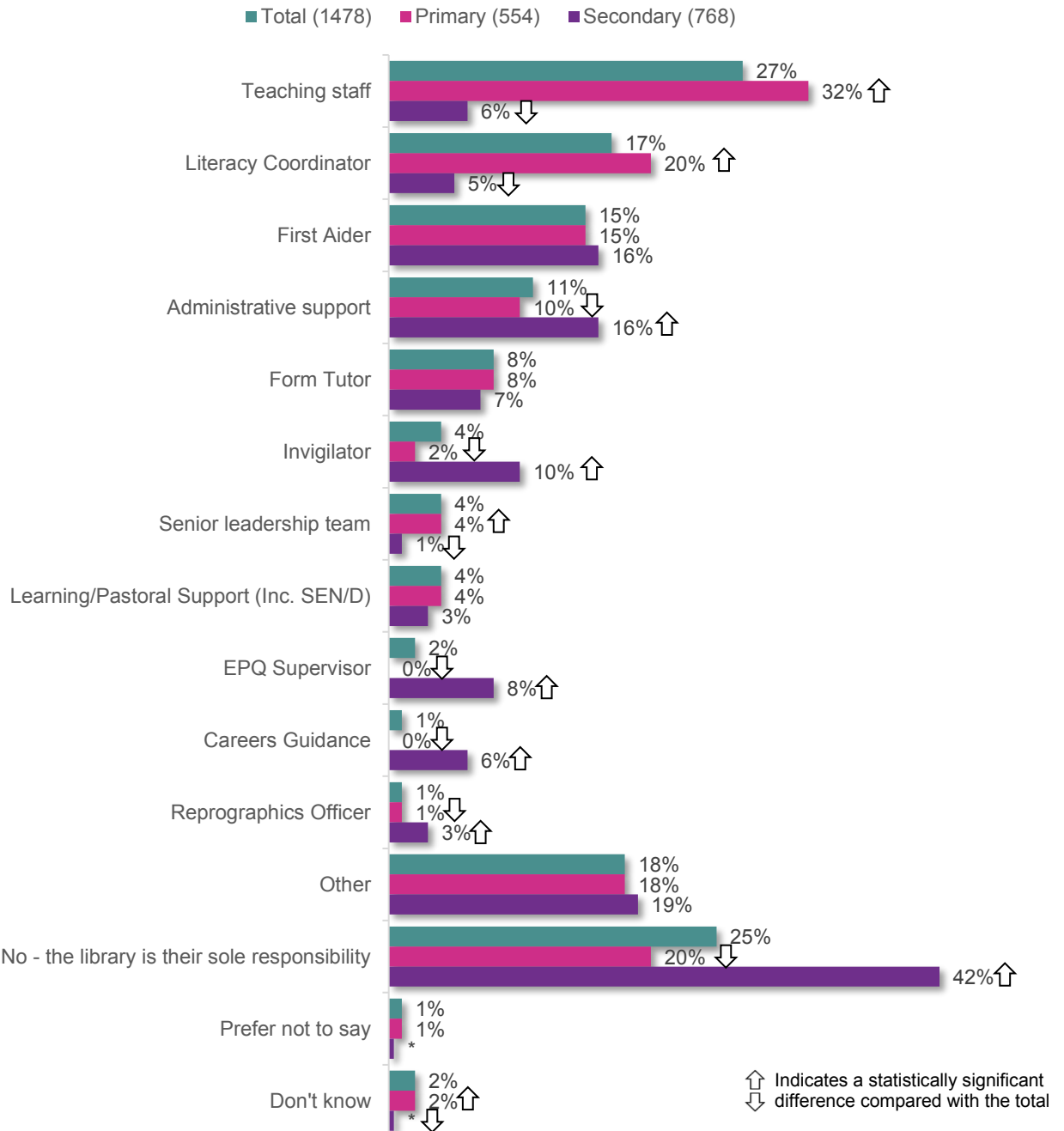


As shown in Figure 29 overleaf, other than teaching, the other role performed most often by library staff is literacy coordinator (17%), and this is particularly the case among primary schools (20% cf. 5% secondary). The next most common, first aider (15%), is equally common regardless of school phase (15% primary cf. 16% secondary).

Only a quarter of main library staff have no other roles other than the library (25%). This is significantly more likely to be the case in secondary schools (41%) than primary schools (20%), probably owing to the increased scale of the former and the fact that secondary schools are more likely to have a designated member of library staff.

Designated members of library staff (38%) and volunteers (53%) are both significantly more likely than other members of staff (3%) to say that the library is their sole responsibility.

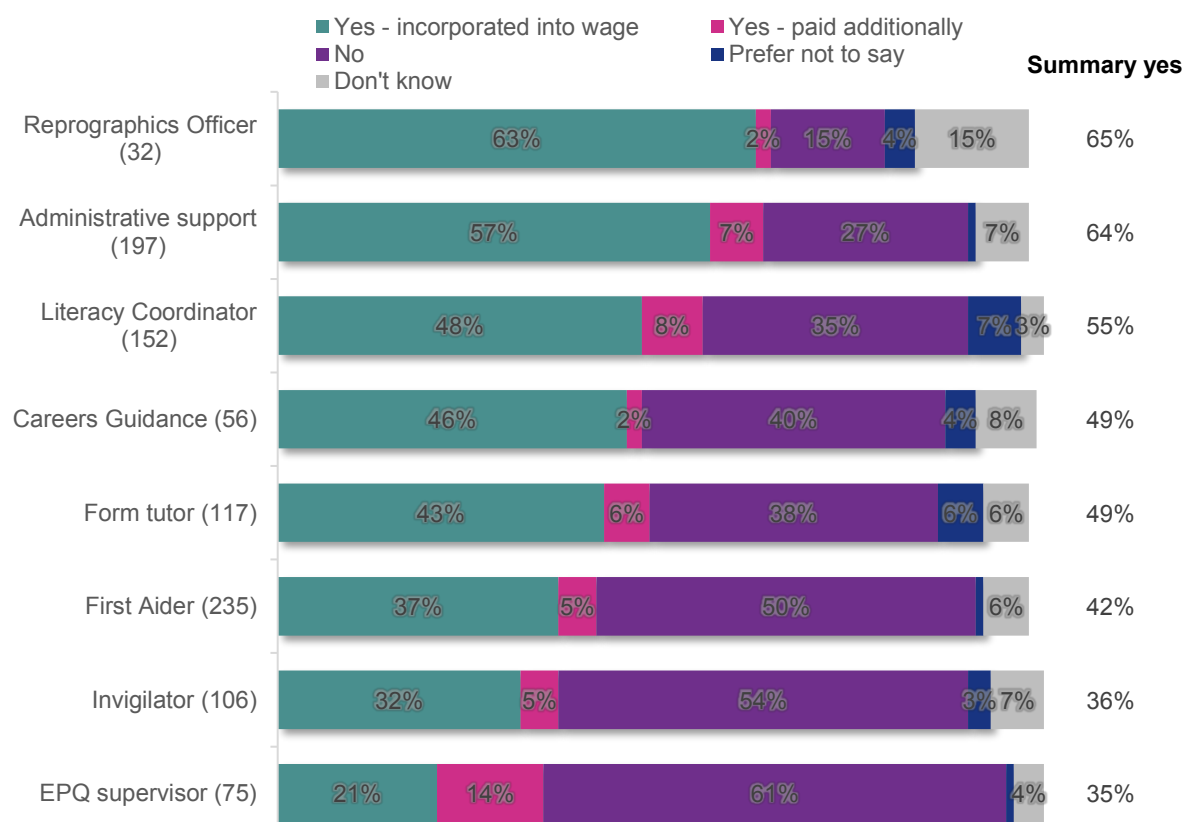
Figure 29: Other roles performed by main member of library staff



Q20. Does the main member of library staff perform any other roles in the school?
 Base: Where have main member of library staff (unweighted base sizes in parenthesis)

Schools where staff do carry out additional roles were asked whether or not this is reflected in their wage. The roles which staff are most likely to be paid for are reprographics officer (65%), followed by administrative support (64%) and literacy co-ordinator (55%). Where staff are paid for the role, this is more likely to be incorporated into their wage rather than to be paid additionally. The majority who perform roles such as first aider (50%) invigilator (54%) and EPQ supervisor (61%) do not see this reflected in their pay.

Figure 30: Pay and additional roles



Q20. And are these other duties reflected in the main member of library's staff pay?
 Base: Where main member of library staff is performing role (unweighted base sizes in parenthesis)

The amount of time spent on these additional duties compared with library core duties was then explored. For the purpose of this question, core library duties were defined as library-based activities, including but not limited to, stock management, reading activities and delivering information literacy.

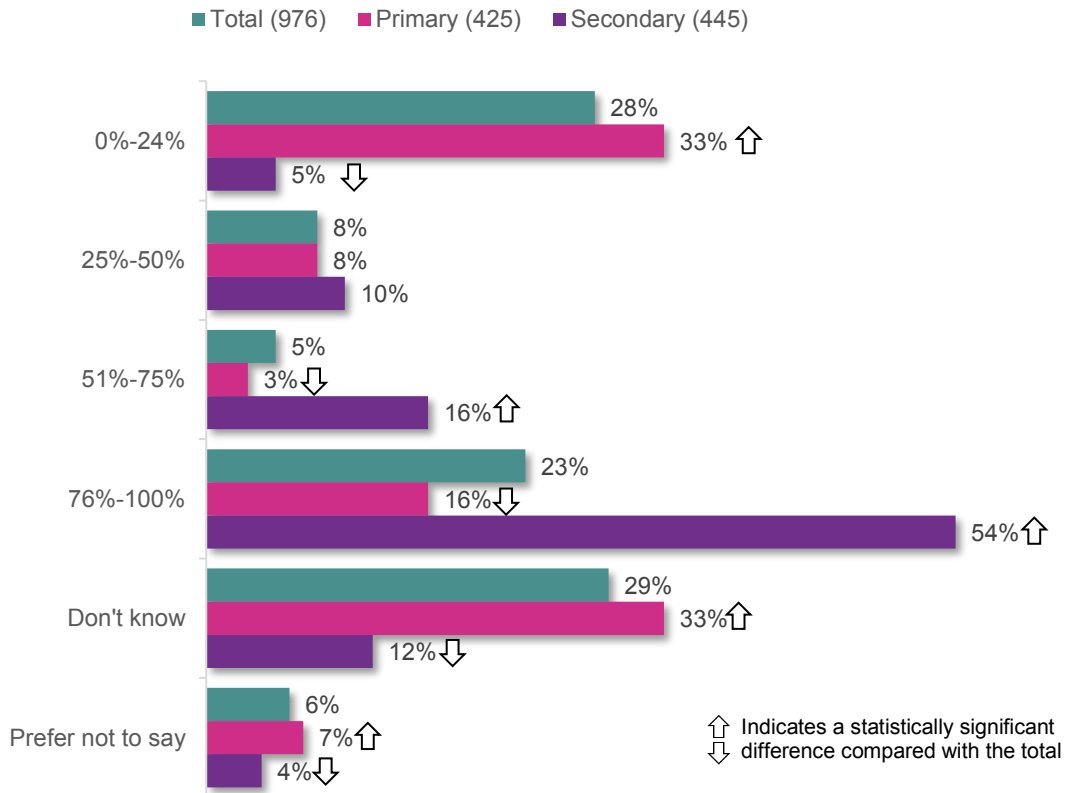
Figure 30 displays a breakdown of the percentage of time the main member of library staff spends performing core library duties. 28% of schools report that the member of staff spends less than a quarter of their time on core duties, although this is significantly higher among primary schools (33%) than secondary (5%). At the other end of the scale, 23% report that they spend more than three quarters of their time carrying out core duties, and this rises to 54% among secondary schools.

The mean percentage of time spent performing core duties is: 47% for all schools, 39% for primary schools and 77% for secondary schools. The disparity between primary and secondary schools is likely caused by the higher percentage of secondary schools who have a designated member of library staff as the person responsible for the day to day running of the library compared with primary schools. Designated library staff have an

average percentage of time spent on core duties of 64% while this figure drops to 22% among other paid members of staff.

A high percentage (29%) say that they do not know, indicating that for some this may be hard to quantify or distinguish. Alternatively, this could be due to the person with responsibility for the library, whom was instructed to complete the survey, not being the same individual as the main member of library staff with responsibility for its day to day running.

Figure 31: Percentage of time main member of library staff spends performing core library duties



Q20b. What percentage of time does the main member of library staff spend performing... Core library duties (library-based activities such as stock management, reading activities, delivering information literacy etc.)
Base: Where have main member of library staff also performing other roles

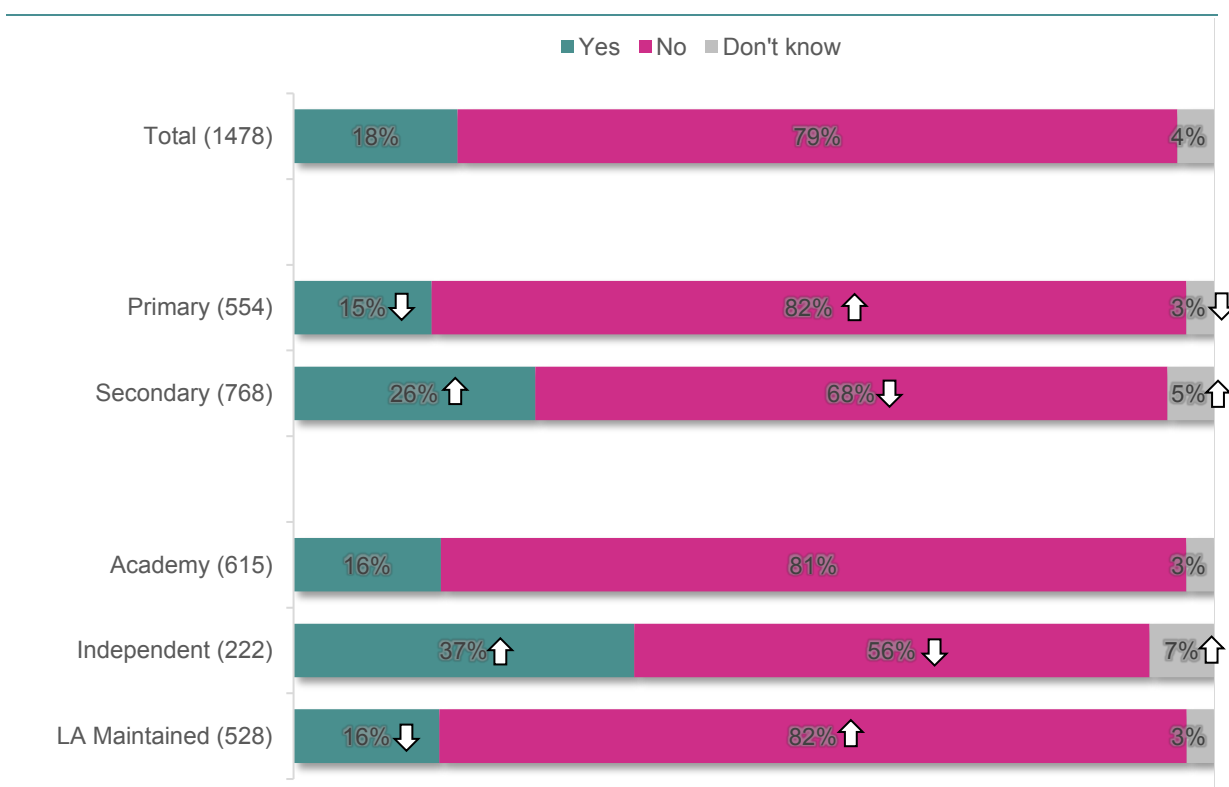
The head of department status for the main member of library staff (Figure 31) and their attendance at head of department meetings (Figure 32) was then explored in order to ascertain their seniority and position within the school.

18% of schools report that their main member of library staff has head of department status and 16% report that they attend head of department meetings.

The main member of library staff in secondary (26%) schools is more likely to have head of department status compared to the equivalent member of staff in primary schools, and this is even more pronounced between independents and non-independents (37% cf. 15%).

Meanwhile, there is no significant difference between primaries and secondaries in terms of the main member of library staff's attendance at head of department meetings (16% cf. 15%) while staff at independent school are more likely than average to attend (37%).

Figure 32: Does the main member of library staff have Head of Department Status

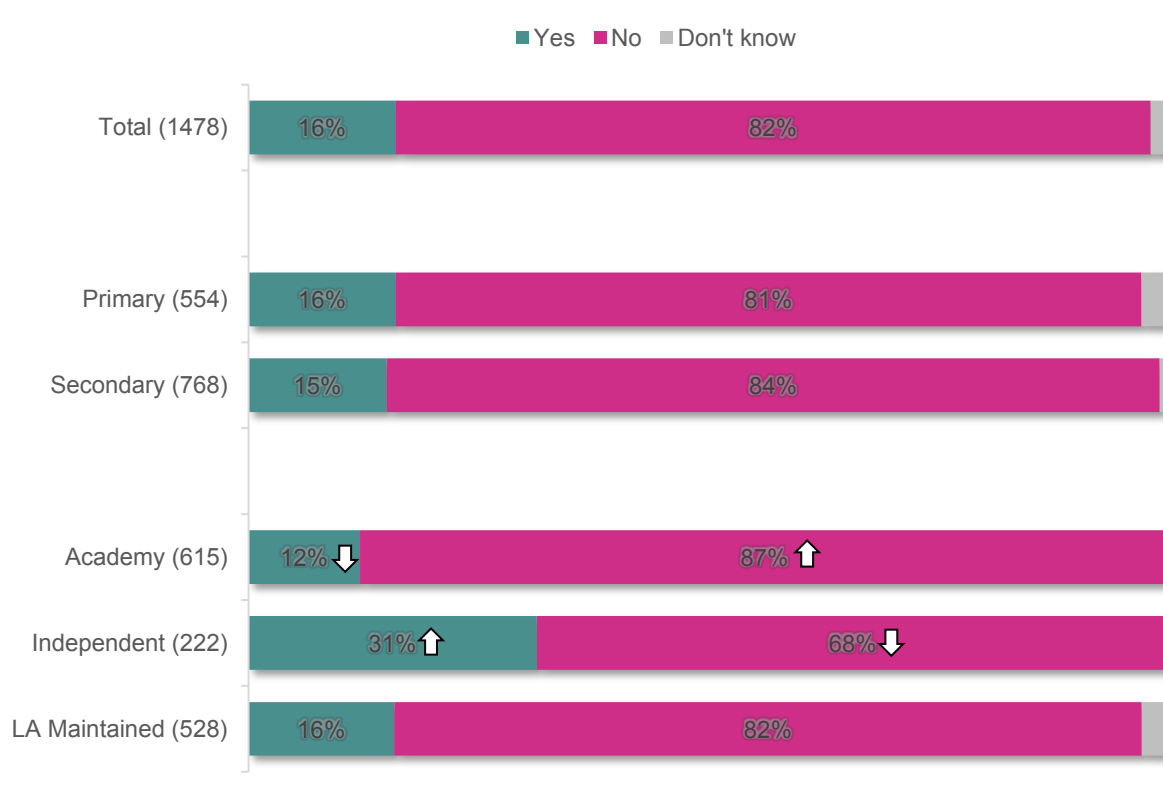


Q21. Does the main member of library staff have Head of Department status?

Base: Where have main member of library staff (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
↓

Figure 33: Main member of library staff attends head of department meetings



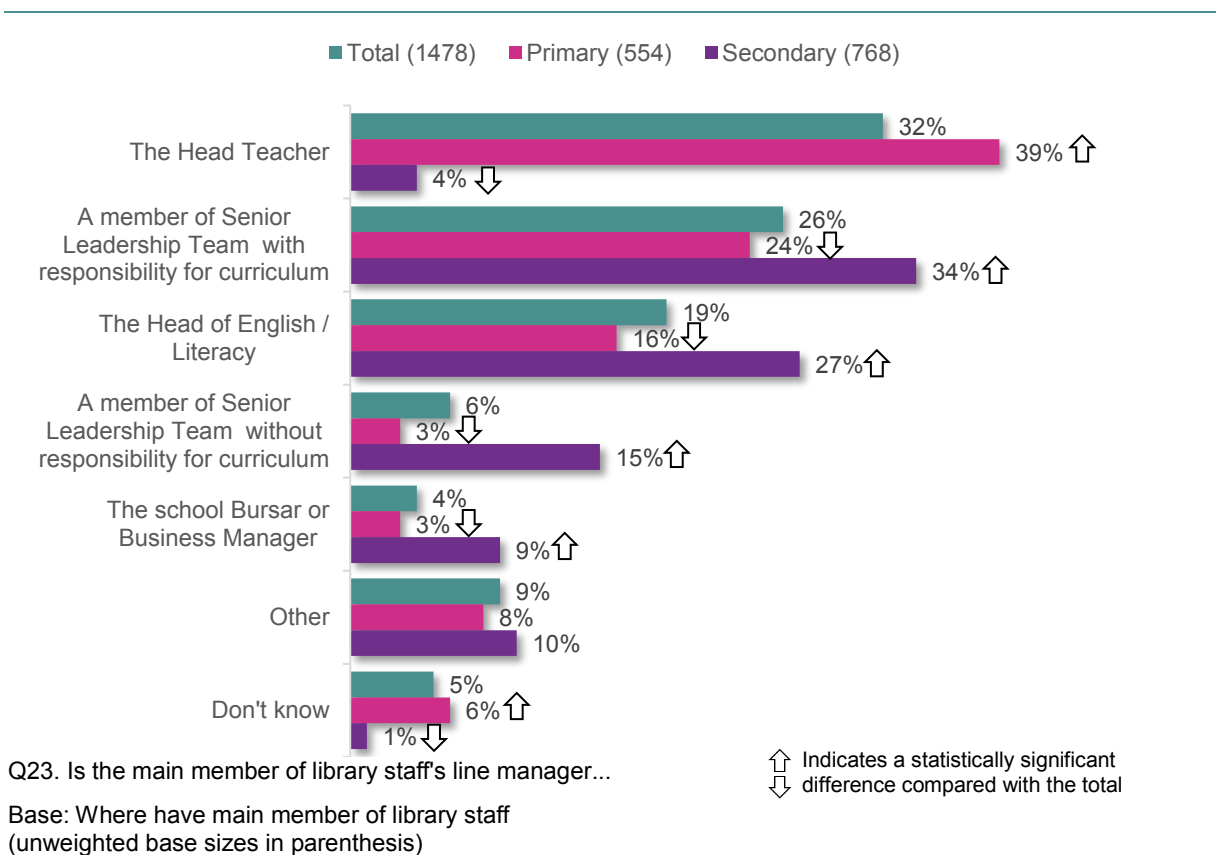
Q22. Does the main member of library staff attend Head of Department meetings?
 Base: Where have main member of library staff
 (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
 ↓

Among primary schools, the main member of library staff is usually line managed by the head teacher (39%) while this is least likely option for secondaries (4%). A member of the senior leadership team with responsibility for curriculum is most common among secondaries (34%) and is the second most common with primaries (24%). Further to this, secondaries are more likely than primary schools to be line managed by the head of English / Literacy (27% cf. 16%), by a member of the senior leadership team without responsibility for curriculum (15%) or by the school bursar or business manager (9%).

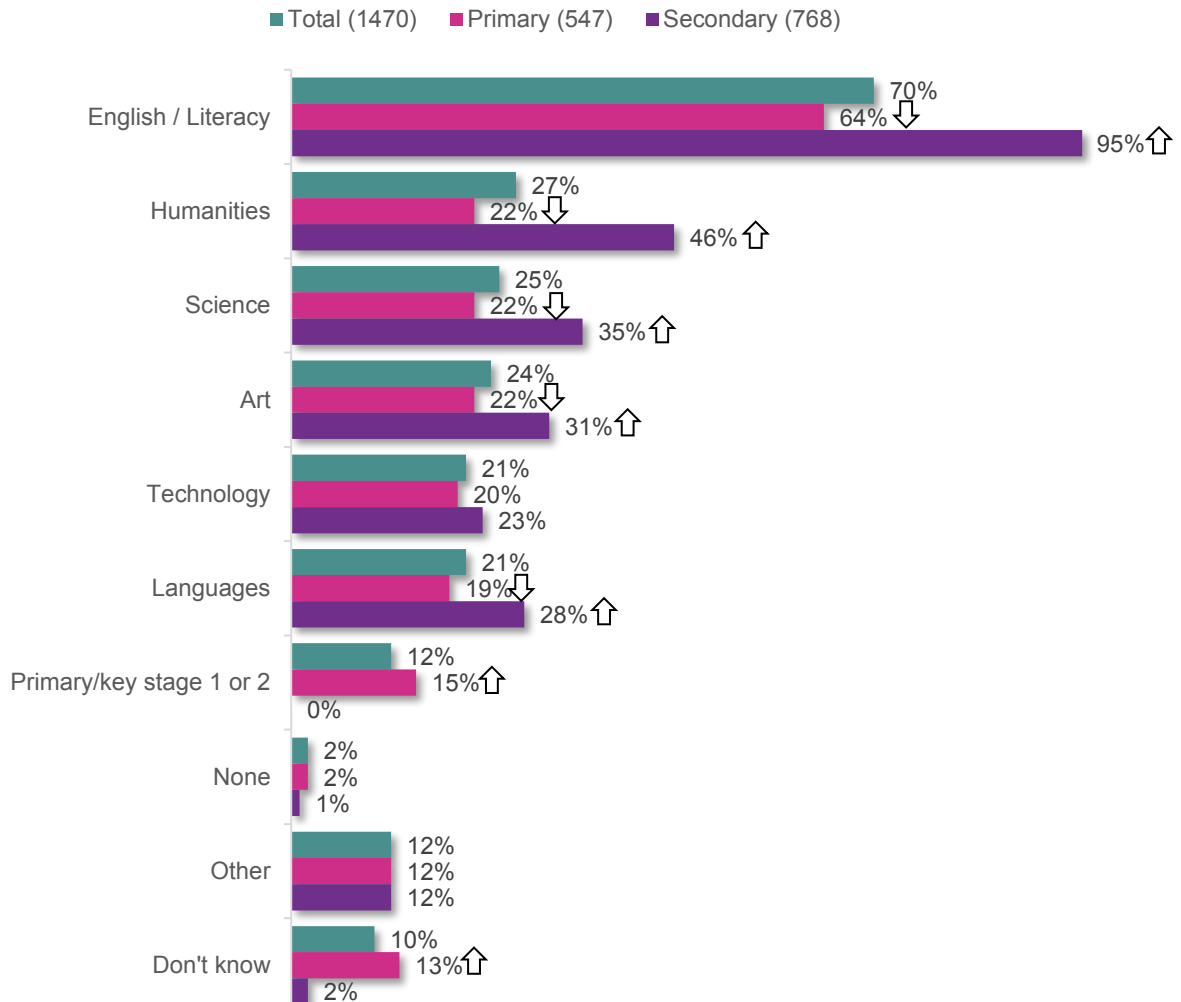
Analysing this by staff type, volunteers (38%) and other members of staff (50%) are more likely than designated members of library staff (20%) to be line managed by the head teacher. The most common line managers for designated members of library staff is a member of senior leadership team with responsibility for curriculum (30%) or the head of English / Literacy (25%).

Figure 34: Main member of library staff's manager



English / Literacy is the most common subject the main member of library staff works with (70%; 64% primary and 95% secondary). Secondary schools are more likely to report their main member of library staff working with all applicable departments/subjects compared with primary schools.

Figure 35: Department(s)/subject(s) main member of library staff works with



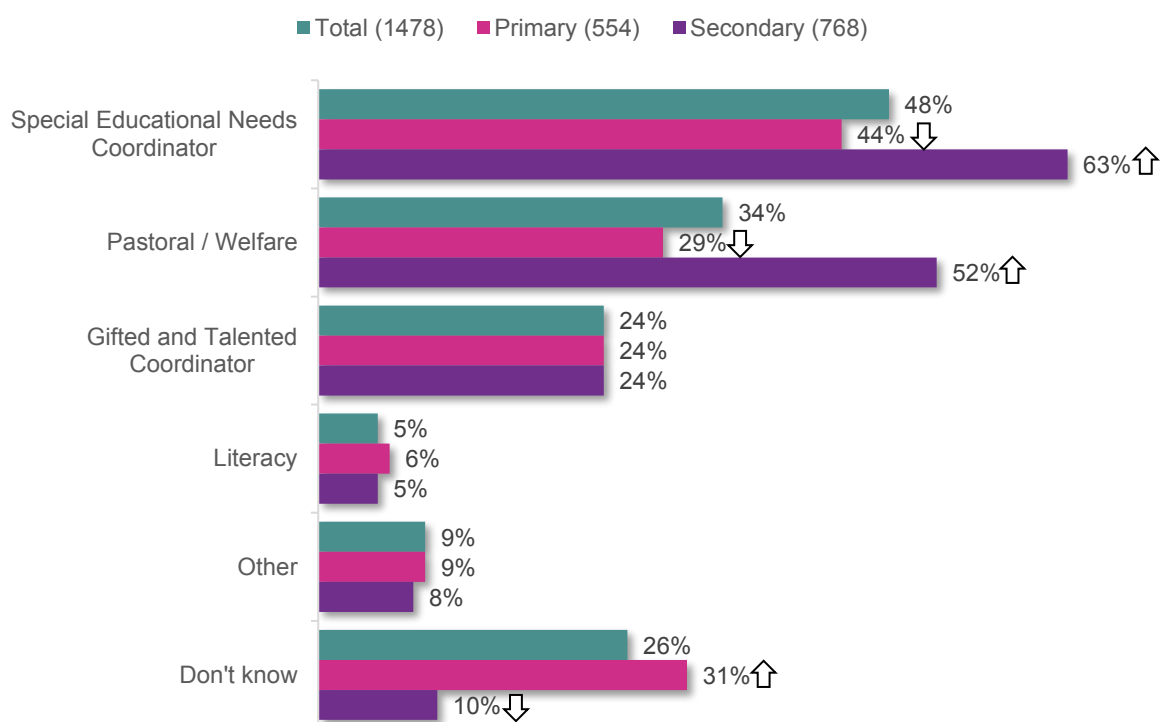
Q24. Which department(s) / subject(s) does the main member of professional library staff work with?

Base: Where have main member of library staff (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
 ↓

Schools were also asked which leads their main member of library staff works with. The most commonly selected response is the Special Educational Needs Coordinator (48%; 44% primary, 63% secondary) followed by the pastoral/welfare lead (34%; 29% primary, 52% secondary) and the Gifted and Talented Coordinator (24%; 24% primary, 24% secondary). Again, the higher figures reported for secondary schools compared with primary is probably as a result of their differing structures and levels of staffing.

Figure 36: Leads the main member of library staff works with



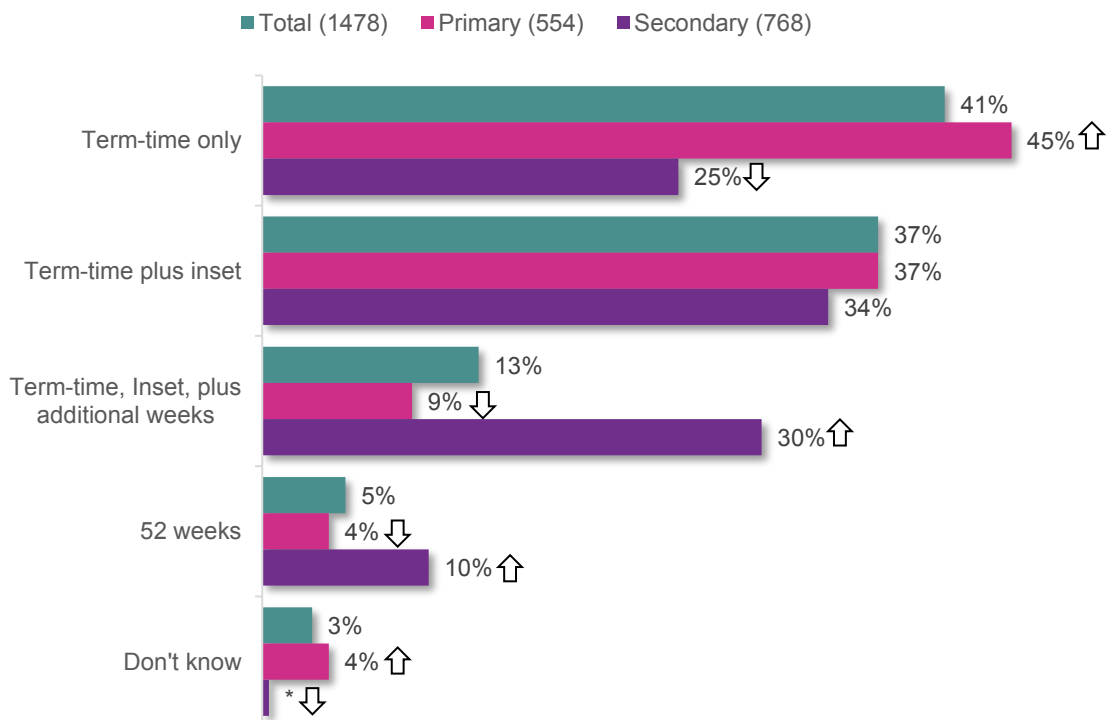
Q25. Which leads does the main member of library staff work with?
Base: Where have main member of library staff (1478)

↑ Indicates a statistically significant difference compared with the total
↓

3.2.2.3 Employment

In a majority of schools, the main member of library staff either works term-time only (41%; 45% primary, 25% secondary) or term-time plus inset (37%; 37% primary, 34% secondary). Just under one in seven schools (13%) report that this member of staff works term-time, inset, plus additional weeks, but this rises to three in ten when just secondary schools are considered (30%). Finally, one in twenty report being contracted to work 52 weeks (5%), increasing to one in ten among secondaries (10%).

Figure 37: Main member of library staff's contractual arrangement



Q16a. Does the main member of library staff work...
 Base: Where have main member of library staff
 (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total
 ↓

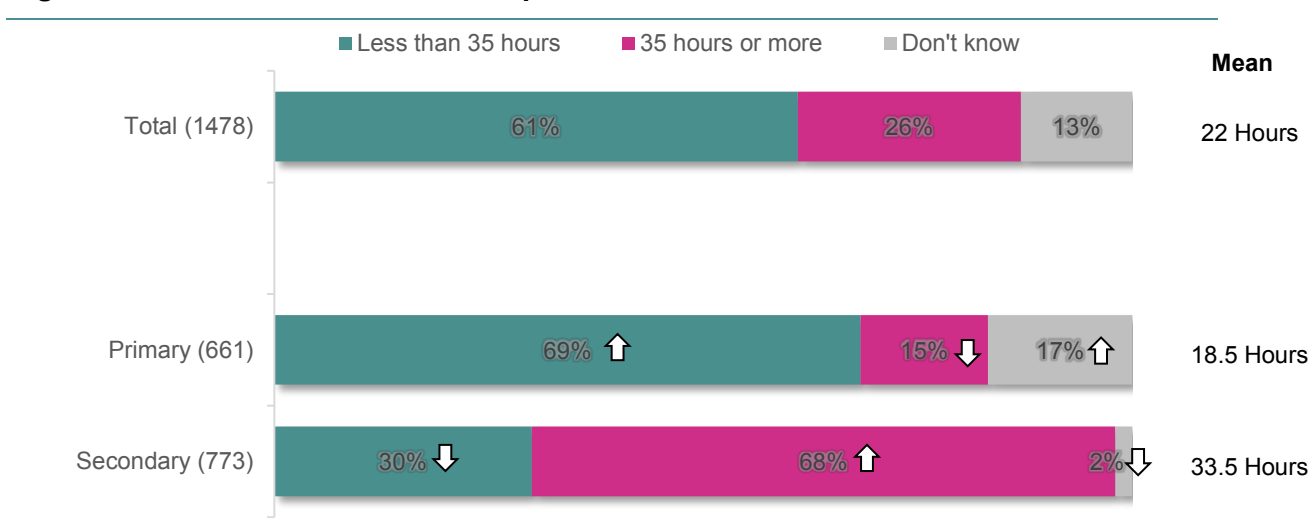
As can be seen in Figure 38, the majority of staff are contracted to work less than 35 hours per week (61%) while a quarter (26%) are contracted to work less than this. Being contracted to work less than 35 hours per week is more common among primary schools (69%) than secondary schools (30%) while being contracted to work 35 hours or more is more common in secondary schools (68% cf. 15%). This is also reflected in the mean number of hours (primary 18.5 hours, secondary 33.5 hours)

The mean number of hours worked by designated library staff and other members of staff are similar and there is no significant difference detected (23.5 and 22.5 respectively).

By education type, being contracted to work less than 35 hours is more common in LA maintained schools (64%) while being contracted to work 35 hours or more is more common in academies (33%) and independent schools (42%).

Similarly, being contracted to work less than 35 hours is more common in schools in rural areas (66%) while being contracted to work 35 hours or more is more usual in schools in urban areas (28%).

Figure 38: Hours contracted to work per week

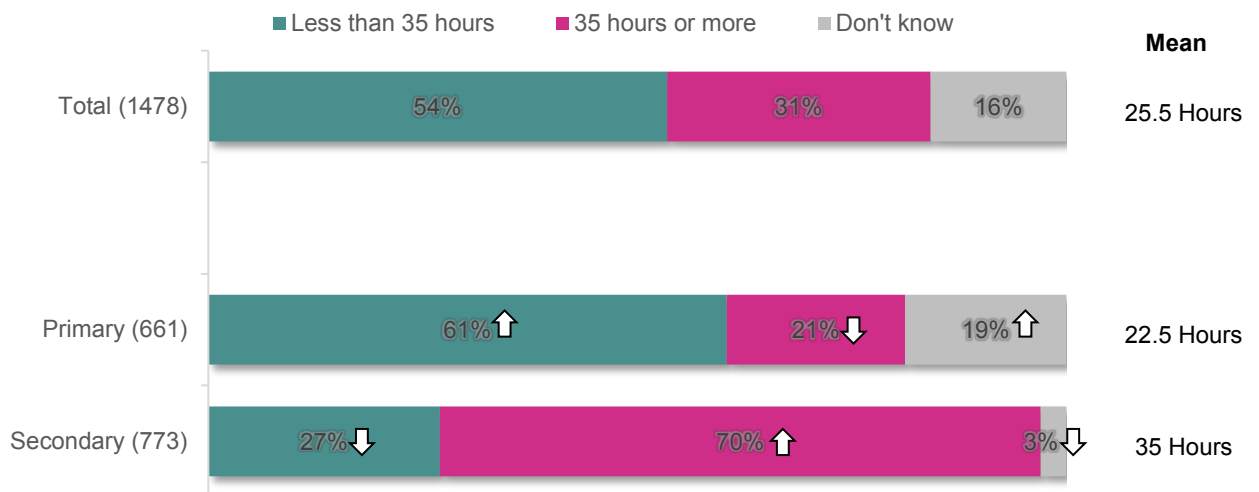


Q16b. How many hours is the main member of library staff contracted to work per week at the school?
 Base: Where have main member of library staff (unweighted base sizes in parenthesis)
 ↑ Indicates a statistically significant difference compared with the total
 ↓ Indicates a statistically significant difference compared with the total

Contracted hours, however, do not necessarily reflect the hours library staff typically work. The percentage reporting that they work more than 35 hours per week increases by five percentage points for all schools, six for primary schools and two for secondary. Likewise, the mean number of hours worked in each of these categories increases by three and a half hours in all schools, four in primary schools, and one and a half in secondary schools.

By education type, library staff are more likely than average to work less than 35 hours in LA maintained schools (56%) while they are more likely to work 35 hours or more in academies (38%) and independent schools (47%).

Figure 39: Hours typically worked per week

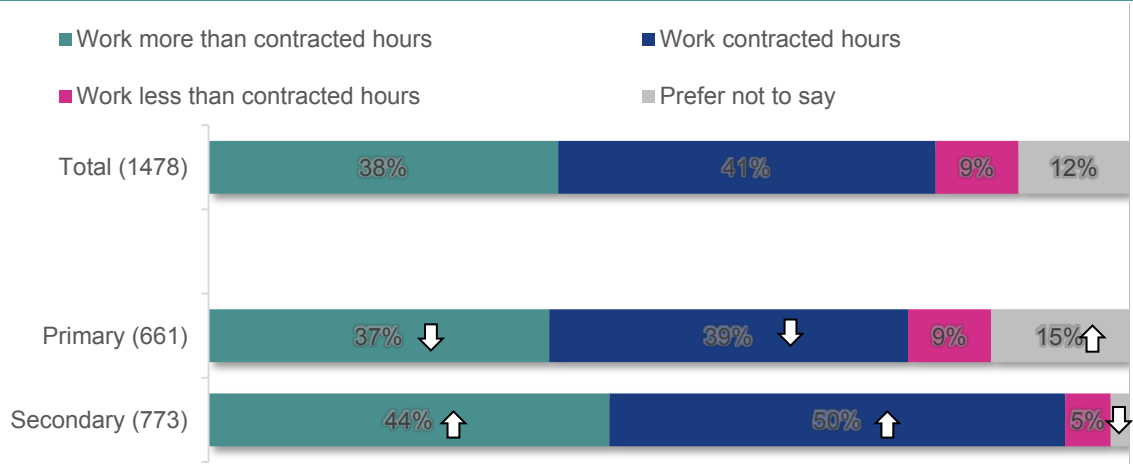


Q16c. And how many hours does the main member of library staff typically work per week at the school (including paid and non-paid over time)?
 Base: Where have main member of library staff (unweighted base sizes in parenthesis) ↑ Indicates a statistically significant difference compared with the total ↓

This is further explored in Figure 39. Around two in five respondents report that the main member of library staff typically works their weekly contracted hours at the school (41%), and this rises to half when just secondary schools are considered (50%). However, a sizeable percentage report that the main member of library staff works more than their contracted hours (38%), and this increases among secondary schools (44%).

In addition, independent schools are more likely to report that their main members of library staff work more hours than they are contracted to (54%).

Figure 40: Actual hours worked compared with contracted hours



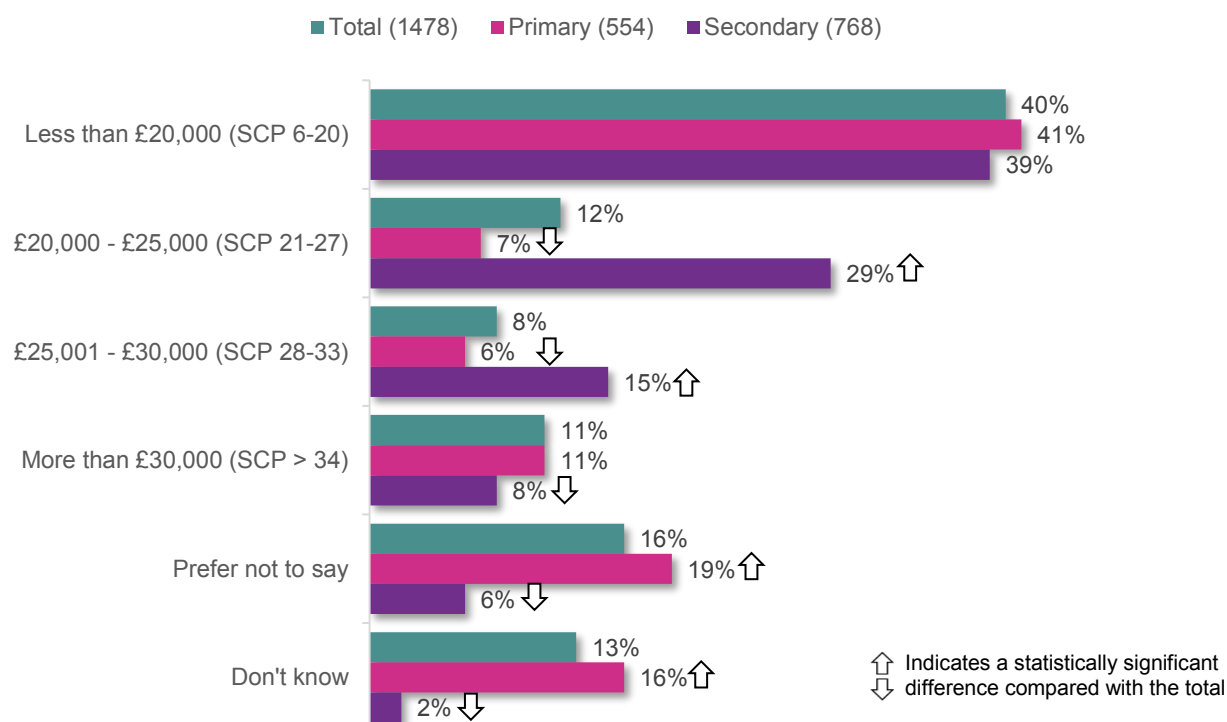
Q16b. How many hours is the main member of library staff contracted to work per week at the school?
 Q16c. And how many hours does the main member of library staff typically work per week at the school (including paid and non-paid over time)?
 Base: Where have main member of library staff (1478) ↑ Indicates a statistically significant difference compared with the total ↓

A similar percentage of primary and secondary schools report that the main member of library staff is paid less than £20,000 annually (41% cf. 39%). Secondary schools are more likely than primary schools to report that the main member of library staff receives a higher level of pay than this (£20,000-£25,000 29% cf. 7%; £25,001-£30,000 15% cf. 6%), although the high percentage of primary schools that either answered prefer not to say (19%) or don't know (16%) should be noted.

By education type, independent schools are more likely than average to report that library staff command higher salaries (£25,001-£30,000 16% and more than £30,000 22%).

By percentage of pupils eligible for free school meals, schools with the lower percentages of students eligible for FSM are less likely to say that staff receive more than £30,000 per year (0%-9% FSM - 9% and 10%-24% FSM - 8%) while those with higher percentages of learners eligible for this benefit are more likely to say that staff earn more than £30,000 (25%-49% FSM - 16%).

Figure 41: Annual salary of main member of library staff



Q20c. What is the annual pro-rata salary of the main member of professional library staff?

Base: Where have main member of library staff
(unweighted base sizes in parenthesis)

4 Schools without designated library provision

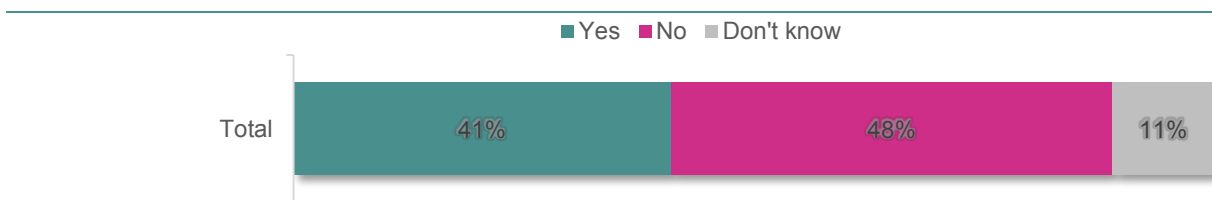
This section explores the situation of those schools without a designated school library space on-site³. It examines these schools' previous provision, any alternative arrangements in place and how they believe this compared with having a standalone designated library space on-site.

4.1 Previous designated library space provision

Schools without a designated school library area on-site were asked whether they had previously had this resource in place. Two in five (41%) indicate that they have had this provision available previously, while just under half (48%) have not. The remaining 11% do not know.

Academies are more likely than average to report that they had this type of provision in the past (58%), as are schools in urban areas (48%).

Figure 42: Designated on-site library area in the past

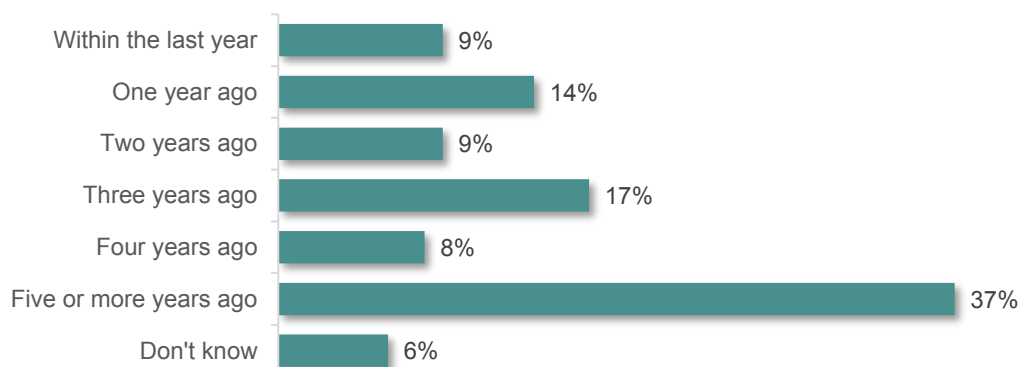


Q27. Has your school had a designated school library area on-site in the past?
Base: Where do not have designated library area on-site (155)

Those schools that have previously had this provision in place were then asked how long it has been since it ended. Only a small percentage of these schools indicate that this is a recent change. One in ten (9%) indicate that this happened within the last year while 14% say that it happened one year ago. For the majority of schools, this loss in provision happened at least three years ago (17% three years ago, 8% four years ago and 37% five or more years ago).

³ The capacity for sub-group analysis in this section is limited due to small base sizes.

Figure 43: Length of time since designated library service ended

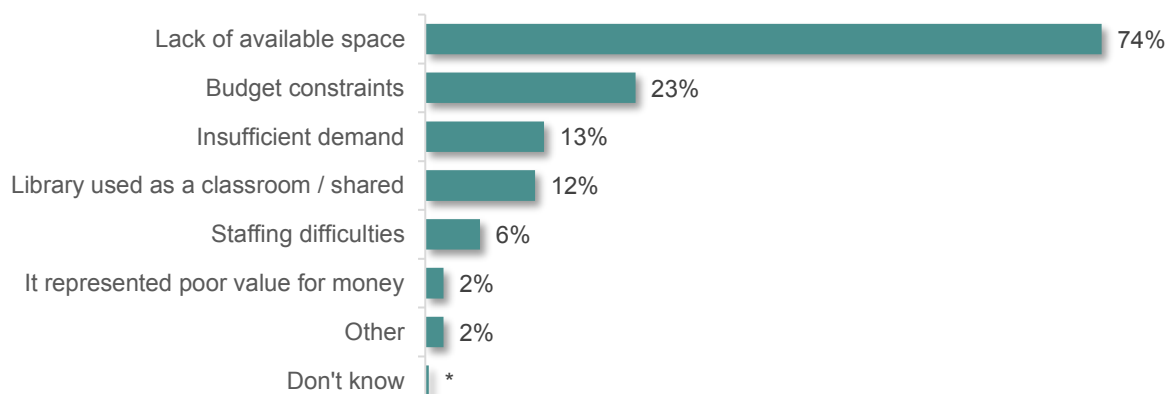


Q28. When did this service end?

Base: Where had designated library area on-site in the past (66)

The most common reason given for the end of the designated, standalone library area is a lack of available space (74%). Meanwhile, budget constraints are mentioned by just less than a quarter of these schools (23%). This seemingly indicates that it would be challenging for many of these schools to restore this provision in the future even if they wish to do so.

Figure 44: Reason for the end of the designated library space



Q28a. Why did this service end?

Base: Where had designated library area on-site in the past (66)

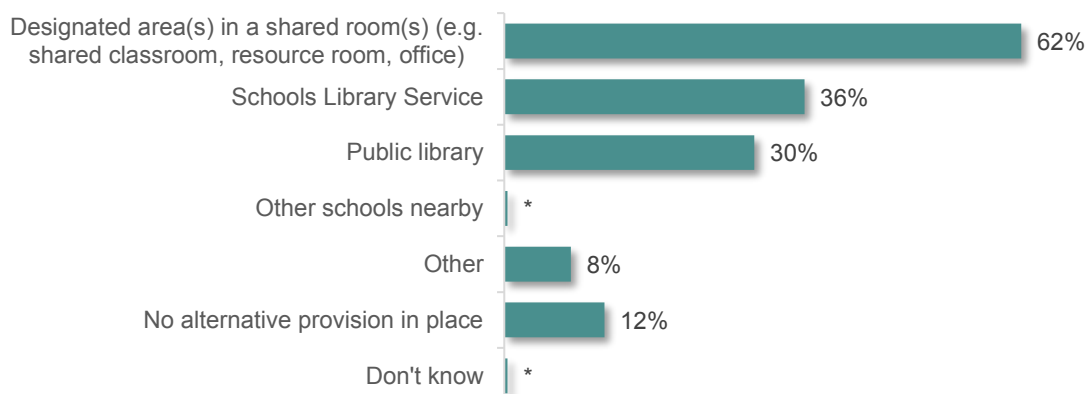
4.2 Current provision

Schools without a designated, standalone library area on-site were asked about any alternative provision they have in place. A majority of these schools report having a designated area that is part of a shared space, such as a classroom or office (62%). Other popular alternative forms of provision include the School Library Service (36%) and Public Libraries (30%). The reliance on public libraries could be a cause for concern going forward, given the recent history of closures and the continuing pressure on local authority budgets.

Overall, the vast majority of these schools do have some form of alternative provision in place, with just 12% reporting that that they do not. This does not differ significantly between those schools with lower and higher rates of FSM eligibility.

There are significant differences, however, between urban and rural schools. In rural areas, schools are more likely to access library services in a designated area in a shared room (75% cf. 56% urban) as well as through school library services (51% cf. 29% urban). Further to this, urban schools are more likely to say that there is no alternative provision in place (16%) than those in rural areas (3%).

Figure 45: Ways which schools access library services



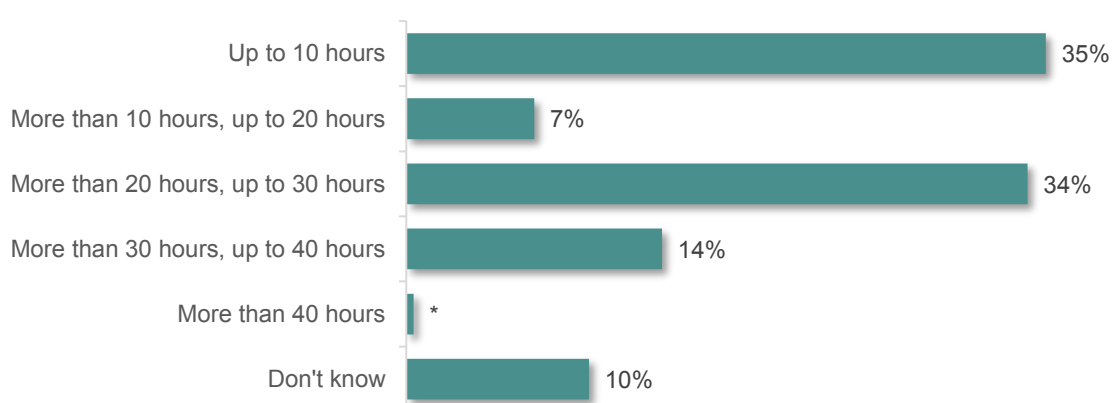
Q29. How does your school access library services now?
 Base: Where do not have a designated library area on-site (155)

4.2.1 Schools with a designated area in a shared space

4.2.1.1 Accessibility

Schools with a designated library area in a shared space were asked for how many hours there is open access to it. A sizeable percentage of schools only allow open access for up to 10 hours (35%). A further 7% report open access for more than 10 hours up to 20 hours while 34% say that there is access for more than 20 hours, up to 30 hours. Further to this, around three in twenty (14%) report access for more than 30 hours up to 40 hours. Averaging this out, gives a mean of 20 hours for which the designated space in a shared area is openly accessible for.

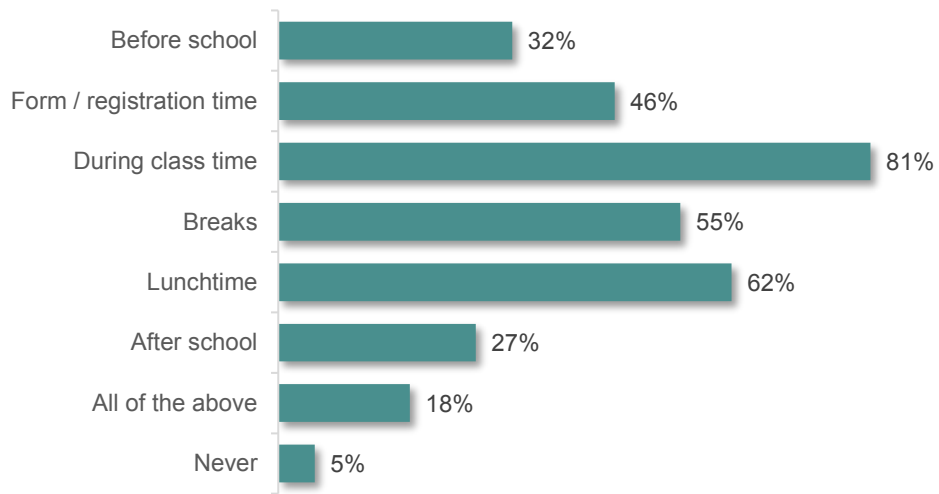
Figure 46: Total number of hours of open access



Q30. For how many hours is there open access to the library area per week?
Base: Where there is a designated library area in a shared space (99)

Schools were then asked for what periods of the day there is typically open access to the library area. The most commonly selected time period is during class (81%) which is to be expected considering that it is likely that many of these spaces are contained within classrooms. The next two most common answers are lunchtimes (62%) and breaks (55%), indicating that some of these schools aim to provide this provision more widely during pupils' free time in the school day. Accessibility is, however, not common pre or post school (32% and 27% respectively). Just 18% report that there is access to the library space at all of the times listed in Figure 46, while one in twenty report that there is never open access (5%).

Figure 47: Times where there is open access to the library area



Q31. Typically, is there open access to the library area...

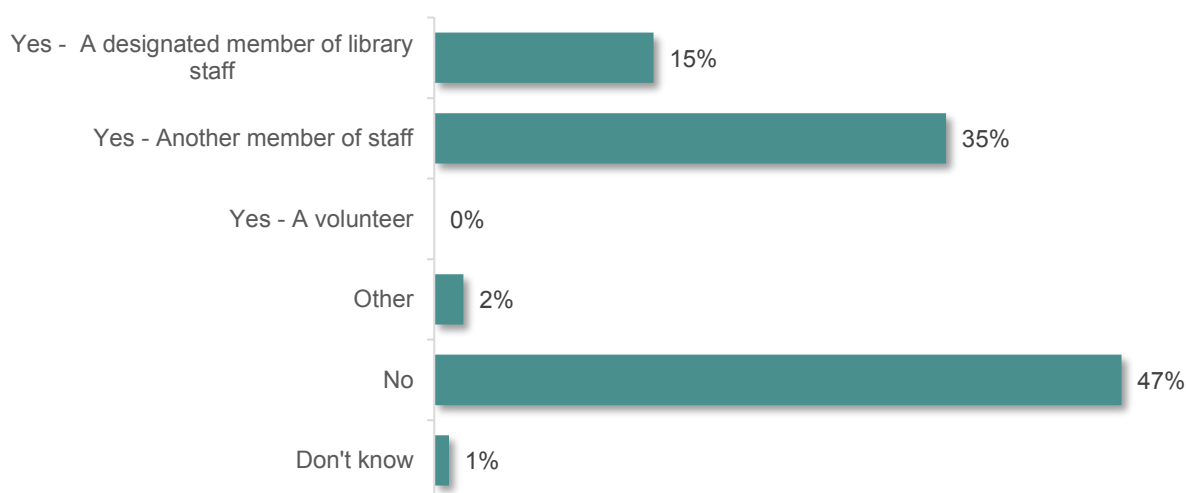
Base: Where there is a designated library area in a shared space (99)

4.2.1.2 Staffing

Just over half of schools with a designated library area in a shared space are able to identify a main member of staff responsible for its management. 15% identify this person as a designated member of library staff whereas 35% identify this as another member of staff. This is in contrast to those schools with a designated standalone library area, where 48% identified a designated member of library staff as the main member and 25% identified another member of staff (see Figure 24).

No schools report the shared space being the responsibility of a volunteer, while just less than half are unable to identify a main member of staff with responsibility for the library area (47%).

Figure 48: Main member of staff responsible for overseeing the library area



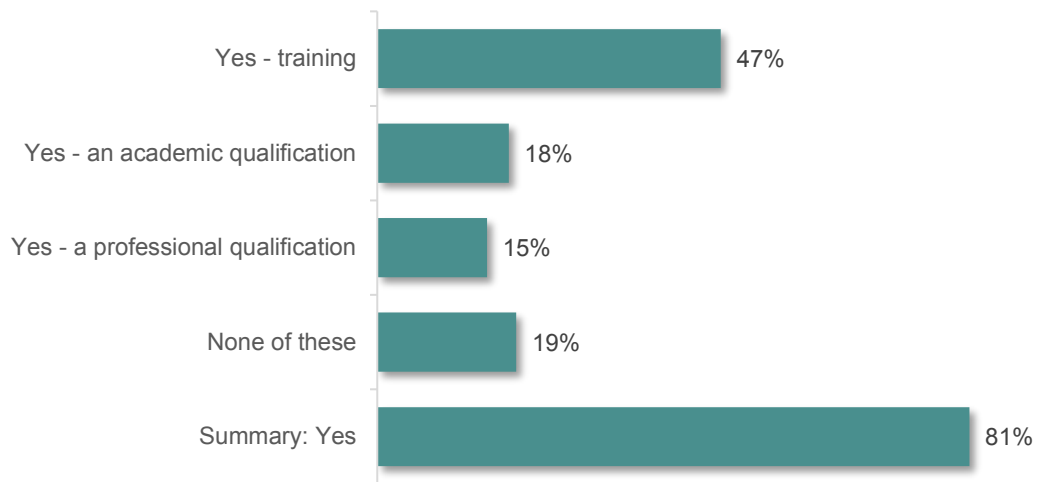
Q34. Is there a main member of staff or volunteer with responsibility for overseeing the library area? That is the main member of library staff with overall responsibility for its day to day running.

Base: Where there is a designated library area in a shared space (99)

Where schools were able to identify a main member of library staff, they were asked to describe if they have any qualifications or has had any training relevant to librarianship. In total, 81% say that the member of staff has some form of training or qualification – with training being the most common (47%), followed by an academic qualification (18%) and then a professional qualification (15%).

It should be noted that the low base size for this question means that the results should be treated with caution.

Figure 49: Main member of staff responsible for overseeing the library area



Q34i. Does the main member of designated library staff have qualifications / training relevant to librarianship?

Base: Where have main member of designated library staff working in library area in shared room (26*)

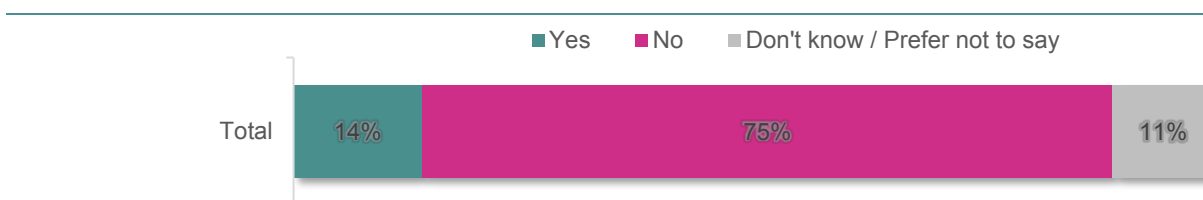
***Caution: low base size**

4.2.1.3 Budget

In a majority of these schools, there is no dedicated library budget in place. Just 14% have this in place while three-quarters do not (75%). In comparison, 43% of schools with a designated standalone library area on-site have a designated budget (see Figure 16).

Breaking this down further reveals that schools in urban areas are more likely to have a dedicated library budget than those in rural areas (19% cf. 4%).

Figure 50: Dedicated library budget



Q36. Does the library have a dedicated budget?

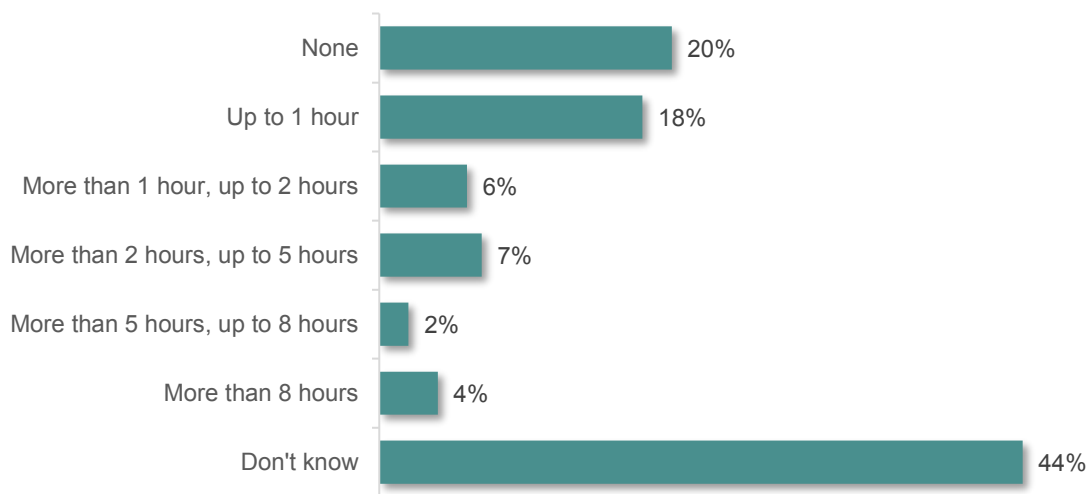
Base: Where there is a designated library area in a shared space (99)

Where there is a designated library budget, schools were asked to quantify it for the current and previous year. The average budget reported for the current year is £1,233, down from £1,417 the previous year. Unsurprisingly, these schools report a lower average library budget than those with a designated standalone area, but the reduction in budget from the previous year is consistent across both groups. Although, the low base size for the question means that the results should be treated with caution.

4.2.2 Schools with alternative forms of library service provision

Schools with other forms of alternative library provision (i.e. not a designated space in a shared room) were asked how many hours of access per week does the school have under this arrangement. One in five schools indicate that they have no weekly access (20%) and more than two in five (44%) don't know. This suggests that pupils' access to library services may be irregular or inconsistent in many of these schools. Where schools can quantify the amount of time spent under this arrangement, the most common response is up to 1 hour (18%). The percentage who report having access for more than 8 hours a week is limited (4%), indicating low levels of library access for pupils in these schools.

Figure 51: Hours of access under alternative arrangement(s)

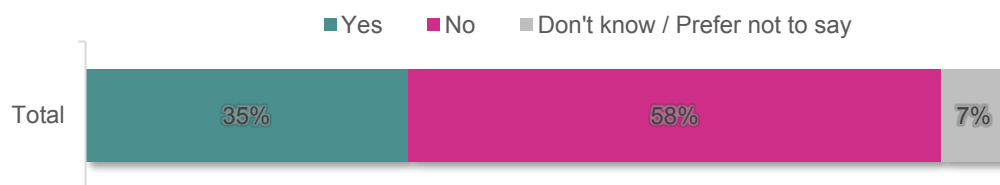


Q37a. How many hours access to library services does your school have per week under this arrangement(s)?
Base: Where have alternative provision in place that is not a designated library area in a shared space (78)

The financial implications of these alternative arrangements were then explored. Just under three in five schools report that they do not pay for access to library services under these alternative arrangements (58%) while 35% do.

Only a limited number of schools are able to quantify the amount spent on alternative arrangements and this averages out to £2,259. This should be treated as indicative only due to the low base size (11).

Figure 52: Pay for alternative provision

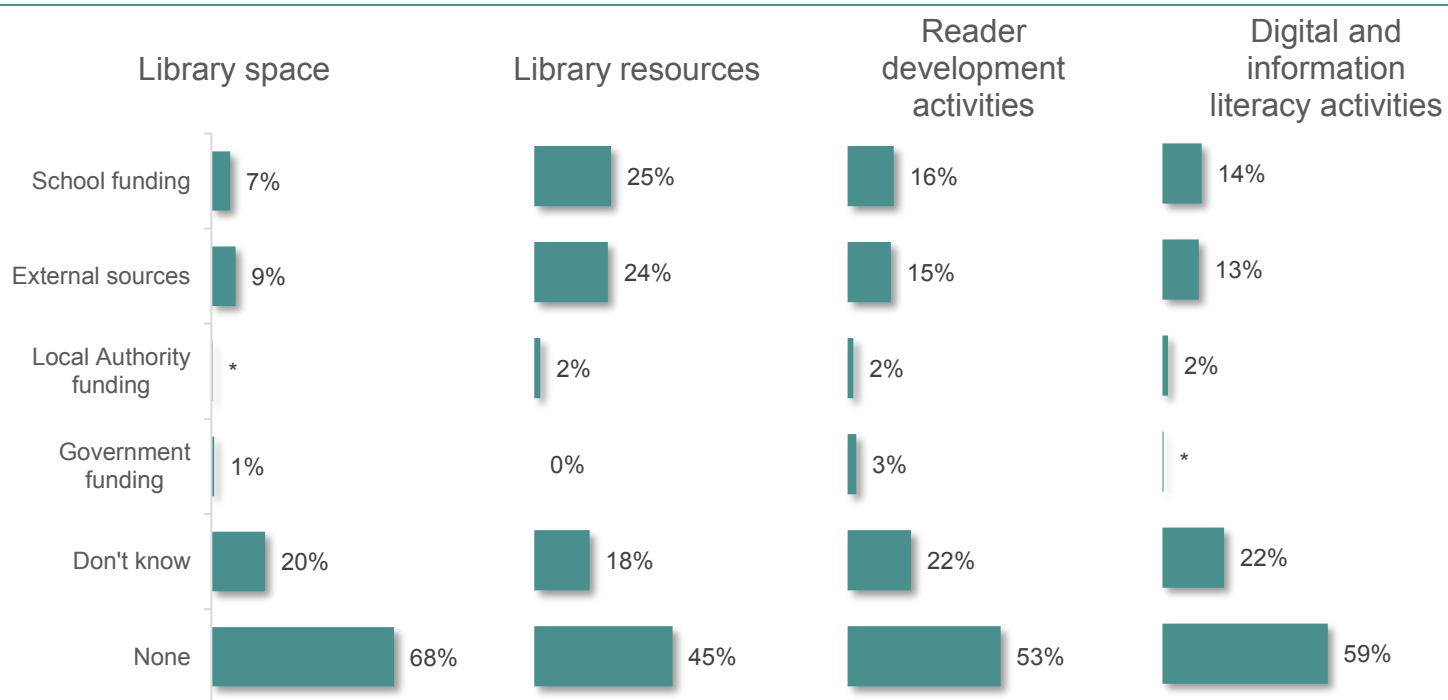


Q38. Does your school pay for access to library services under this arrangement(s)?
Base: Where have alternative provision in place that is not a designated library area in a shared space (78)

4.2.3 Learning resources and additional funding

Schools without a designated standalone library space were asked whether they had applied for any funding to support the development of library space, library resources, reader development activities, or digital and information literacy activities. The most common area which funding has been applied for is to support library resources and this is usually from the school's budget (25%) or external sources (24%). Applications to support the development of library space are the least common, possibly owing to physical space constraints or the amount of finance that would be required.

Figure 53: Funding applied for by schools that don't have a dedicated library space but access library services

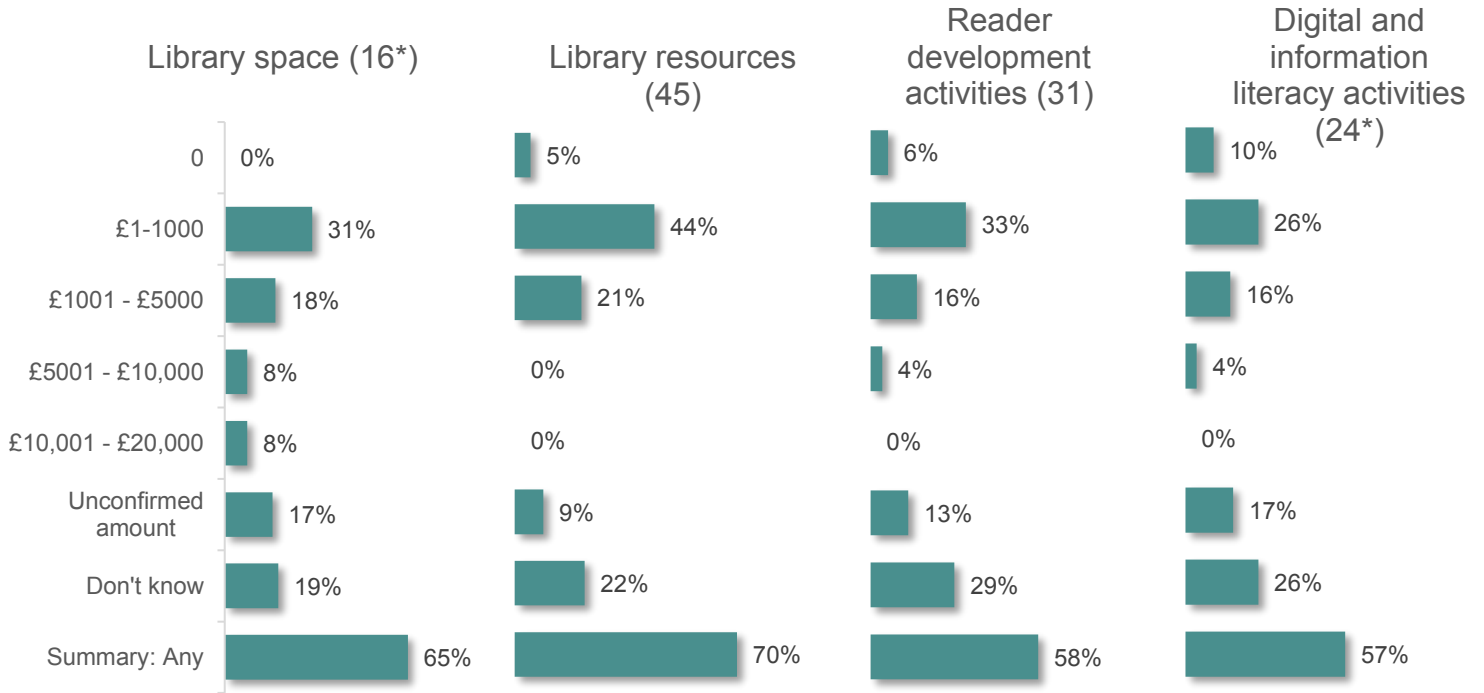


Q40. Has your school applied for additional funding for any of the following?

Base: Schools that do not have dedicated standalone library space but access library services (138)

In each of the areas, a majority of schools were successful in their application or funding. The most successful funding applications were for library resources (70%), followed by library space (65%*), reader development activities (58%) and digital and information literacy activities (57%). In all categories, funding awarded is usually less than £1,000. Only a small percentage received funding in excess of £5,001.

Figure 54: Funding granted to schools that don't have a dedicated library space but access library services



Q41. In total how much money was awarded for...?

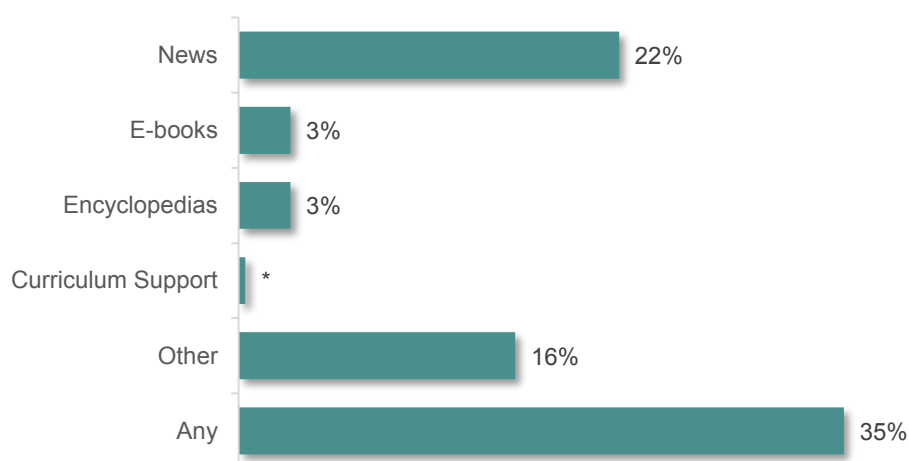
Base: Schools that do not have dedicated library space but access library services
(Unweighted bases in parenthesis)

***CAUTION: low base size**

In terms of e-resource provision, only a minority of schools (35%) provide access to at least one subscription. This level of provision is similar to that found in schools with a designated library area (33%).

News subscriptions are by far the most common type of e-resource provided (22%), followed by e-books and encyclopedias (both 3%).

Figure 55: E-resources that schools that do not have a designated library area on-site subscribe to

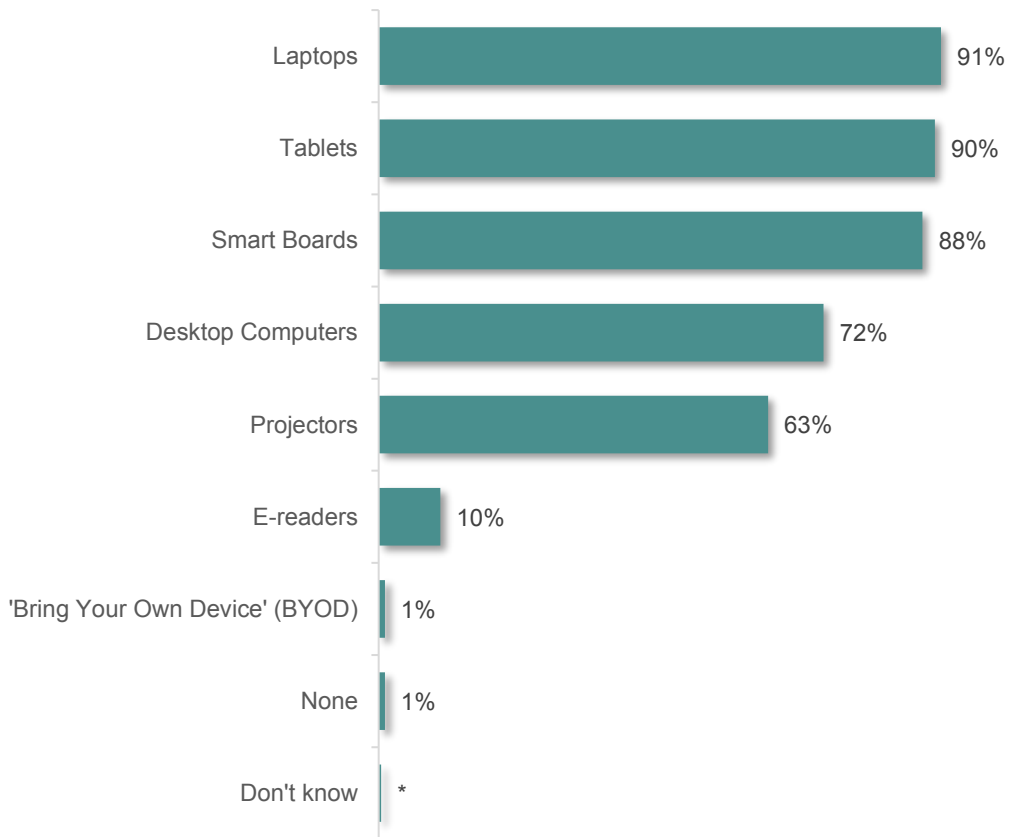


Q42. What e-resources does the school subscribe to?

Base: Schools that do not have dedicated library space but access library services (155)

Nearly all these schools have access to digital devices with just 1% having no digital device provision. Laptops (91%), tablets (90%) and smart boards (88%) are the top three most common forms of digital device provision. Take up of e-readers is limited, with only one in ten schools providing access to these. Just 1% of schools provide provision for pupils to bring their own device.

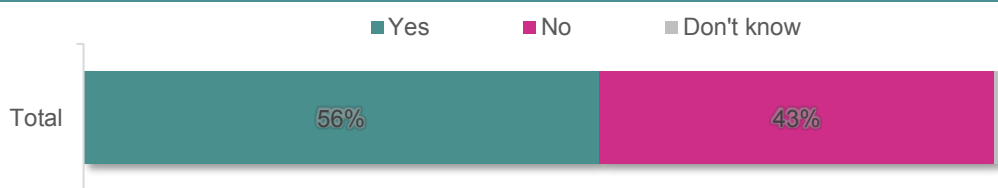
Figure 56: Digital devices the school has access to



Q43. Which digital devices does your school have access to?
 Base: Where do not have designated library area on-site (155)

A majority of schools without a standalone designated library area on-site report that they have received a visit from a writer, author or poet in the past year (56%). This is similar to the percentage of schools with a designated standalone library area on-site (61%) and there is no significant difference between the two values. On the other hand, just over two in five schools have not received a visit of this nature in the past year (43%).

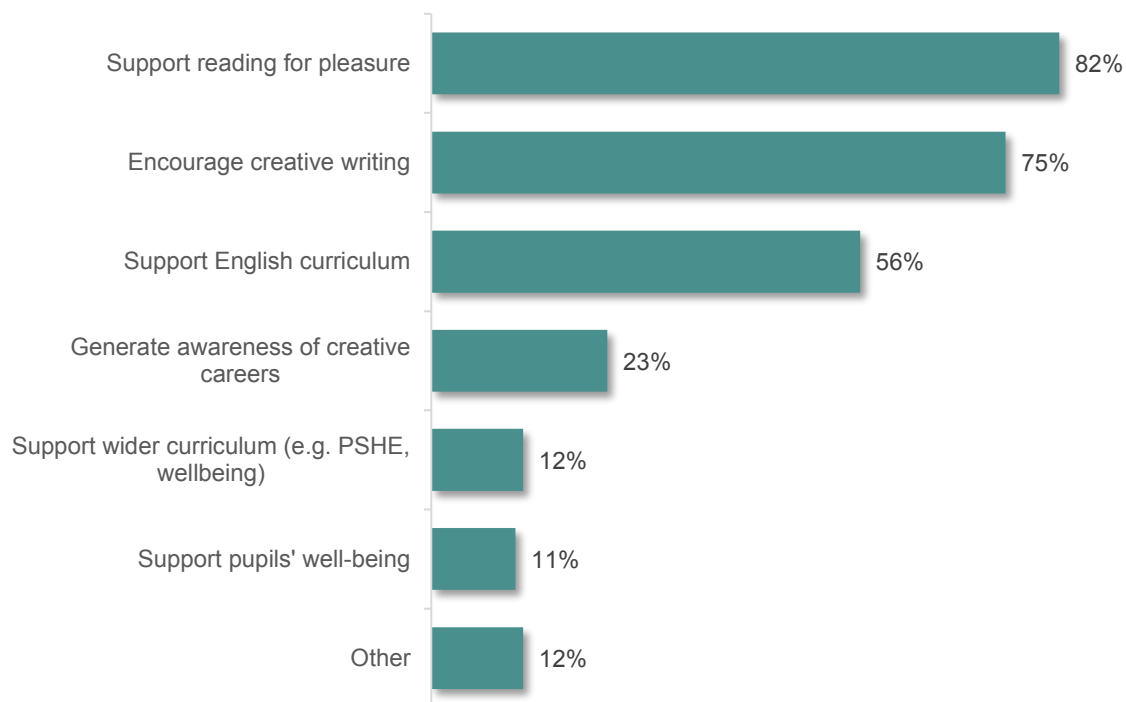
Figure 57: Writer/author/poet visit in the past year



Q44a. Have you had a writer/author/poet visit the school in the past year?
 Base: Where have designated library area on-site (155)

The main reasons for the visit given are to support reading for pleasure (82%), to encourage creative writing (75%) and to support the English curriculum (56%). This is in line with the reasoning given by schools with a designated standalone library space (Figure 15).

Figure 58: Reason for library visit

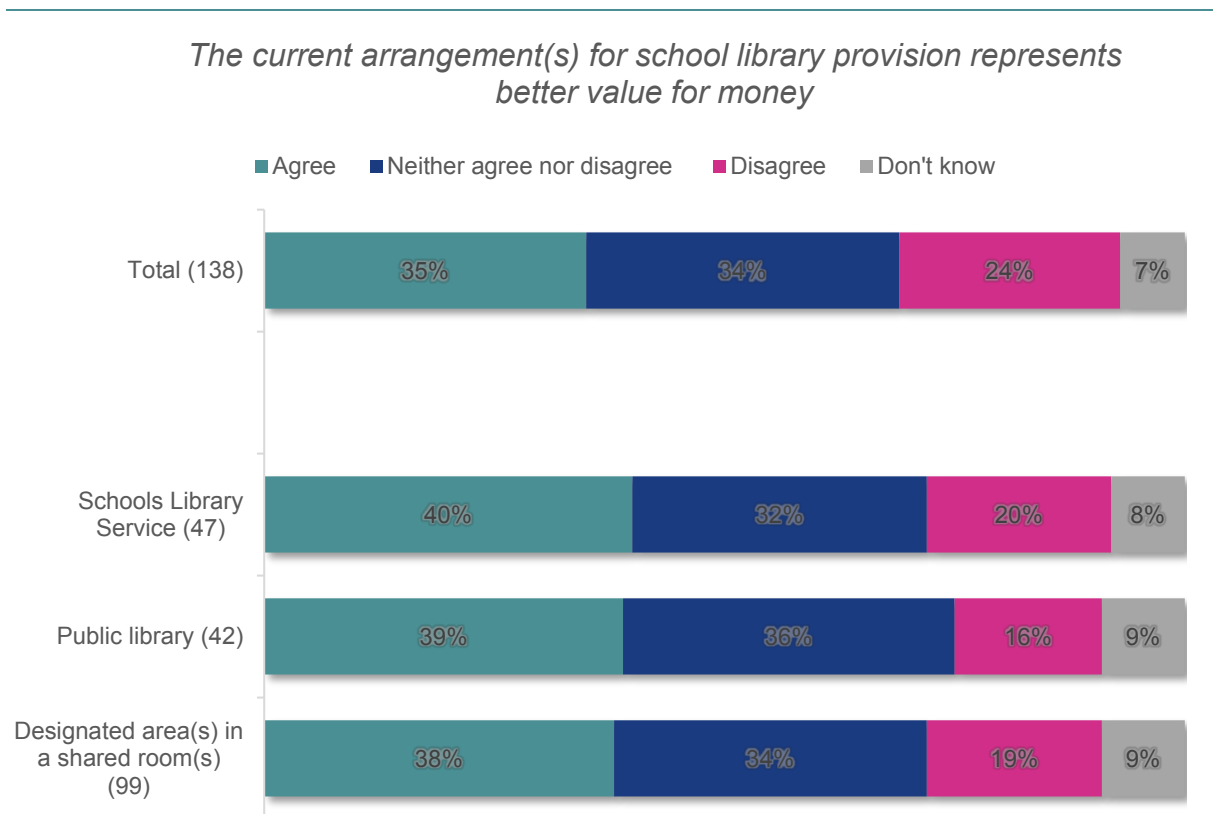


Q44b. What was the reasoning behind the visit?
Base: Where have had a writer/poet/author visit (80)

4.2.4 Suitability

Finally, schools with alternative types of library provision were asked to compare their current arrangements with having a designated library area on-site. In terms of value for money, 35% of schools agree that their current provision represents better value for money than a standalone space would, while 34% are neutral and 24% disagree. This indicates that there is no clear consensus among these schools as to whether a designated, standalone library space would represent greater value for money than what is currently in place. This can be seen across all of the major types of alternative provision.

Figure 59: Views on value for money by type of alternative school library provision

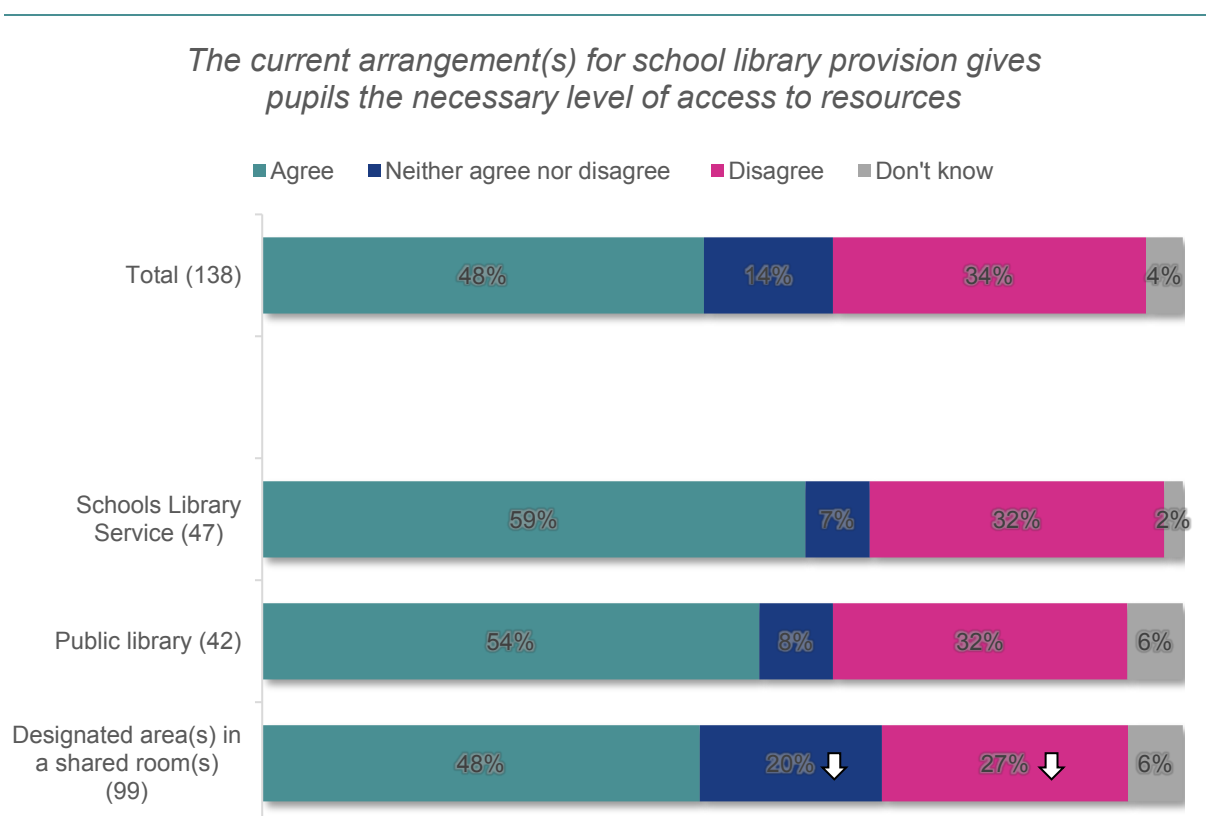


Q39c/1. Compared with having a designated school library area on-site, to what extent do you agree or disagree that the school's current arrangement(s) for school library provision represents better value for money
 Base: Schools that do not have dedicated library space but access library services (Unweighted bases in parenthesis)
 Alternative types of provision with a base size smaller than 10 are not displayed.

There is, however, a higher level of agreement that the alternative provision in place provides pupils with the necessary level of access to resources, with just under half agreeing (48%). 14% neither agree nor disagree with this while 34% disagree.

Schools that utilise the school library service are most likely to agree that their pupils have the necessary level of access to resources (59%), but this is not a significant difference compared with the other alternative types of library provision. However, those that have library provision in a shared room are significantly less likely than average to disagree with this (27% cf. 34%) and more likely than average to be neutral (20% cf. 14%).

Figure 60: Views on level of access to resources by type of alternative school library provision



Q39c/2. Compared with having a designated school library area on-site, to what extent do you agree or disagree that the school's current arrangement(s) for school library provision gives pupils the necessary level of access to resources

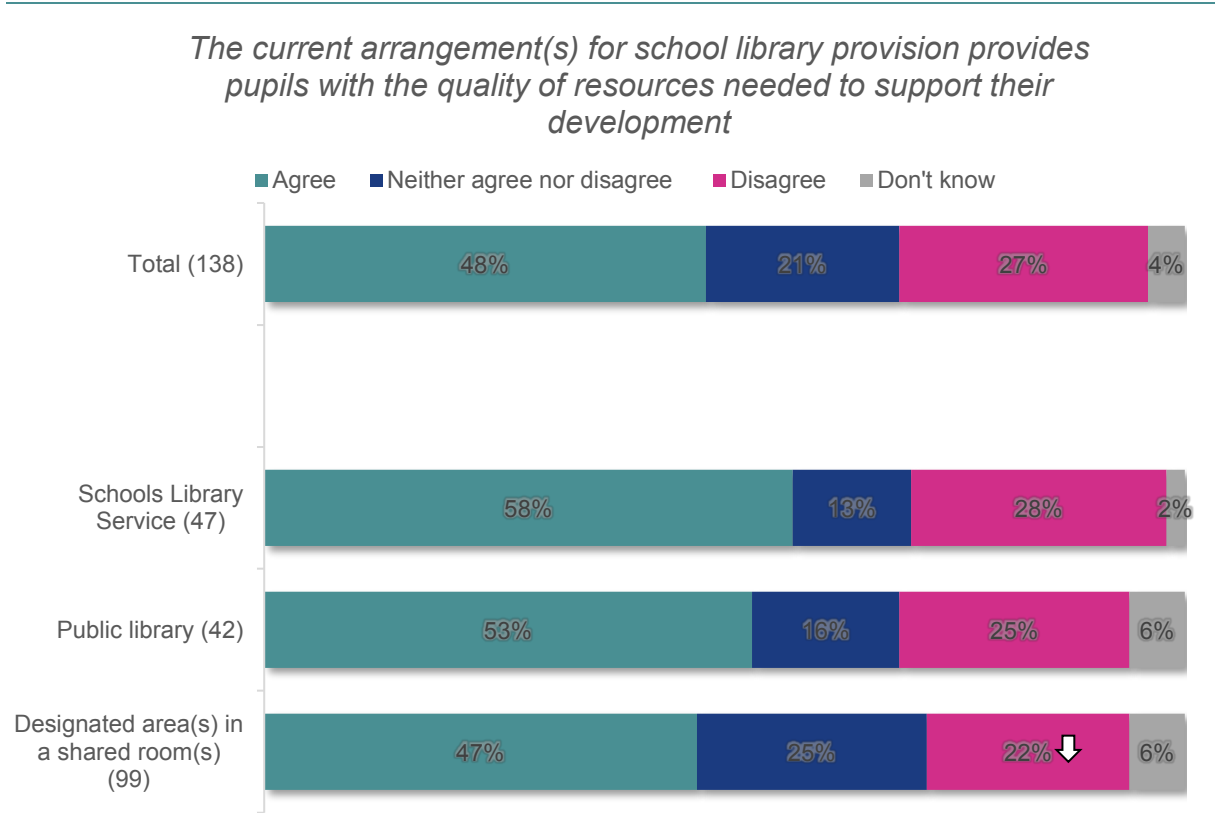
Base: Schools that do not have dedicated library space but access library services (Unweighted bases in parenthesis)

Alternative types of provision with a base size smaller than 10 are not displayed.

↑ Indicates a statistically significant difference compared with the total
 ↓ Indicates a statistically significant difference compared with the total

Just under half of schools agree that their current arrangement(s) for school library provision provides pupils with the quality of resources needed to support their development (48%). Meanwhile, just over a quarter disagree (27%) and one in five schools are neutral (21%). Again, there are no significant differences present between types of alternative provision, but those with a designated area in a shared room are more likely than average to disagree (22%).

Figure 61: Views on quality of resources by type of alternative school library provision



Q39c/3. Compared with having a designated school library area on-site, to what extent do you agree or disagree that the school's current arrangement(s) for school library provision provides pupils with the quality of resources needed to support their development

Base: Schools that do not have dedicated library space but access library services (Unweighted bases in parenthesis)

Alternative types of provision with a base size smaller than 10 are not displayed.

↑ Indicates a statistically significant difference compared with the total displayed

Taken together, these results appear to indicate that most schools are content with their current arrangement(s) for library services in terms of the value for money, accessibility and the quality of resources provided. That said, there is a significant minority who disagree with each of the statements, indicating that some schools would prefer to have a designated, standalone library space on-site.

Appendix 1: Technical Report

This technical report details the sampling methodology, fieldwork process and weighting scheme used in this research.

4.3 Sampling

The sample for this study was taken from three separate datasets (England, Gov.UK; Northern Ireland, Education-NI; Wales, Gov.Wales) on the 31st January 2019.

Education establishments where the education phase is not primary, middle, secondary or all-through were removed, as these are beyond the scope of this research. The extracts included information such as education phase, education type, percentage of pupils eligible for free school meals (England only), telephone contact details and e-mail addresses (Northern Ireland only). E-mail addresses for Welsh schools were obtained via a manual data gathering exercise and for English schools they were purchased from BMG's approved suppliers DBS. Further sampling information can be viewed in Table 3.

Table 3: Sampling information

	England	Northern Ireland	Wales
Total records extracted	24,280	1,064	1,598
Records after BMG exclusions	23,714	1,049	1,478
Valid email addresses available	15,123	1,049	1,370
Valid telephone numbers	23,610	1,043	1,470

4.4 Methodology

Fieldwork date: 27th February 2019 – 1st April 2019

An invitation email was sent on 27th February 2019 to all primary, middle, secondary and all-through schools in England, Northern Ireland and Wales where an email address had been obtained (17,542). A further reminder e-mail was sent to schools where a response had not been received on 13th March 2019. Each invitation contained a unique link to an online survey, allowing for responses to be matched with publicly accessible demographic information about the school, with the respondent's permission. The survey could only be completed once by each school and was marked for the attention of the person at the school with responsibility for the library or learning resources. Entry into a free prize draw to win a bundle of books was offered to encourage schools to respond to the survey.

In addition to this, after the survey had been in field for two weeks, telephone-chasing was employed (March 18th-April 1st) to encourage responses from underrepresented school types (mainly primary).

Throughout the fieldwork period, the survey was heavily promoted via social media and school networks. Schools were able to directly contact BMG and request their link if

necessary, including those schools where an email address was not obtained during sampling to ensure it was open to all.

It should be noted that the survey was heavily promoted through school librarian networks because of their natural interest in the research. Consequentially, it is possible that, due to the approach taken, the sample population may have more schools with library provision in place than in the population as a whole. While the telephone-chasing element aimed to mitigate this potential sample bias, it should nonetheless be considered when examining the results.

4.5 Survey respondents

As noted previously, the survey was marked for the attention of the person at the school with responsibility for the library or learning resources. The job titles of respondents varied considerably, including Librarians, Teachers, and Headteachers; however, these differed based on whether the schools did or did not have a designated library area, as shown in the following word clouds (where word size correlates with frequency of occurrence).

Figure 62: Respondent job titles for primary schools that have a designated library area



Figure 63: Respondent job titles for secondary schools that have a designated library area



4.6 Weighting

A weighting scheme was applied to ensure that the reported results are presentative of the population. Weighting was based on nation and education phase. Table 4 shows the unweighted and weighted counts for each country, split by nation and education phase. The weighting factors used range from 0.09 to 2.79.

Table 4: Weighting profile

	n	Unweighted	Weighted
Nation			
England	1,621	93%	90%
Northern Ireland	75	3%	4%
Wales	54	4%	6%
Education phase			
Primary	775	44%	83%
Middle	34	2%	1%
Secondary	801	46%	15%
All-through	140	8%	1%

4.7 Statistical significance testing

Z-tests were carried out on subgroup or ‘column’ percentages and t-tests were carried out on means in order to test for statistically significant differences, with a confidence level of 95%. Weighted figures are used in the computation. The tests predict the likelihood that the observed change or difference is not just ‘chance’ (an unusual finding only reflecting the sample) but a ‘real’ change or difference (reflecting the wider

population). This means that a difference is considered to be significant if 95 times out of 100 we would find the same result in any sample.

Appendix 2: Statement of Terms

Compliance with International Standards

BMG complies with the International Standard for Quality Management Systems requirements (ISO 9001:2015) and the International Standard for Market, opinion and social research service requirements (ISO 20252:2012) and The International Standard for Information Security Management (ISO 27001:2013).

Interpretation and publication of results

The interpretation of the results as reported in this document pertain to the research problem and are supported by the empirical findings of this research project and, where applicable, by other data. These interpretations and recommendations are based on empirical findings and are distinguishable from personal views and opinions.

BMG will not publish any part of these results without the written and informed consent of the client.

Ethical practice

BMG promotes ethical practice in research: We conduct our work responsibly and in light of the legal and moral codes of society.

We have a responsibility to maintain high scientific standards in the methods employed in the collection and dissemination of data, in the impartial assessment and dissemination of findings and in the maintenance of standards commensurate with professional integrity.

We recognise we have a duty of care to all those undertaking and participating in research and strive to protect subjects from undue harm arising as a consequence of their participation in research. This requires that subjects' participation should be as fully informed as possible and no group should be disadvantaged by routinely being excluded from consideration. All adequate steps shall be taken by both agency and client to ensure that the identity of each respondent participating in the research is protected.

With more than 25 years' experience, BMG Research has established a strong reputation for delivering high quality research and consultancy.

BMG serves both the public and the private sector, providing market and customer insight which is vital in the development of plans, the support of campaigns and the evaluation of performance.

Innovation and development is very much at the heart of our business, and considerable attention is paid to the utilisation of the most up to date technologies and information systems to ensure that market and customer intelligence is widely shared.

