



National survey to scope school library provision in the UK

Research report

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Key findings and conclusions

Overall findings

- Just under 9 in 10 schools report having access to a designated school library area on-site (87%).
- This proportion is unchanged when compared to 2019 (87%).

Schools with a designated school library area on-site

- Although libraries are typically open for six hours per day, on average they are only attended by library staff for just under two hours per day.
- For most schools (83%), the library space is used for other purposes, such as a classroom or meeting space. In 47% of cases schools use the library space frequently for other purposes and 37% do so occasionally. The two most popular uses are as a classroom for non-library lessons and for meetings.
- Take-up of e-books continues to be muted, with just over half of schools reporting they have none in stock (51%). However, this proportion has decreased slightly since 2019 (59%), suggesting that while physical resources continue to be the main resource more schools are beginning to use alternative formats.
- Two in five (41%) schools report they have no digital device provision available in their library. This is a slight increase compared to 2019 (37%).
- Views are mixed on whether children's reading is restricted by limited library resources and/or availability of books. A little over a third (37%) agree that it is limited, while four in ten (41%) disagree.
- There has been a reduction in the proportion of schools who say they have had a writer, author or poet visit the school in the past year. Just under half had done so in 2022 (46%), compared to 61% in 2019. This is likely to have been impacted by COVID-19 and associated restrictions.
- Just over a third have a designated library budget (35%). This is a decrease compared to 2019 (43%).
- A little under two-thirds (61%) say there has been no lasting impact from COVID in relation to the school library. The most common impacts are decreased investment (11%) and staffing decrease (11%).
- Just over two in five (42%) schools who have a library have designated library staff. This is a notable decrease from 2019 (54%). Of those who do have designated library staff, most commonly this is just one individual (79%). The main barriers to designated library staff are budgets and feeling that appropriate levels of staffing are achieved through utilising other staff members.
- Where schools have designated library staff, they are now more likely to have training or qualifications relevant to librarianship than seen in 2019. 85% have a form of qualification or training (up from 72% in 2019), with nearly six in ten (59%) having a relevant academic qualification. This increase in training also extends to some volunteer staff, with a third (33%) of those who use volunteer staff in the library providing volunteer training, up from 25% in 2019.
- However, schools with libraries are now less likely to have volunteer library staff. Only 13% report doing so, a notable decrease from 2019 (23%).
- Where schools have a main member of library staff, these staff members are now more likely to have Head of Department status than seen in 2019 (25% cf. 18%) and to attend Head of Department meetings (27% cf. 16%). This suggests that the decrease in designated library staff has been driven by less experienced and more junior members of staff rather than those with relevant qualifications and more senior roles.

Schools without a designated school library on-site

- Around two in five (39%) schools without a designated library on-site previously had this resource in place. This is in line with the proportion seen in 2019 (41%). Most report that this change is not recent, with only one in five (19%) of those who previously had a library saying the change happened in the past 2 years. This is in line with results from 2019 and suggests that COVID has not been a major driver of schools moving away from designated school libraries on-site.
- Most schools that don't have a designated library on-site offer some other form of provision. Only 13% do not. This alternative provision most commonly takes the form of designated areas in shared room(s) (59%), the Schools Library Service (34%), or a public library (27%).

- Most schools with a designated library area in a shared space have no dedicated library budget in place (78%). This is in contrast to those who do have a library, where just over half (52%) have no dedicated library budget in place.
- Nearly all schools that do not have a designated library area on-site report having access to digital services, with just 1% saying that they don't have digital device provision. This is the same proportion of schools who do have a designated library area on-site, showing that the lack of a designated library on-site does not impact the provision of digital devices.
- Most schools without a designated library on-site continue to be content with their current arrangements for library services in terms of the value for money, accessibility and quality of resources provided.

Differences by phase

- Six in seven primary schools report having access to a designated school library area on site (86%), as do a similar proportion of secondary schools (86%). Although the proportion of secondary schools with a library is lower than seen in 2019 (96%) the change in methodology means that the results are not directly comparable.
- Primary schools are less likely to have a library in a separate space compared to secondary schools (60% cf. 70%).
- Libraries in secondary schools are typically open for longer than those in primary schools. The average opening hours per day (Monday-Friday) for secondary schools is 7.5 hours, compared to 6 hours in primary schools. They are also typically staffed by library staff for longer periods each day than primary schools (6 hours for secondary schools, compared to less than an hour for primary schools).
- Libraries in secondary schools are significantly more likely to be open before school (73% cf. 22%) and after school (74% cf. 20%) than in primaries. Nearly all secondary schools have open access to their library during lunchtimes (90%) and breaktimes (88%). However, the proportion of secondary schools with full open access had declined since 2019 (49% cf. 63%).
- Phase continues to be a key driver of library stock. On average primary schools have 4,394 physical resources in stock, compared to 10,187 items for secondary schools. However, this is likely to be driven by the number of pupils, with secondary schools typically being bigger than primary schools.
- Secondary schools continue to be much more likely to have a designated library budget than primary schools (78% cf. 23%).
- Secondary schools continue to be much more likely to have designated library staff than primary schools (87% cf. 29%). These staff are also more likely to have librarianship qualifications or training than those in primary schools (95% cf. 76%). Furthermore, they are more likely to have the library as their main responsibility (41% cf. 8% in primaries).

Differences by school type

- In England, independent schools and academies are more likely to report having a library (92% and 91%). Special schools and those that fall into the 'other' category are least likely to have a library (76% and 54%).
- Of those that have a library, independent schools in England are most likely to say this is housed in a separate space (82%) than other school types.
- Local authority schools in England continue to be less likely to have open access to their library throughout the day than their independent counterparts (16% cf. 39%).
- In England, academy schools (7,063) and independents (12,120) are both significantly more likely to have a higher number of physical resources in their stock than LA maintained schools (5,049).
- Independent schools are much more likely to have a designated library budget than LA maintained schools in England (69% cf. 32%). They are also more likely to have designated library staff than LA maintained schools (74% cf. 37%). Furthermore, their staff are more likely to have librarianship training or qualifications than those in LA maintained schools (91% cf. 80%).

Differences by socio-economic status

- Schools with more than half of pupils eligible to receive free school meals (FSM) are less likely to have a designated library area on-site (83%, compared to the England average of 88%).
- Those schools with more than half of pupils eligible to receive school meals who have a library are less likely to provide open access to the library at all times throughout the day when compared to those who have fewer than 10% of pupils eligible for FSM (23% cf. 14%).

Country

- The proportion of schools with a designated school library area on-site varies by country; schools in England are most likely to report having one (88%), followed by schools in Scotland (78%) and schools in Wales (75%). Schools in Northern Ireland are least likely to have a designated library area on site (64%).
- Schools in Scotland, Wales and Northern Ireland are significantly less likely to have a designated library budget compared with schools in England (25%, 18% and 13% respectively, compared to 36% in England).
- Among Welsh schools, English language medium schools are more likely to have a designated school library area on site compared to Welsh language medium schools (79% cf. 63%).

Region

- In England, the region with the highest proportion of schools with a library is East of England, where 94% report having one. Schools in the North West are the least likely to report having a library (both 83%).
- In Scotland, the region with the highest proportion of schools with a library is Edinburgh and Lothians (92%). Schools in the Scotland South region are the least likely to report having a library (71%).
- In Northern Ireland, the region with the highest proportion of schools with a library is Northern (71%), closely followed by Belfast (70%). Schools in the Eastern and Western regions are less likely to have a library (60% and 63% respectively).
- In Wales, schools in the Central South Wales and South East Wales are the most likely to have a library (84% and 76% respectively), while those in South West & Mid Wales and North Wales are less likely to (68% and 74%).

Introduction

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.

In 2019, the Great School Libraries (GSL) campaign commissioned BMG to conduct a survey of schools in England, Northern Ireland and Wales to explore the scope and nature of school library provision. In 2022, GSL again commissioned the research, this time with the inclusion of Scottish schools, so that any changes in the scope and nature of provision could be explored.

Research objectives

Building on previous research conducted in 2019, BMG Research were again commissioned by the Great School Libraries (GSL) Campaign to conduct a survey of schools in England, Scotland, Northern Ireland and Wales to explore the scope and nature of school library provision. The 2022 survey also includes Scottish schools, who were excluded from the 2019 research due to a similar study being undertaken at the time by the Scottish Library and Information Council.

The research's main objectives are to:

- Further build on the 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.

Methodology

An initial survey invitation for the full-length survey was sent to all primary, middle, secondary and all-through schools in England, Scotland, 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 range of prizes including 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. To ensure as representative a sample as possible, including schools that do not have a dedicated school library, after one week of the survey being in field telephone-chasing was employed to encourage participation from under represented school types. Quotas were set by education type and phase within country to ensure as representative a sample as possible.

Overall, 1,824 schools took part in the full-length survey. These results have been weighted by nation, school phase and education type to correct for oversampling in Wales, Scotland and Northern Ireland and any under or over representation by school type. School population data was drawn from Gov.uk, Gov.Scot, Education-NI and Gov.Wales.

Following on from the full-length survey, a short survey consisting of one question was launched. The aim of this short survey was to increase the robustness of the data for the main question of whether the school has a dedicated library area on site. In the case of the short survey, a telephone only methodology was employed. Any individual who answered the phone at each school was able to take part as they did not require detailed knowledge of the scope or nature of library provision; they simply needed to know if there is a dedicated library area on site or not. Only those schools who did not complete the full-length survey were targeted for the short survey.

2,506 schools completed the short survey. These have been combined with the 1,824 schools who completed the full-length survey to give a sample of 4,330 schools where there is data on whether there is a dedicated school library area on site or not. These results have also been weighted by nation, school phase and education type to correct for any over or under-sampling.

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

Key definitions

In line with the 2019 survey, 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.

Notes on the report

- The term 'schools' used in this report refers only to the schools that took part in the research.
- The full-length 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 between groups 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.
- Statistical significance testing has not been used to compare results to the 2019 survey to the 2022 survey. This is because the 2019 survey did not include Scottish schools, whereas the 2022 survey did, and as such the two years are not directly comparable. Furthermore, the addition of the short survey in 2022 means that methodologies for the two years are sufficiently different that we cannot be confident in the statistical reliability of comparisons over time. We have, however, commented on noticeable increases or decreases in the 2022 results compared to 2019.
- Data have been weighted by nation, education phase and education type. Full details can be found in the appendix.
- 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.

Report structure

Following the introduction, this report is structured as follows:

- Chapter 2 provides information about which schools have a designated school library area on site and those that do not. This chapter combines data from the full-length survey and the short survey.
- Chapter 3 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. This chapter uses data from the full-length survey only.
- Chapter 4 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. This chapter uses data from the full-length survey only.

Library Provision

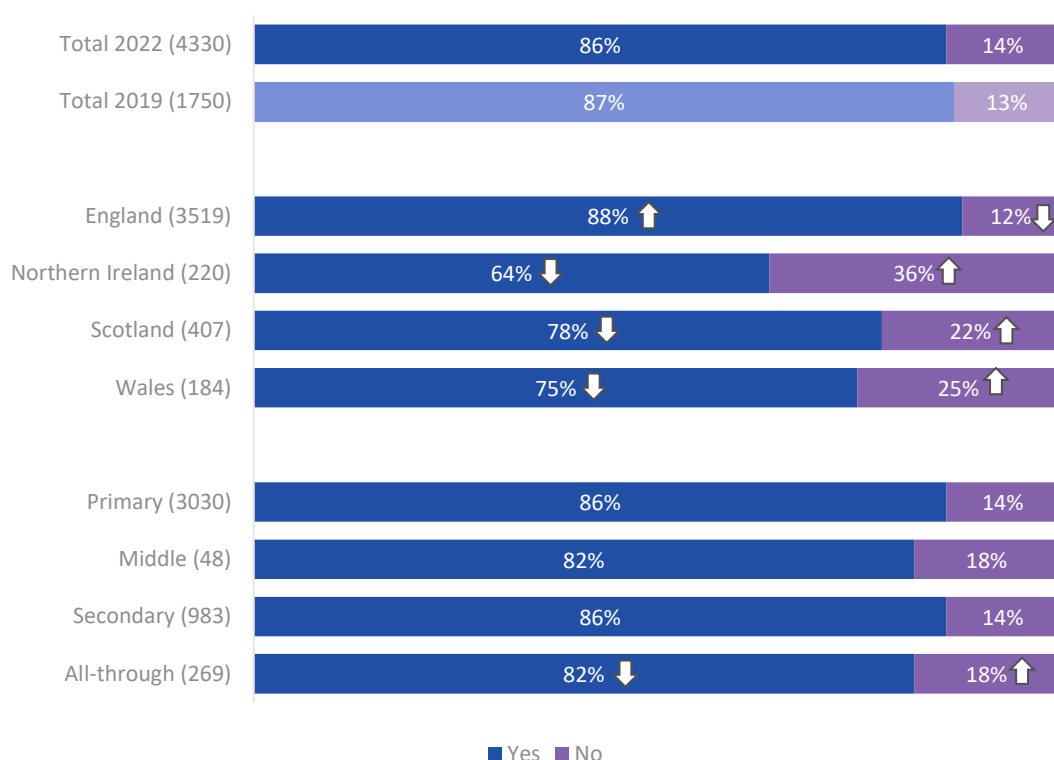
This section of the report will look specifically at the combined results from the full-length and short surveys in which the common question was whether or not schools had a designated, standalone library area on-site. The GSL definition¹ of a designated on-site library area was used for reference in both surveys.

In total, 86% of schools report having a designated on-site library area, while 14% do not have this resource available. This is in line with the results from 2019, which found 87% of schools had a library area on-site compared to just 13% which did not.

Looking at the results by country, 88% of schools in England have a designated on-site library area, in keeping with the 90% who said they had this resource available in 2019. Just 78% of schools in Scotland have this library resource. The proportion of schools in Wales with a GSL defined library sits at 75%, up slightly from the 67% reported in 2019, and in Northern Ireland this sits at 64%, an increase from 57% from 2019. As noted above, these changes since the last wave are notable, but the differences in methodologies do not allow for a direct comparison.

By education phase, 86% of primary schools have a designated on-site library area (cf. 85% in 2019), while the same proportion of secondary schools have such a library on site, a notable drop from 96% in 2019. Again, these differences must be viewed in the context of a different dataset and revised research methodology.

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



Q4/Q1. 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.

Base: all respondents (unweighted base sizes in parenthesis)

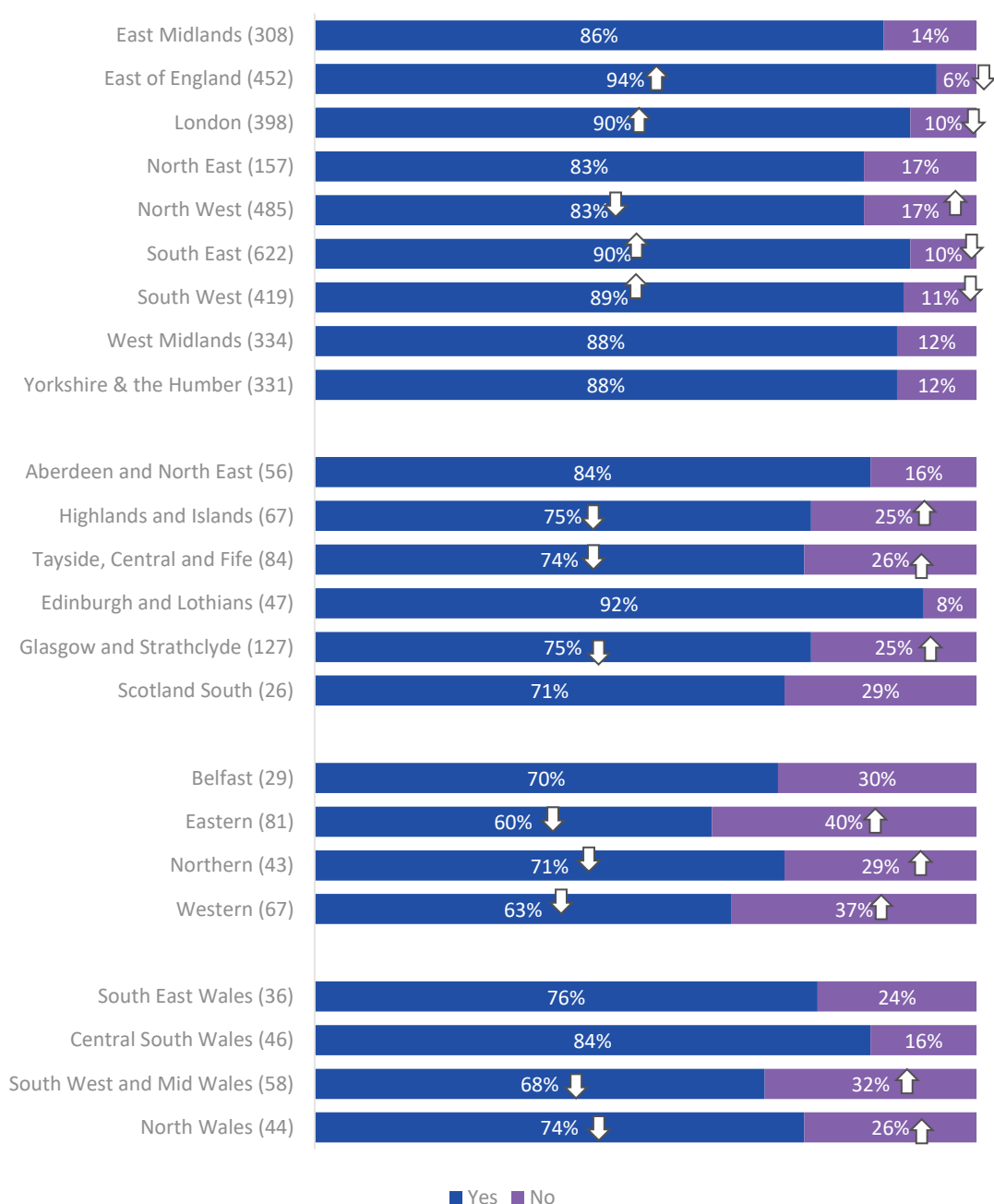
↑ Indicates a statistically significant difference compared with the total (2022)
↓

¹ The question asked in the survey was: 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.

Regional differences across all nations are also apparent. Within England, schools in the East of England (94%), London (90%), South East (90%) and South West (89%) are all more likely to have access to a designated school library area on-site. Meanwhile, schools in the North West (83%) are less likely to have this in place. In Scotland, schools in Edinburgh and Lothian (92%) are more likely to have access to a GSL defined library.

For regions in Northern Ireland, the greatest disparity is between the Northern (71%) and Eastern regions (60%), and in Wales designated on-site library provision varies most between the Central South Wales (84%) and South West and Mid Wales regions (68%).

Figure 2: Percentage of schools that have a designated library area on-site by country and region



Q4/Q1. 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.

Base: all respondents (unweighted base sizes in parenthesis)

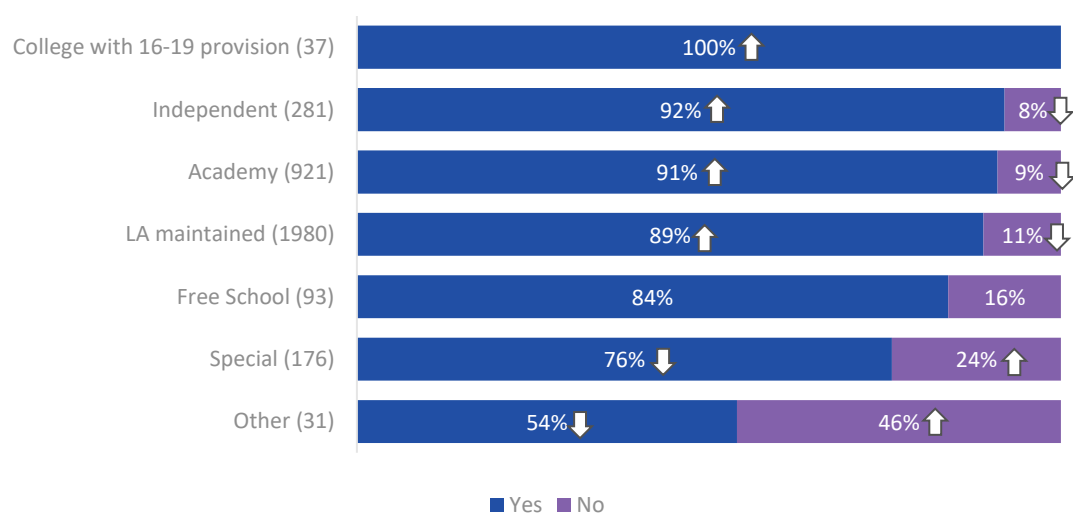
↑ ↓ Indicates a statistically significant difference compared with the total (2022)

With a larger number of schools compared to other UK countries, the results in England may be broken down further by school type. All colleges with 16-19 provision that took part have a dedicated library area on site. Almost all independent schools have a designed on-site library area (92%) though this is lower than 97% reported in 2019. 89% of local authority (LA) maintained schools in England also have the GSL defined library resource, while the proportion of academies with a designated on-site library area sits at 91% and free schools at 84%.

Similar results for school type are not shown for other UK countries due to the range of schools and the varying base sizes. However, community and LA maintained are the most common school types in Wales and Scotland respectively and their results are in line with the country figures reported in Figure above due to the comparatively small base sizes for these nations.

Within Northern Ireland, controlled and Roman Catholic maintained are the most common school type within the combined surveys and the results of the former type at least fall in line with the total figure for Northern Ireland school: 64% of controlled schools have a designated library area on site compared to 56% of Roman Catholic maintained.

Figure 3: Percentage of schools that have a designated library area on-site, by education type in England



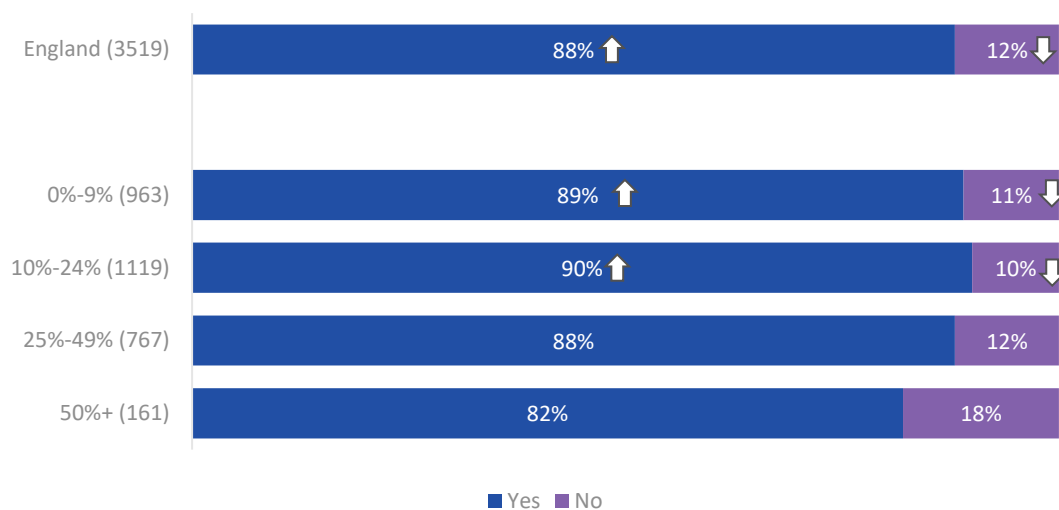
Q4/Q1. Does your school have a designated school library area on-site? By designated school library area, we mean an area separate to a classroom or other shared space that provides access to a curated collection of resources to benefit pupils' learning and development.
Base: all respondents (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total (2022)
↓

The results for England may be further analysed by the percentage of pupils that are eligible to claim free school meals (FSM) – a commonly used proxy measurement of socio-economic disadvantage in education. The change in methodology in the 2022 survey has allowed for a more detailed breakdown of schools and we can see more clearly the difference between schools with an FSM rate between 25%-49% and 50%+.

Schools where fewer than one in ten pupils are eligible for free school meals are more likely to have a designated library area on-site (89%) compared to schools with a pupil eligibility rate of 50%+ (82%). This may indicate a socio-economic disparity in pupils' ability to access a designated library space.

Figure 4: Percentage of schools that have a designated library area on-site by percent of pupils with free school meals



Q4/Q1. 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.
Base: all respondents (unweighted base sizes in parenthesis)

↑ ↓ Indicates a statistically significant difference compared with the total (2022)

Schools with designated library provision

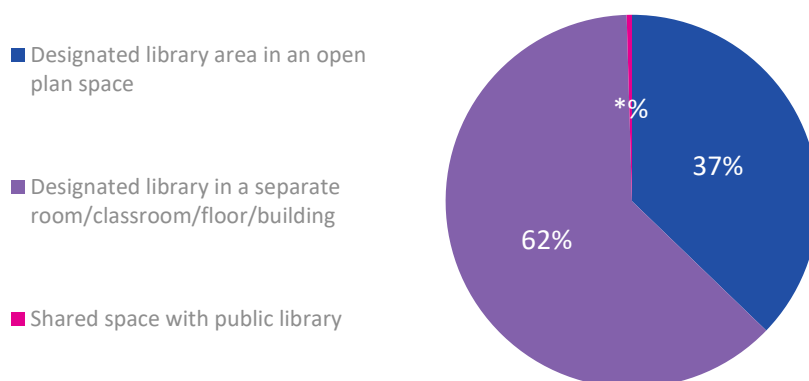
The Library

Library space within the school

Looking at responses received to the full-length survey in greater detail, schools who said they do have a designated on-site library (1,552 in total) were asked to describe the type of space they have. Three-in-five (62%) have a designated library in a separate room or building within the school. 37% have a designated library space within an open plan space. This distinction falls broadly in line with that seen in 2019 where 65% of schools had a library in a separate space while 35% where in open plan spaces.

For the 2022 survey, an additional response was added to assess how many schools shared their library space with a public library, though fewer than 0.5% of respondents have such an arrangement.

Figure 5: Types of designated library area

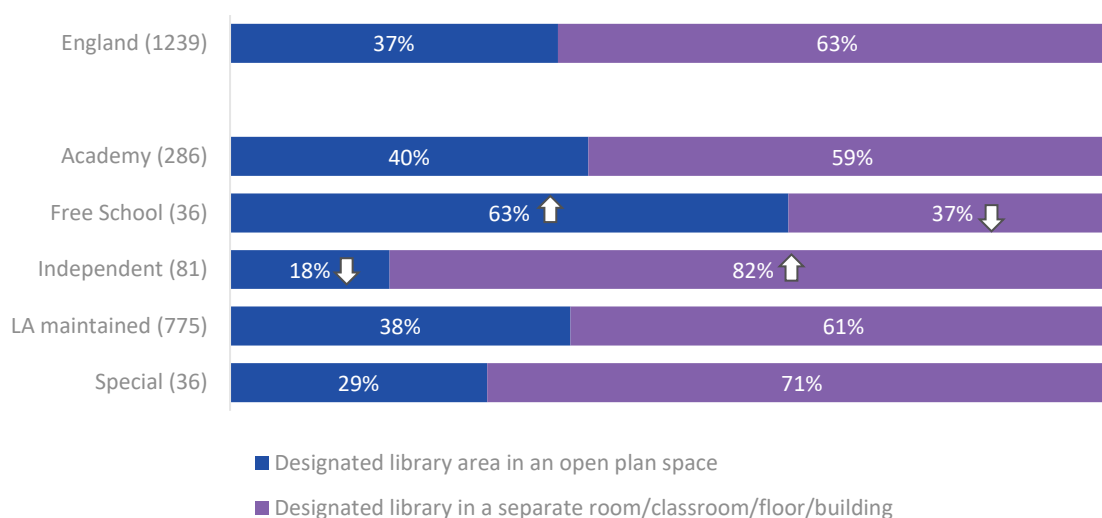


Q5. What does your main designated school library area look like?
Base: 1,152 (where have designated library area on site)

Primary schools are significantly less likely to have a designated library in a separate space (60%) compared to secondary schools (70%) and all-through schools (72%). The proportion of secondary schools who say they have a library in a separate space has dropped since 2019 (81%), while the proportion of primary schools with libraries in distinct spaces has remained stable (61% in 2019).

In England, there is clear disparity between different types of schools, with independent schools significantly more likely to have their library housed in a separate space (82%) while LA maintained schools are notably lower at 61%.

Figure 6: Type of designated library area, by education type in England



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

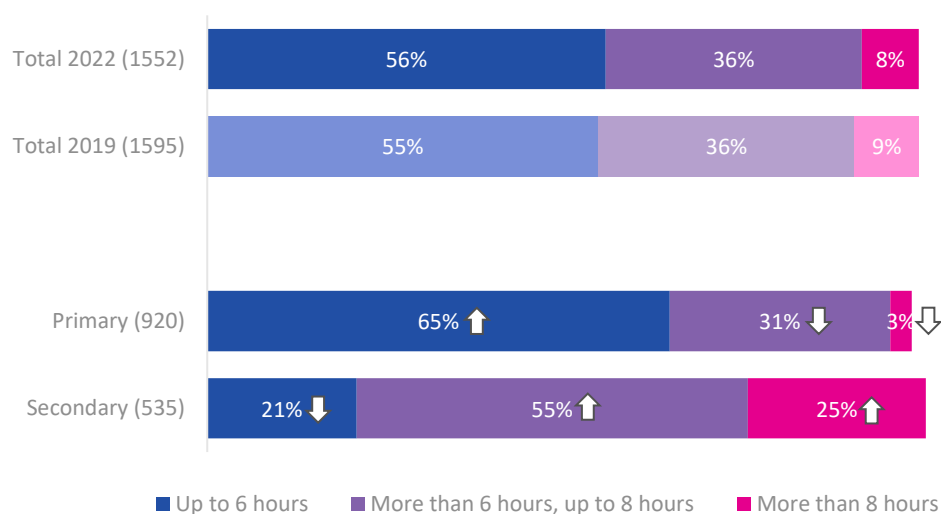
Base: where have designated library area on site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total (2022)
 ↓

Opening hours

The figure below 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 (56%) typically have their library open for six hours or less daily, but this increases to 65% among primaries and drops to 21% among secondaries. This is likely to reflect the different lengths in the school day between these different phases of education, though the number of secondary libraries open fewer than 6 hours a day has increased since 2019 from 11% to 21%. Secondaries are significantly more likely to be open for between six and eight hours daily (55%) or more than eight hours daily (25%), compared with primary schools (31% and 3% respectively). On average, libraries are typically open for six hours daily across all schools, five and a half hours in primary schools, and seven and a half hours in secondary schools.

Figure 7: Total number of hours library is open (Monday-Friday)



Q6. For how many hours each day is the library...Open on Monday to Friday

Base: where have designated library area on site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total (2022)
↓ Indicates a statistically significant difference compared with the total (2022)

Schools with more pupils eligible to claim free school meals are more likely to be open for six hours or less (72% of schools with 50%+ eligibility cf. 52% for schools with 0-9% eligibility).

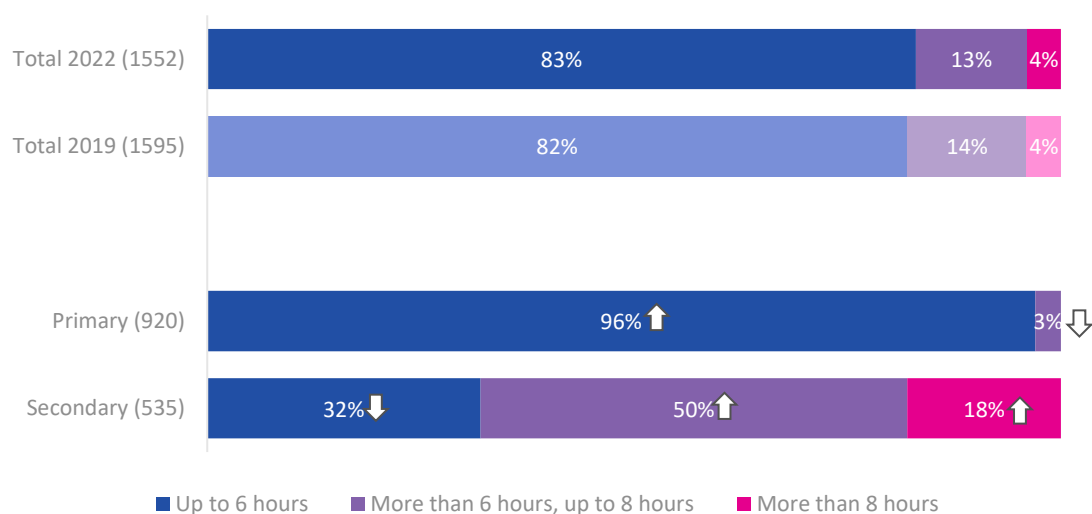
By country, English schools are significantly more likely than schools in other nations, particularly Northern Ireland, to be open between six and eight hours a day (37% cf. 24% in Northern Ireland), with most NI schools typically open up to six hours a day (74% cf. 54% in England).

Staffing

On average, school libraries are typically attended by library staff for just under two hours daily, falling to less than one hour among primary schools but increasing to six among secondaries. These averages all reflect slight decreases of around 30 minutes to the amount of time libraries were staffed in 2019.

Over 4 in 5 (83%) libraries are typically attended by library staff for up to six hours each day, in line with the proportion recorded in 2019 (82%). Nearly all primary schools report the library being staffed by library staff for up to 6 hours (96%). 32% of secondary schools have libraries staffed for up to six hours, an increase from 22% in 2019 which may reflect a reduction in staff available to attend the library for longer. While it is more common for secondary school libraries to be attended by library staff for between six and eight hours (50%), this too is a reduced number of staffed hours for secondary schools compared to 2019 (61%).

Figure 8: Total number of hours library is staffed by library staff by day (Monday-Friday)



Q6. For how many hours each day is the library...Staffed by library staff on Monday to Friday
Base: where have designated library area on site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total (2022)
↓

There is little variation by country in the number of hours a library is staffed by library staff. As with opening hours above, English schools with 50%+ pupils eligible for FSM are significantly more likely to have their library staffed for six hours a day or less (95%). At the opposite end, 7% of schools with the lowest proportion of pupils eligible for FSM have a library staffed for more than eight hours compared to no schools with over half of pupils on FSM, a reflection perhaps of the greater resource available at the former type of school.

For this year's survey, an additional response was added to this question to understand just how many schools had a library space run by pupils with limited/no adult supervision. The majority of schools (78%) do not have any hours allocated for pupils running the library, though slightly more schools in Wales have time allowed for pupils to run the library (39% with any time at all cf. 22% total).

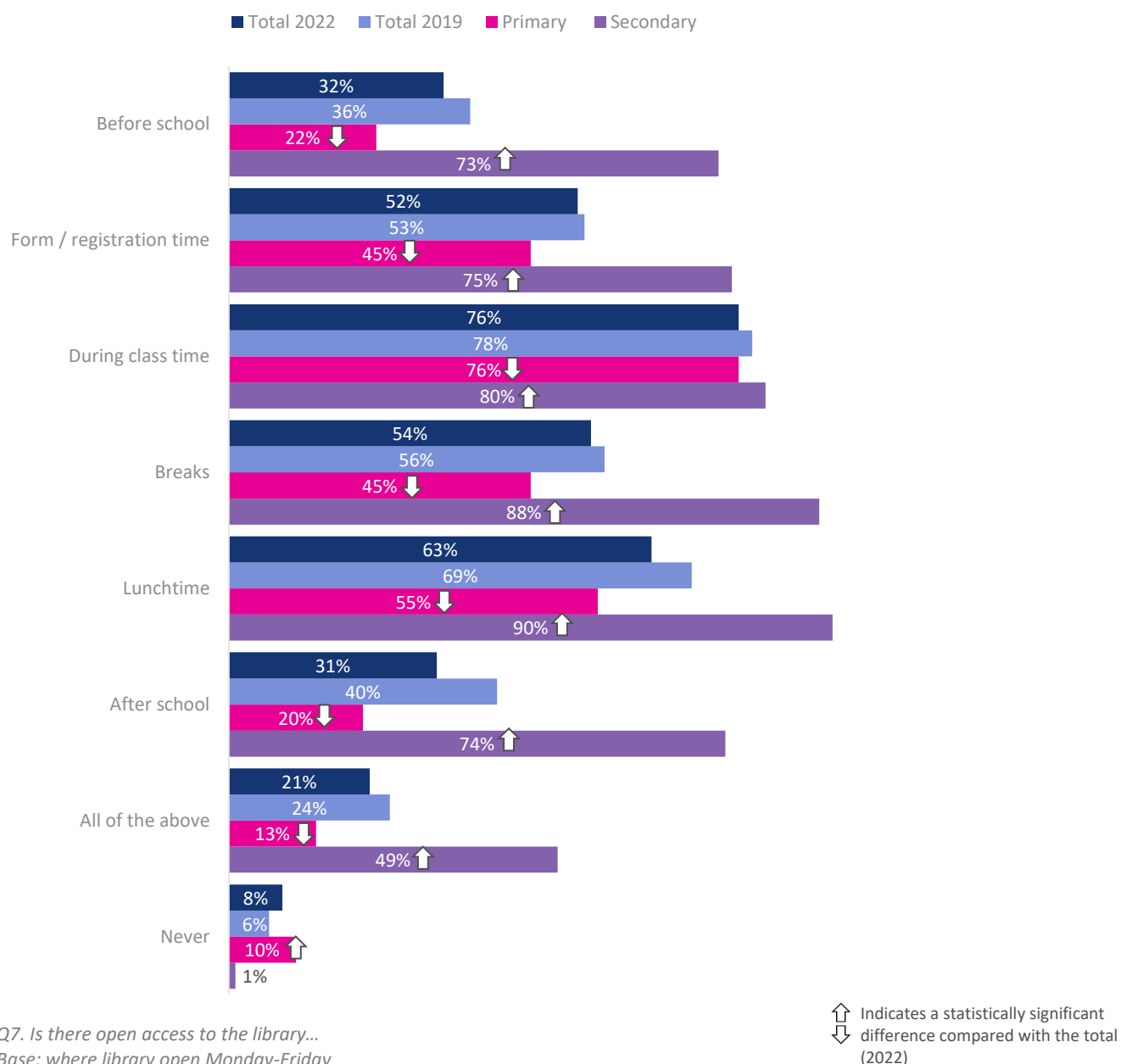
Open access

All schools were asked which periods of the school day their library is openly accessible for. Open access in this context 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.

Overall, the most common time of the day for open access is during class time (76%) and the least likely is after school (31%). In 2019, the proportion of schools with a library open before school was 36% and this has declined slightly to 32%.

Educational phase drives the disparity in opening times, with secondary schools significantly more likely than primary to be open at all of the times measured, most notably before school (73% cf. 22%) and after school (74% cf. 20%). Nearly all secondary schools have open access to their library during lunchtimes (90%) and breaktimes (88%). 21% of schools have an open access policy at all times of the day. Again, there is a notable disparity between primary (13%) and secondary (49%) schools with full open access, but more notable is the decrease in secondary schools with full open access since 2019 (49% cf. 63%).

Figure 9: Open access to the library (Monday-Friday)



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

Base: where library open Monday-Friday

2022 - (Total): Monday (1511), Tuesday (1522), Wednesday (1515), Thursday (1509), Friday (1487);

2019 - Total - Monday (1557), Tuesday (1565), Wednesday (1557), Thursday (1562), Friday (1542)

Within England, there are observable differences by education type, with independent schools significantly more likely than average to have a library open before school (57%) and after school (55%). Among LA maintained schools, just 26% of libraries are open before school and 24% after school. Open access throughout the day is similarly muted, with just 16% of LA maintained schools open all day compared to 39% of independents. Academies are also more likely to have a library open before school (38%) and after school (39%) than average.

Further analysis for English schools reveals that schools with the lowest percentage of pupils eligible for FSM (0%-9% FSM) are nearly 10 percentage points more likely to report having open access at all times throughout the day compared to schools with the highest eligibility rate (23% cf. 14% for 50%+ FSM).

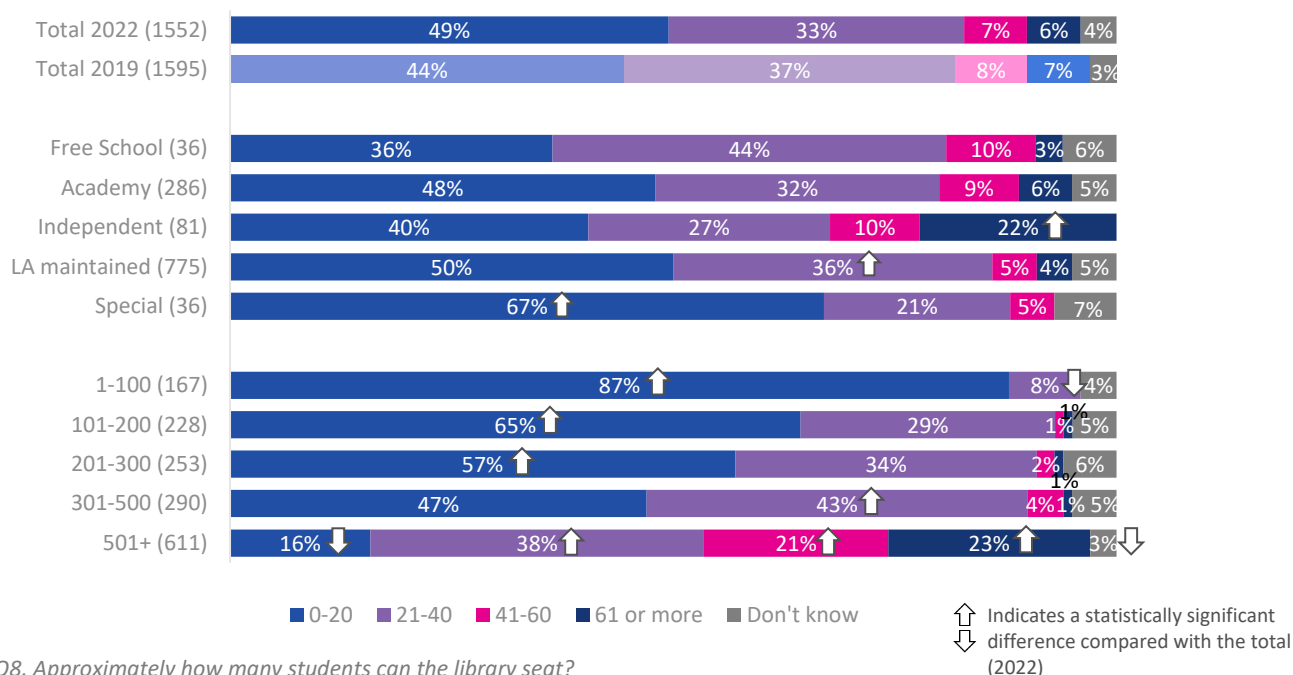
Capacity

Schools were then asked to provide their library's seating capacity. As noted in the 2019 study, the number of pupils a library can seat increases as the number of pupils increases. The mean capacity for schools with 1-100

pupils is 10, and this steadily increases with pupil numbers: 101-200 (18), 201-300 (21), 301-500 (23) and 501+ (50), all measures broadly in line with those from 2019.

For schools with 1-100 pupils, 87% report a seating capacity of 0-20 (up 8 percentage points since 2019), while 8% indicate a seating capacity of 21-40 (down 9 percentage points since 2019). Over half of schools with more than 500 pupils report a seating capacity of fewer than 40 pupils (16% 0-20; 38% 21-40), similar to proportions seen in 2019.

Figure 10: Library seating by number of pupils in the school and type



Q8. Approximately how many students can the library seat?

Base: where have designated library area on site (unweighted base sizes in parenthesis)

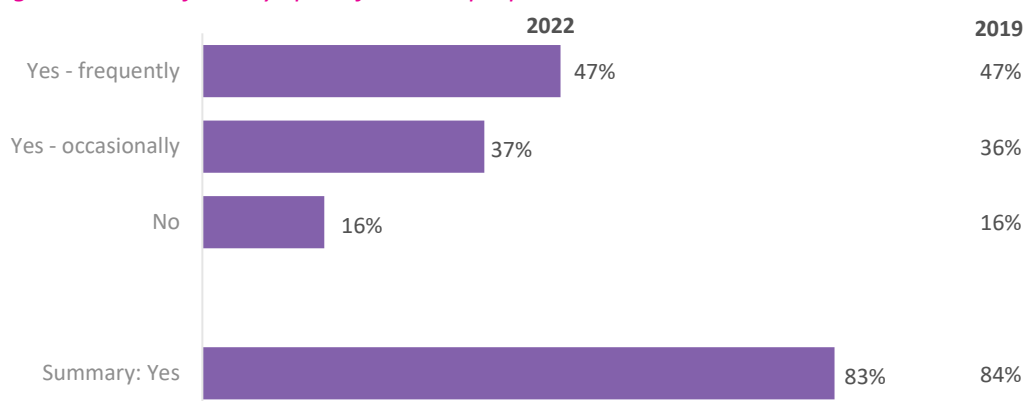
Use of library for other purposes

For most schools with a designated library space the library space is used for another purpose, such as a classroom or meeting space. In 47% of cases, schools use the library space frequently for other purposes and 37% do so occasionally, both proportions in line with those reported in 2019 indicating little change in how library spaces are used over time.

Primary schools are a little more likely to use their library space for other purposes than secondary schools (84%, cf. 80%). In particular, they are more likely to use the space for other purposes frequently (49% cf. 39%). There are no significant differences between independent and local authority schools, but school libraries in Wales are less likely to be used for other purposes (75%) when compared to England (84%).

The proportion of schools using their library for other purposes is identical for schools with 0-9% of pupils entitled to FSM and those where 25% or more pupils are eligible (both 86%).

Figure 11: Use of library space for other purposes

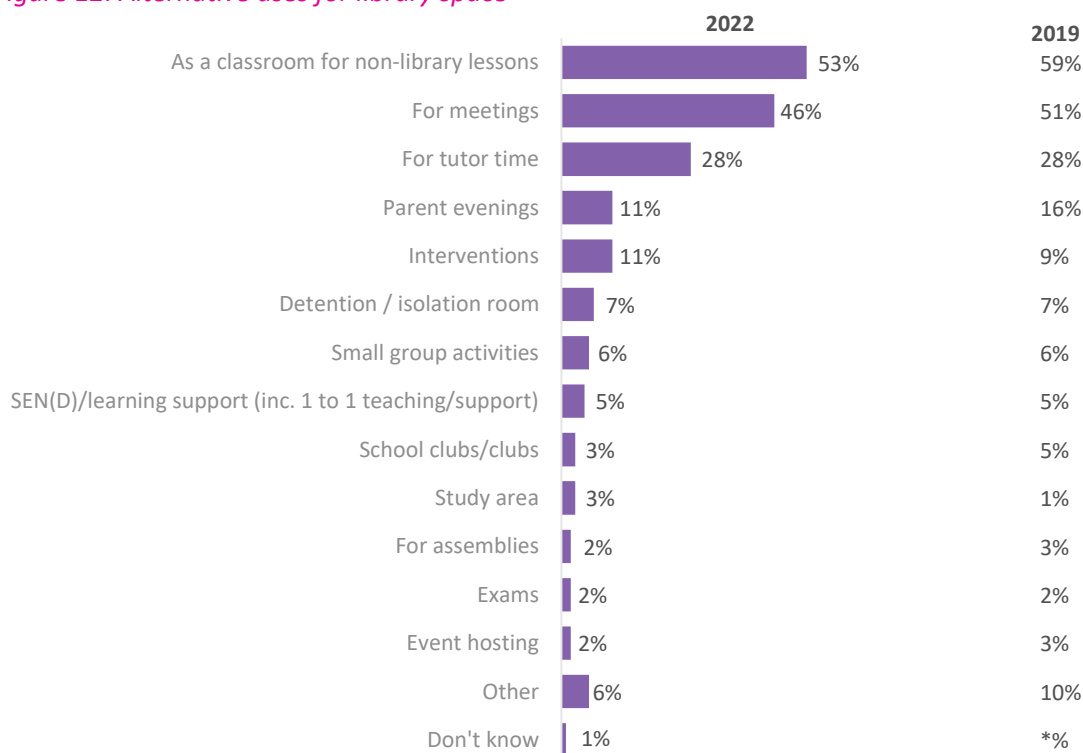


Q12. Is the main designated library space used for any other purpose? (For example, as a classroom, for tutor time, for meetings etc.)
 Base: where have designated library area on site (unweighted base; 2022: 1552, 2019: 1595)

Where schools do use their designated library space for other purposes, these schools were asked what other purpose(s) the library is used for.

The two most popular uses are as a classroom for non-library lessons (53% cf. 59% in 2019) and for meetings (46% cf. 51% in 2019). The figure below indicates the wide array of different uses schools find for their library, with the less common uses including as a space for assemblies (2%), as an exam room (2%), and events hosting (2%).

Figure 12: Alternative uses for library space



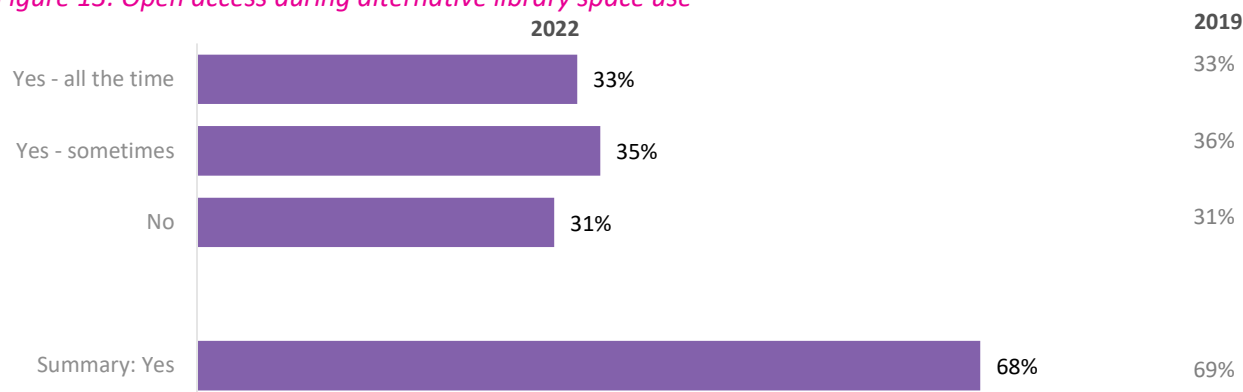
Q12a. What other purpose(s) is the main designated library space used for?

Base: Where designated library space is used for other purposes (Base: where have designated library area on site, 2022: 1289, 2019: 1343)

In keeping with results seen in 2019, just under one in three (31%) schools report that the library is not openly accessible to all pupils while used for a different purpose, while 35% say that the library is only sometimes openly accessible when not used for its main purpose. One in three schools (33%) say that the library is always open to pupils even while the space is in alternative use.

While the extent to which schools may use their libraries for different purpose(s) doesn't vary much by subgroup, open access for pupils while the library space is used for a different purpose does change by educational phase. As was noted in 2019, and seen again this year, secondary schools (75%) are significantly more likely than primary schools (66%) to report having open access at least sometimes when the library space is being used for an alternative purpose.

Figure 13: 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) – 2022 (1277), 2019 (1341)

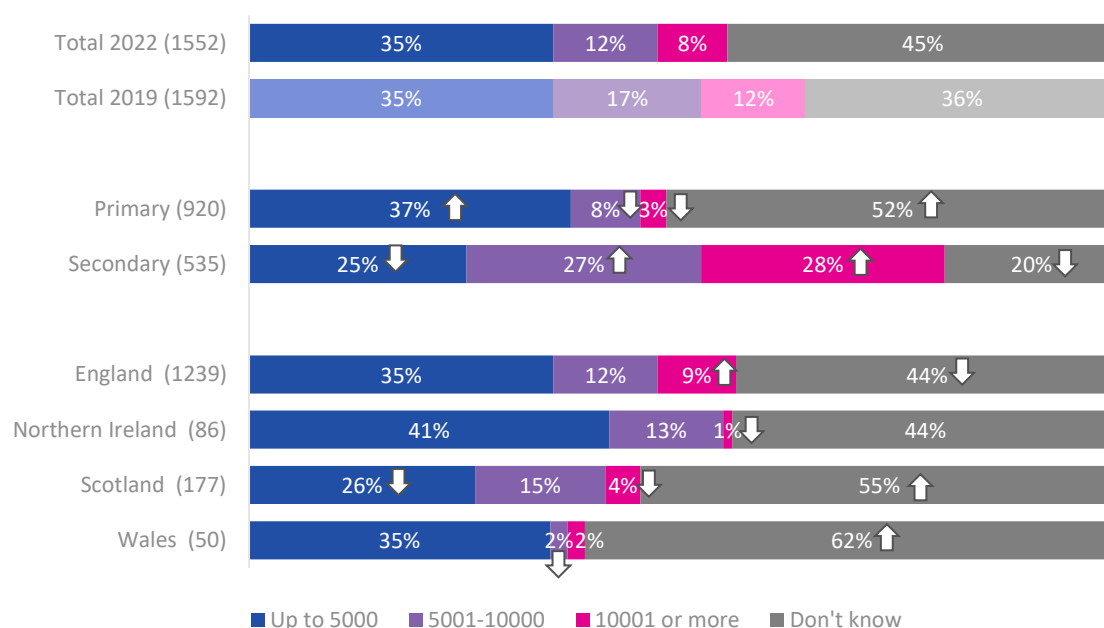
Resources

To better understand levels of learning resource provision available in schools, respondents were asked to quantify the number of resources in their library's stock. The figure below displays a breakdown of the number of physical items (books, magazines, comics, newspapers etc.) by education phase.

Overall, just over a third (35%) of schools say they have 5,000 or fewer physical resources in their library stock. While this is in keeping with 2019, the proportion of schools who do not know how many physical items they have has increased from 36% to 45%. 37% of primary schools have 5,000 or fewer physical resources in their library compared to 25% of secondary schools. Secondary schools are much more likely than primary schools to have 10,001 or more physical resources in the library stock (28% cf. 3%), though this proportion of secondary schools has fallen from 40% in 2019.

As was the case in 2019, a high percentage of primary schools (52%, up 10 percentage points) are unable to quantify their number of physical resources compared with 20% of secondary schools (up 8 percentage points).

Figure 14: 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 (2022)
↓

On average, primary schools report that they have 4,394 physical resources in their stock, a 7% decrease on the average number of physical resources available in 2019 (4,707). Secondary schools report an average of 10,187 items, a drop of 12% compared to 2019 (11,629). Among non-independent schools in England, 26% report an approximate stock count of 10,001 or more physical items.

As was noted in 2019, schools' mean number of physical resources increases as the number of pupils increases, driven possibly by education phase with secondary schools typically bigger than primary schools. The smallest group of schools, those with 1-100 pupils, report an average of 1,413 physical resources, while the largest group, those with 501+ pupils, report an average stock of 11,033.

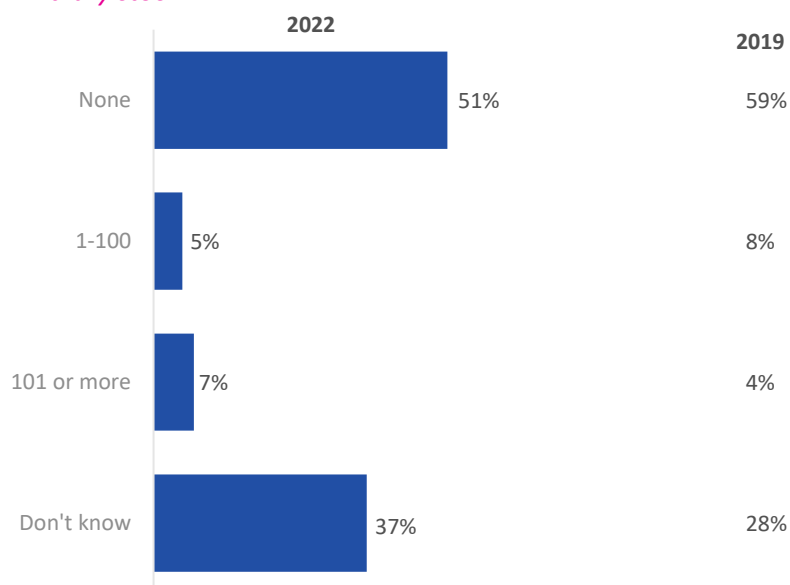
The higher the proportion of pupils eligible for free school meals, the lower the average number of physical resources. Schools with the lowest proportion of students entitled to FSM (0-9%) have an average of 7,260 physical resources, up from 6,353 items in 2019. Schools with 50%+ FSM have on average just 2,870 physical resources available.

In England, academy schools (7,063) and independents (12,120) are both significantly more likely to have a higher number of physical resources in their stock than LA maintained schools (5,049).

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 around half of schools reporting that they have none (51%) while 5% report that they have between 1-100 and 7% have 101 or more. While these results are broadly similar to those reported in 2019, there is a decrease in the number of schools saying they have no e-books and a slight increase in those who say they have some resource available (see figure below). While physical resources are the main resource for the vast majority of libraries, changes to accessing resources precipitated by the COVID-19 pandemic may explain slight changes in e-resources when compared to 2019.

There is some disparity by nation, with schools in England (52%) significantly more likely than those in both Scotland (37%) and Wales (30%) to have no level of e-book resource available.

Figure 15: E-books in library stock



Q9. What is the approximate number of E-books in the library's stock?

Base: Where there is a designated library area on site – 2022 (1540), 2019 (1592)

The frequency with which new stock is added to the school library also indicates the level of resource available. Most schools have new stock added termly (28%) or yearly (27%). Only 12% report having new stock added less frequently than yearly, while just 6% add stock weekly or more frequently, 4% fortnightly and 13% monthly. The rate at which new stock is added has not changed notably since 2019.

As might be expected, given the different school sizes at each phase, there is some disparity between primary and secondary schools with regards to re-stocking. Secondary schools tend to have new stock added more frequently. 19% of secondary schools say they typically have new stock added to the library at least weekly, while 9% report that new stock is added fortnightly and 27% monthly. Meanwhile, the most common frequency for primary schools is termly (29% cf. 24% secondary), followed by yearly (31% cf. 12% secondary schools). Just over one in ten primary schools report that new stock is added less frequently than yearly (15% compared with 2% secondary).

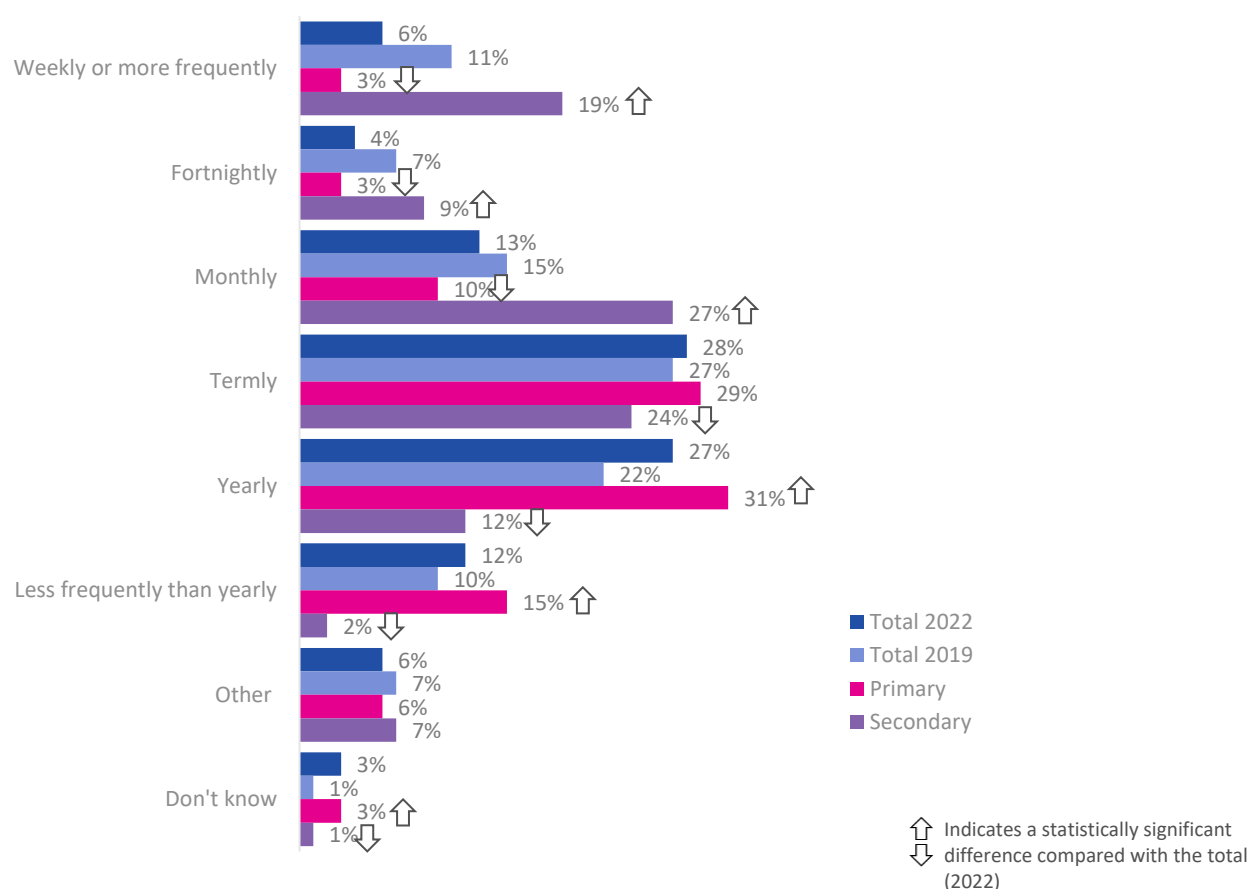
Schools in Northern Ireland (46%) are much more likely than schools in England (26%) and Scotland (31%) to have their stock added to on a yearly basis. The majority of schools in England have their stock added to at least termly, while stock is added to most schools in Northern Ireland (67%) and Wales (51%) yearly or more infrequently.

Within Northern Ireland, a majority (72%) of controlled schools typically have their stock added to yearly or less frequently than yearly. For Roman Catholic maintained schools, 47% have their stock added to yearly, 13% termly and 4% have stock added weekly or more frequently.

In addition, independent schools in England are more likely to have their stock increased more frequently than other types of school. Independents are more likely to report that they get their stock added to weekly or more frequently (17%) compared to LA maintained schools (5%). Similarly, independent schools are three-times as likely to have their stock added to fortnightly (12%) compared to LA maintained schools (4%).

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 (10%) than those with the highest (22.5%+ FSM) (3%).

Figure 16: Frequency of new stock added to library



Q10. Typically, are new resources added to the library...?

Base: Where there is a designated library area on site 2022 (1552; 920 primary, 535 secondary), 2019 (1595)

Looking at library resources more broadly, schools were asked what level of digital device provision is available both in the library and the school generally. The most common form of digital device provision in libraries is desktop computers (32%) followed by laptops (23%) and tablets (17%) and smart boards (17%). Digital device provision is higher across the wider school for all digital devices, with laptops (86%), smart boards (82%) and tablets (78%) being the most common. The number of schools who say they have no digital device provision in the library has increased from 37% to 41% since 2019, while the level of provision of each device where available has not changed notably.

Two in five (41%) schools report that they have no digital device provision available in the library while just 1% report this to be the case in the wider school. Primary schools are significantly more likely than secondary schools to report that they have no digital device provision in their libraries (49% cf. 8%).

In England, LA maintained schools are significantly more likely than average to have no digital device provision available in their library (45% cf. 41%). The most notable change over time is for independent schools: 20% said they did not have access to digital devices in the library in 2019 compared to 37% in 2022.

Table 1: Digital device provision

Digital Device	Total		Primary		Secondary	
	Library	School	Library	School	Library	School
<i>Desktop computers</i>	32%	63%	22%	57%	69%	84%
<i>Laptops</i>	23%	86%	18%	87%	43%	79%
<i>Tablets</i>	17%	78%	16%	86%	23%	47%
<i>Projectors</i>	12%	61%	7%	57%	32%	73%
<i>Smart Boards</i>	17%	82%	15%	84%	26%	76%
<i>'Bring your own device'</i>	8%	11%	2%	5%	31%	33%
<i>E-readers</i>	4%	9%	4%	9%	6%	7%
<i>Other</i>	1%	*%	*%	*%	1%	1%
<i>None</i>	41%	1%	49%	1%	8%	1%
<i>Don't know</i>	1%	1%	1%	1%	1%	1%
<i>Prefer not to say</i>	*%	*%	*%	*%	*%	1%

Q14. Which digital devices does your school provide access to? In the library/in the wider school.

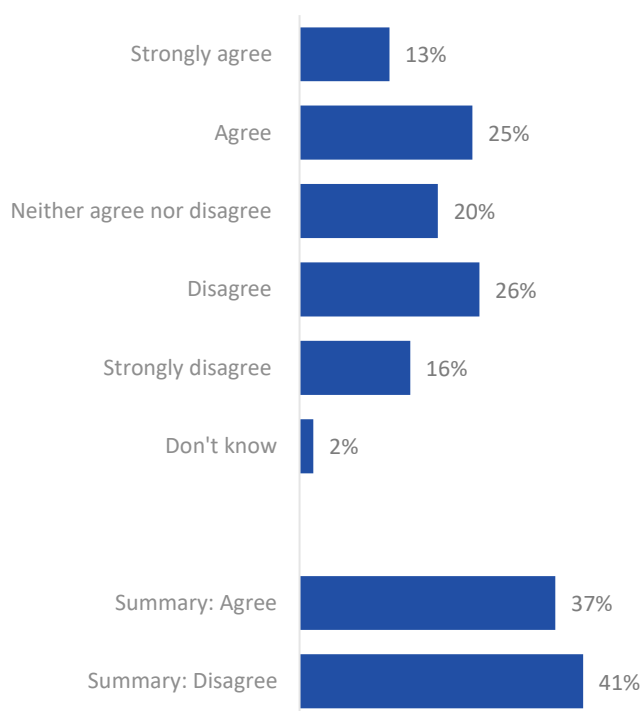
Base: Where have designated library area on-site (1552: 920 primary, 535 secondary)

To better understand the impact of reduced resources, the 2022 survey included a new perceptions-based question which asked schools whether they thought children's reading in the school is restricted by limited library resources/availability of books. Responses to this question were muted with 37% agreeing, 41% disagreeing, and 22% being either neutral on the matter or not knowing how to respond.

Agreement that reading is restricted by limited resources is higher in primary schools (40%), whereas disagreement is higher in secondary schools (49%). In England, LA maintained schools are also more likely to agree reading is restricted (40%) compared to 24% of independent schools.

In schools with the lowest number of pupils receiving FSM (0-9%), disagreement that reading is restricted by resource sits at 52%, compared to 34% who disagree among schools with 22.5%+ pupils receiving FSM.

Figure 17: Children's reading restricted by limited library resources

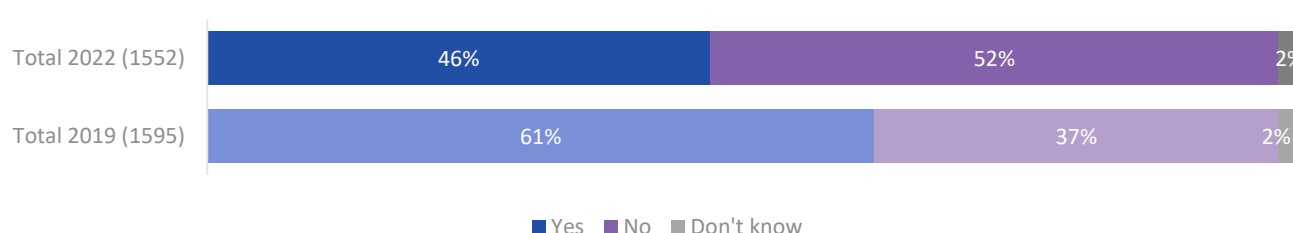


QNEW5 To what extent do you agree or disagree that children's reading in your school is restricted by limited library resources/availability of books?

Base: All who have a designated library area on-site (1552)

Under half (46%) of schools with a designated library area on-site report that they have received a visit from a writer, author or poet in the past year. A narrow majority say that they haven't had such a visit (52%). The proportion of schools who have received a visit from a writer/author/poet is notably lower than in 2019 (48% cf. 61%). It is likely that restrictions and changing work practices during the COVID-19 pandemic have impacted these opportunities.

Figure 18: 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 (unweighted base sizes in parenthesis)

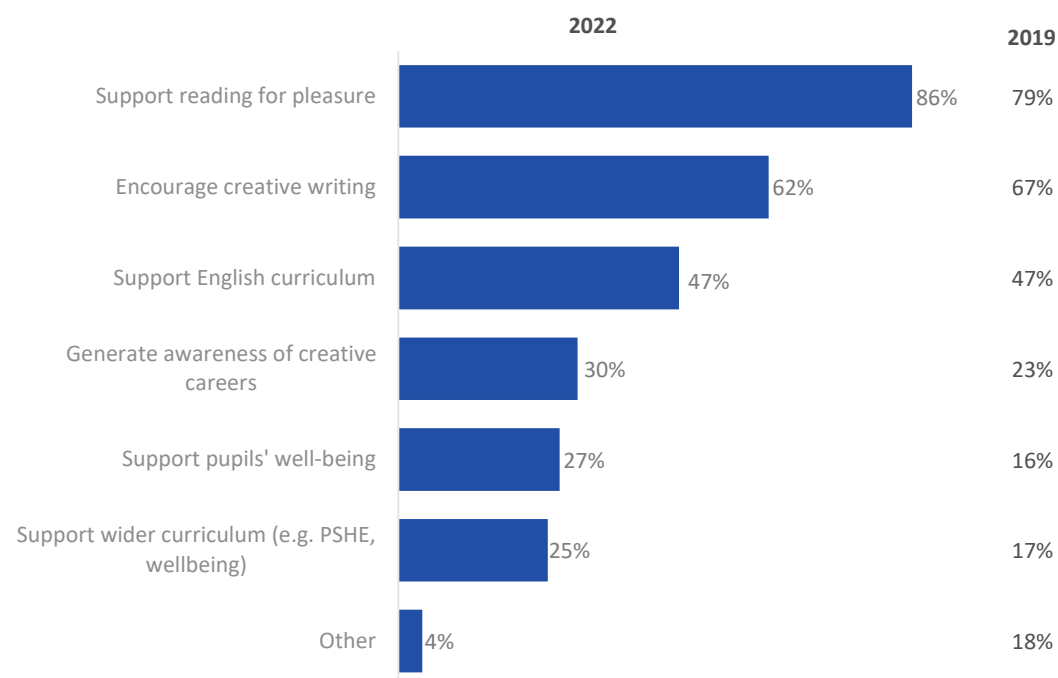
Breaking this down by country, schools in Northern Ireland (24%) are significantly less likely than schools in England (47%) to have had a visit, though the proportion in each country has decreased since 2019.

While 49% of LA maintained schools in England report having a visit in the last 12 months, independent schools are considerably more likely to say that they have had a visit (62%).

In terms of free school meals, schools with 22.5%+ 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 (41%) than schools with an eligibility rate of 0%-9% (51%).

The main reasons for the visit given are to support reading for pleasure (86%), to encourage creative writing (62%) and to support the English curriculum (47%).

Figure 19: Reason for the author visit



Q14b. What was the reasoning behind the visit?

Base: Where have had a writer/poet/author visit (695)

Budget and funding

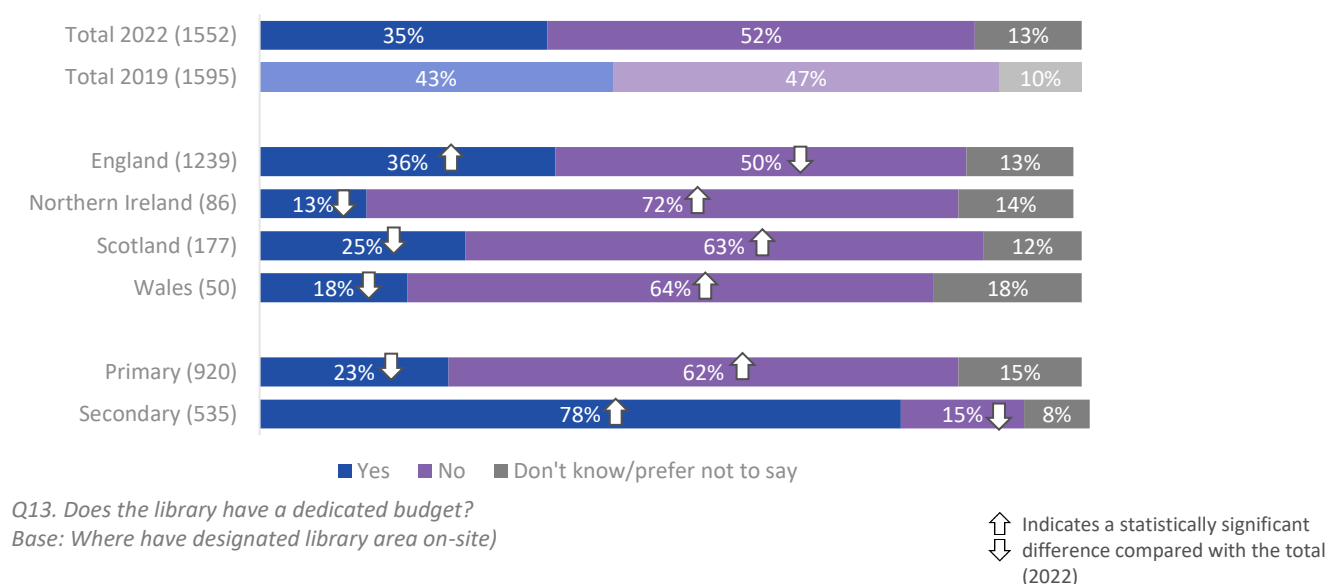
To better understand the level of resource allocated to the library, schools were asked whether they have in place a dedicated library budget. Overall, the number of schools with a dedicated library budget has decreased since 2019, while the number without a budget has increased. In 2022, 35% of schools have a budget in place, a notable decrease from 43% who reported having a budget in 2019. Just over half (52%) of schools do not have a dedicated library budget (cf. 47% in 2019), and a further 13% either don't know or would prefer not to say (cf. 10% in 2019).

Schools in Scotland (25%), Northern Ireland (13%) and Wales (18%) are significantly less likely to have a dedicated budget compared with schools in England (36%), while primary schools (23%) are less likely to have a library budget compared to secondary schools (78%).

In England, LA maintained schools (32%) are significantly less likely than average to have this provision in place, while the proportion of independent schools with a library budget is more than double that of LA schools (69%).

In Northern Ireland, controlled schools are less likely than average to say they have a dedicated library budget (7%), a similar proportion to Roman Catholic maintained schools (7%)

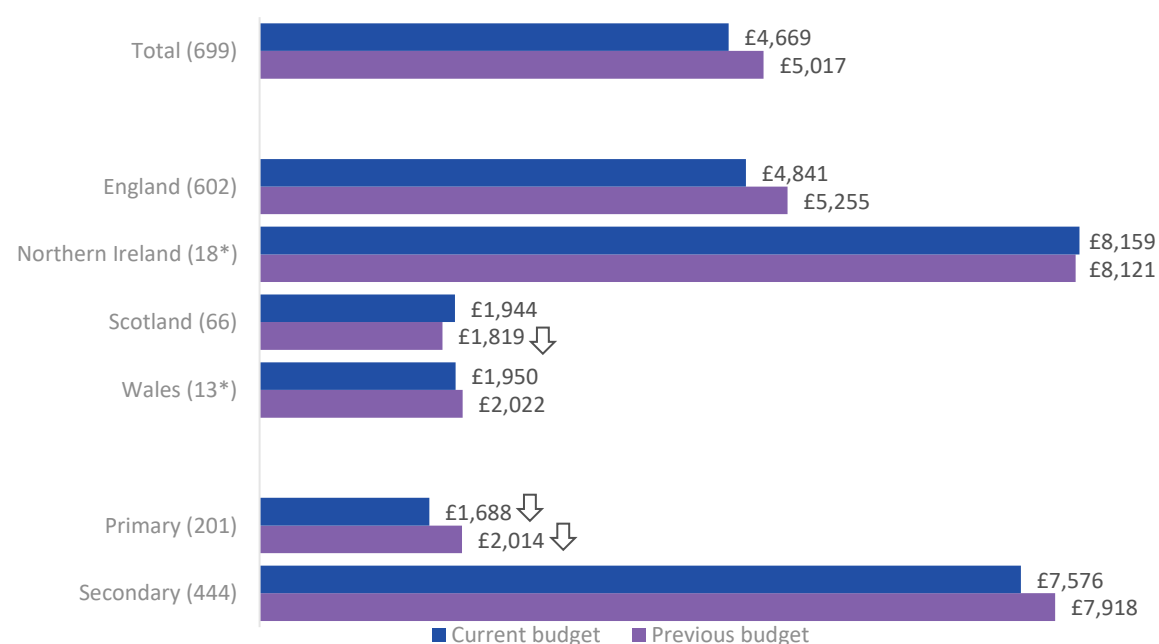
Figure 20: Designated library budget



Those schools with a dedicated budget were then asked to quantify it for both the current and previous year. Generally, there has been a small reduction in the mean budget compared with the previous year. This decrease is more pronounced among primary schools, which typically have a lower budget. The mean budget has decreased by 16% compared to the previous year (£1,688 for the current year, compared to £2,014 for the previous year). Although secondary schools have seen a similar decline in absolute terms, this only equates to a 4% reduction in the mean budget for secondary schools.

Although it appears budgets have increased in Scotland and Northern Ireland, it should be noted that base size for Northern Ireland is only 18 and so these results should be treated as indicative only.

Figure 21: Mean library budget by phase and type



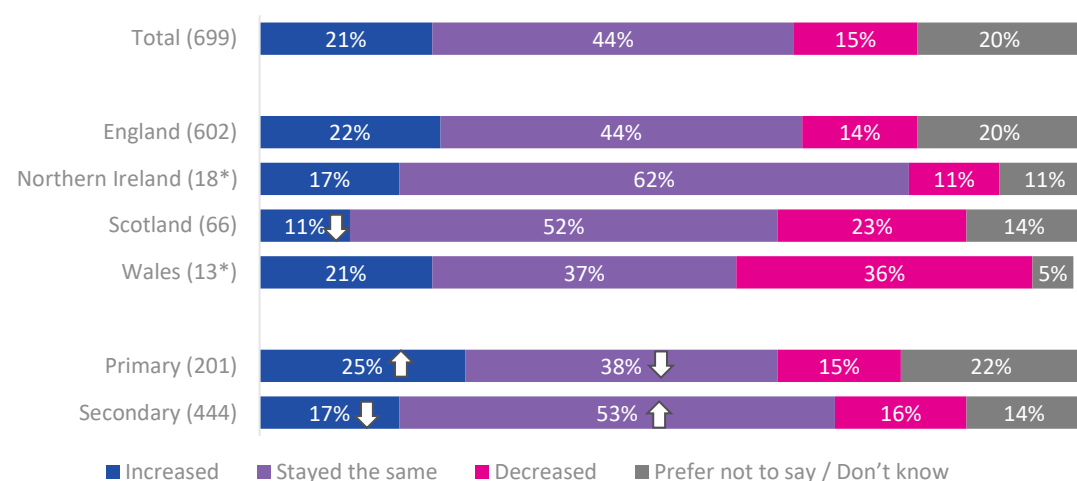
Schools with a dedicated library budget were also asked to state whether this budget has increased, decreased or stayed the same since the last year. In contrast to the mean figures presented in Figure 21, a greater proportion say that their budget has increased (21%) than say their budget has decreased (15%). This suggests that the increases are of smaller amounts than the decreases. The most common response is that budgets have not changed (44%).

Schools in Scotland are less likely to say that their budget has increased (11%). Interestingly, primaries are more likely to say that their budget has increased (25%), while secondaries are less likely to say so (17%).

Independent schools in England are more likely to say their budget has increased (35%), but there are no other significant differences by education type.

Schools with the smallest proportion of pupils eligible for FSM (0-9%) are more likely to say their budget has increased (23%), while those who have greater than average proportions of pupils eligible for FSM (22.5%+) are more likely to say their budget has decreased (20%).

Figure 22: Library budget change compared with previous year



Q13c. Since last year, has the library's budget...

Base: Where library has a designated budget (base sizes in parentheses) * caution low base size

↑ Indicates a statistically significant difference compared with the total (2022)
↓

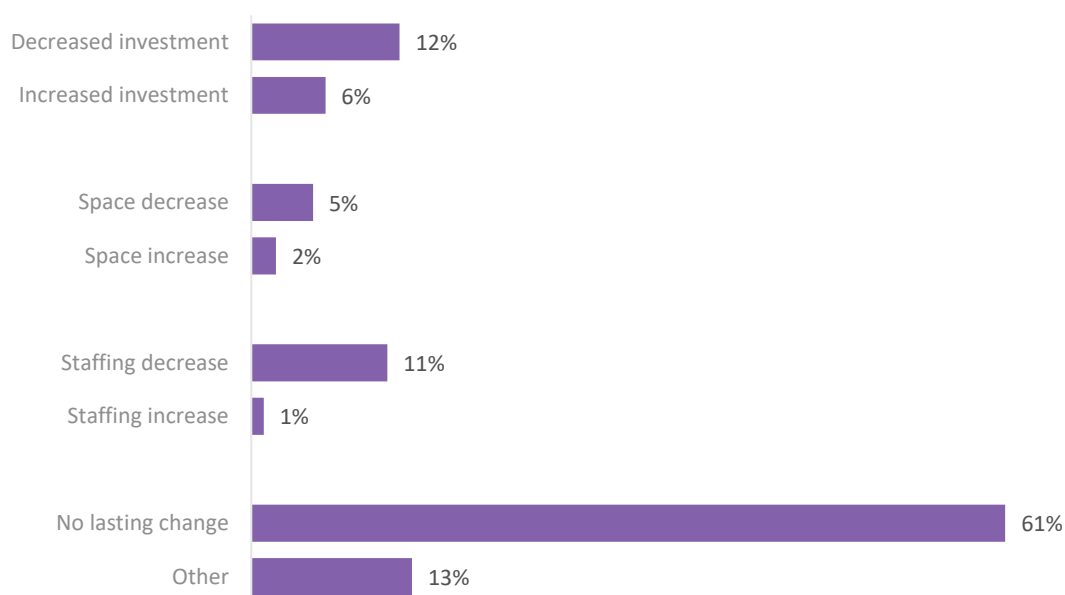
Impact of COVID-19

For this year's survey, an additional question was included to ascertain the impact of the COVID-19 pandemic on school libraries, with specific reference to levels of staffing, space and investment. The purpose of this question is to provide further context for changes noted between results in the 2019 and 2022 surveys throughout this report and to understand if these changes may be explained in part by the impact of the pandemic.

Among schools with a designated library space, 61% say there has been no lasting change as a result of the COVID-19 pandemic. Where changes have impacted schools, these are mostly around investment decreases (12%) and staffing decreases (11%).

Primary schools are more likely to say the pandemic has led to a decreased investment (13%) compared to secondary schools (7%).

Figure 23: Impact of COVID-19



QNEW4. Has there been a lasting impact from COVID in relation to the school library? If so, what?
Base: Where have designated library space (1552)

Library Staff

General library staffing

To gain a full understanding of a school's library provision, it is also important to consider how it is staffed. Figure 24 displays the percentage of schools that report having a designated member of library staff.

Across all schools with a designated library area, 41% have designated library staff, a decrease from 54% reported in 2019. 87% of secondary schools have designated library staff compared to just 29% in primary schools.

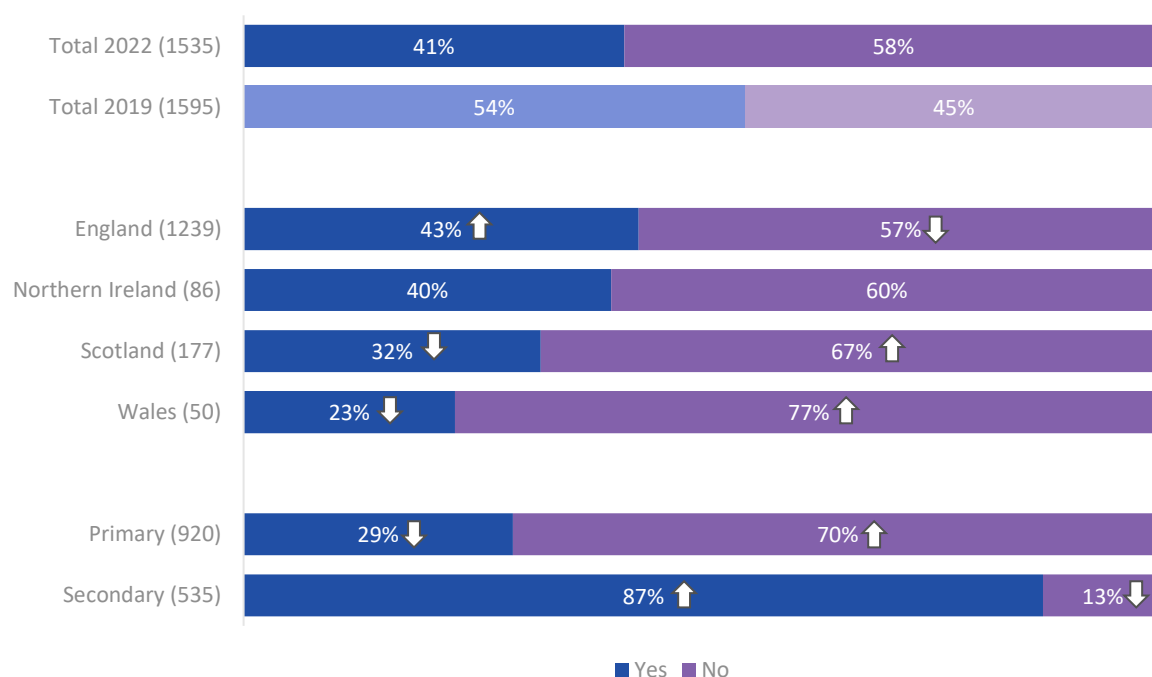
Larger schools (501+ pupils, 84%) are also more likely than smaller schools (1-100 pupils, 8%) to have this staffing in place.

Schools in urban areas are more likely than those in rural areas to have designated library staff (47% cf. 25%), which may reflect a more general challenge in recruiting staff to work in remote areas.

Differences are observable by English school types, with 72% of independent schools saying they have designated library staff compared to 37% of LA maintained schools.

The majority of schools who do have designated library staff have just one member of staff who can be described as such (79% cf. 82% in 2019). 15% have two members and just 5% have three or more. Independent schools, however, are more likely than average to say that they have two designated library staff (29%).

Figure 24: Percentage of schools that have designated library staff



Q15. Does your school have a designated library staff?

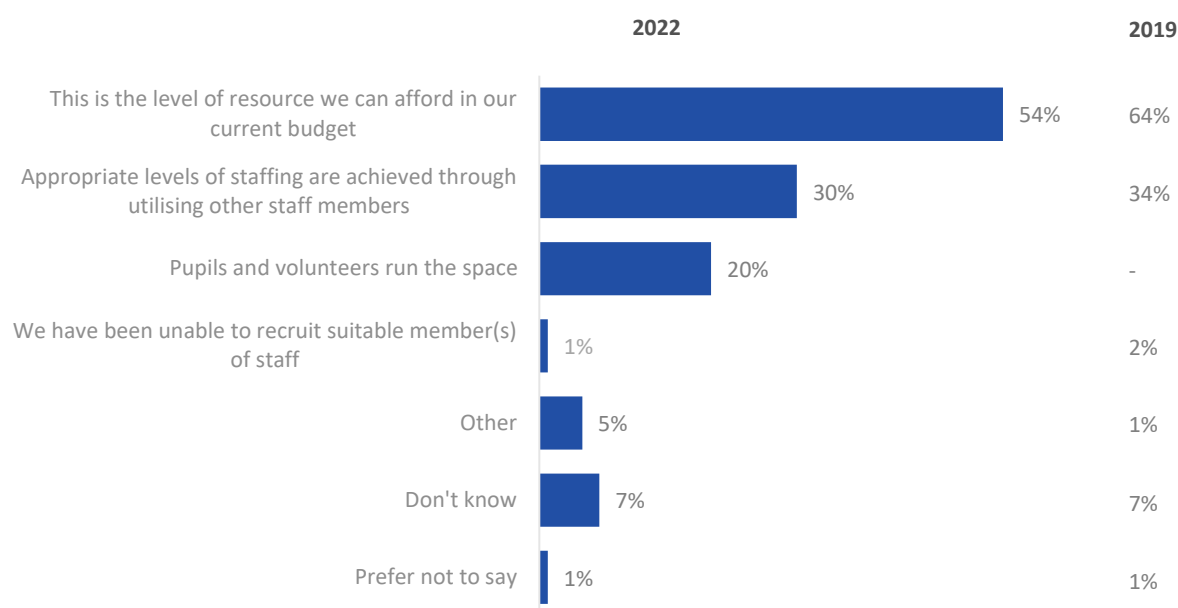
Base: All who have a designated library area on-site (unweighted base sizes in parenthesis)

↑ Indicates a statistically significant difference compared with the total (2022)
↓

Schools that do not have designated staff in place were asked why. The most common reason given is a lack of available budget (54%, down 10 percentage points since 2019). This is followed by a feeling that an appropriate level of staffing is achieved through using other members of staff (30%, down 4 percentage points since 2019). The observable change in reasons compared to 2019 suggests concerns around the budget are even more pressing now than previously.

A greater percentage of primary schools (56%) than secondary schools (23%) report that they do not have a designated member of library staff because of budget constraints, while secondary schools are more likely to say that it is because appropriate levels of staffing are achieved without having a designated staff member in place (57% cf. 29% for primaries).

Figure 25: Reasons for not having designated library staff

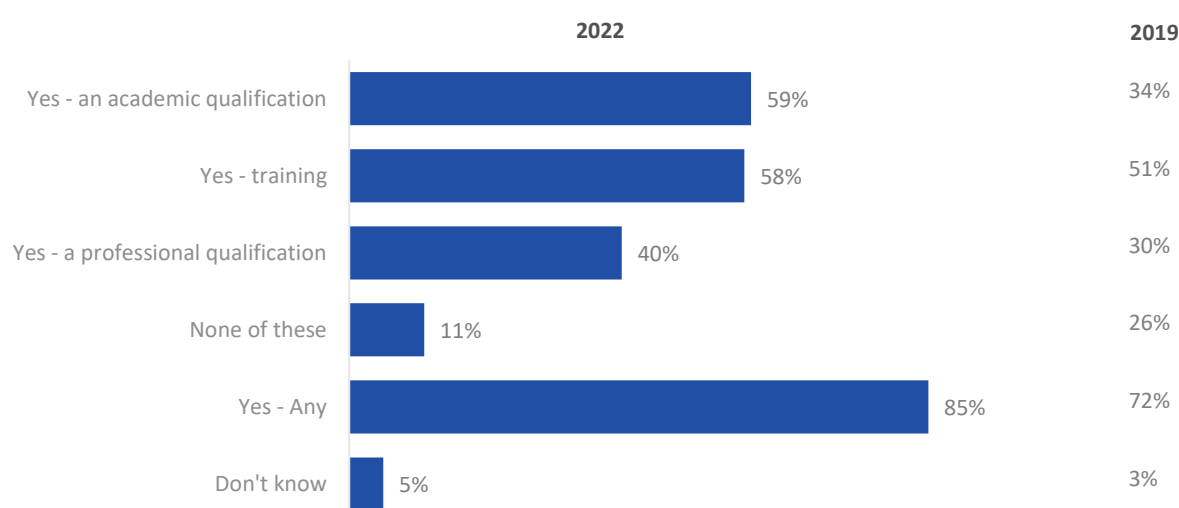


Q15aiii. What are the reasons for this?

Base: Where do not have designated library staff – 2022 (747), 2019 (406)

Schools that do have designated library staff were asked whether their staff had any training or qualifications relevant to librarianship. This picture of library staff is notably different from 2019. 85% have a form of qualification or training, up from 72% in 2019. Over half of schools say their designated staff has a relevant academic qualification (59%, compared to 34% in the last survey), with a similar proportion saying their designated staff has received training (58%, cf. 51% in 2019). The number with professional qualifications has risen from 30% in 2019 to 40% in 2022.

Figure 26: Designated library staff qualifications

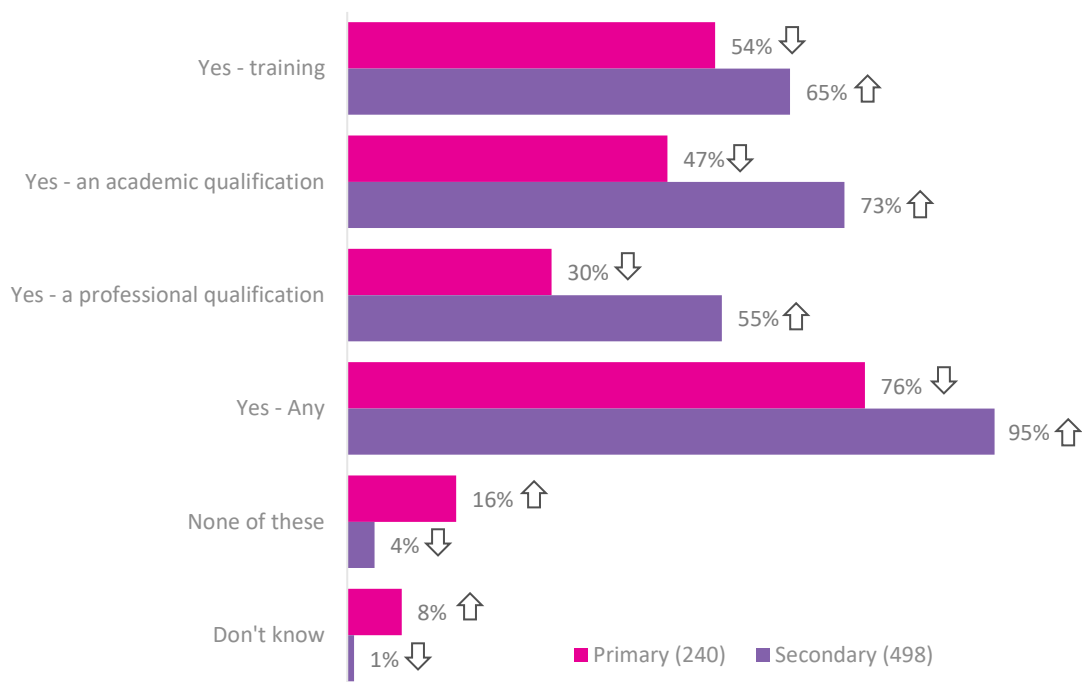


Q15aii. How many of the designated library staff have qualifications / training relevant to librarianship?

Base: Where have known number of designated library staff – 2022 (:793), 2019 (: 1183)

There are, however, disparities evident by education phase and type. Designated staff in primary schools (76%) are significantly less likely than average to have relevant qualifications/training compared to those in secondary schools (95%). In England, staff in independent schools are more likely than those in LA maintained schools to have relevant qualifications/training (91% cf. 80%).

Figure 27: Designated library staff qualifications by phase



Q15a.ii. How many of the designated library staff have qualifications / training relevant to librarianship?

Base: Where have known number of designated library staff

↑ Indicates a statistically significant difference compared with the total (2022)
↓

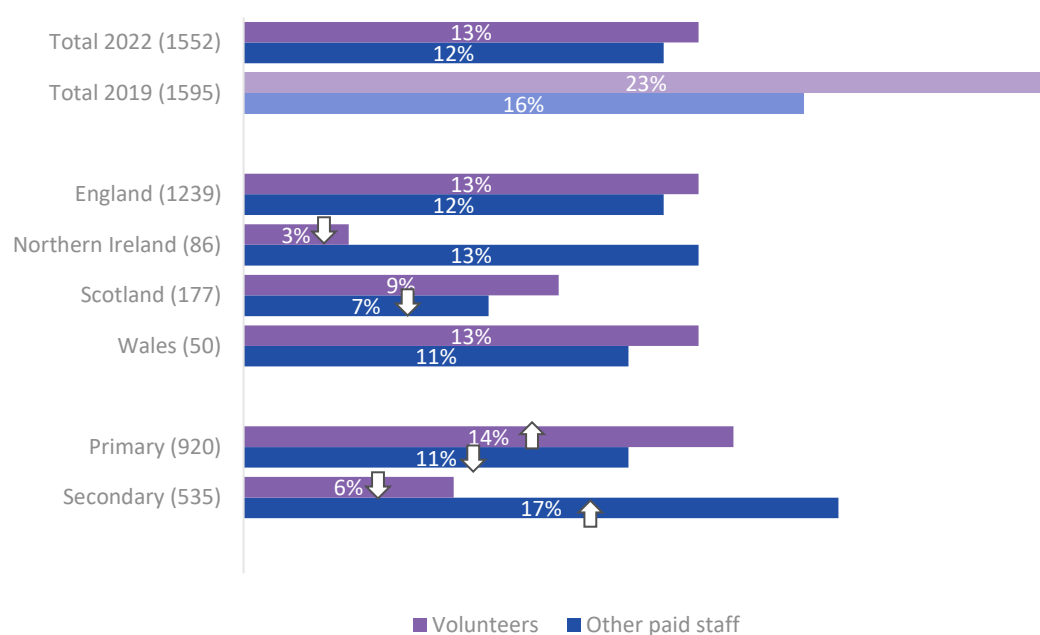
Schools were also asked whether any other paid or volunteer staff work in the library. In general, most schools do not have additional staff working in their library, either on a paid or voluntary basis.

The number of schools with volunteer library staff (13%) has dropped notably since 2019 (23%). Secondary schools are less likely to rely on volunteers than average (6%) and more likely to use other paid staff (17%).

When asked about the number of volunteers, half of those who use volunteers (49%) report that one volunteer works in the library and 43% say that two or more volunteers work in the library.

Where other paid staff work in the library, over half (52%) say that one other paid staff member works in the library, followed by 20% with three or more, and 13% saying two other paid staff work in the school library.

Figure 28: Alternative staffing arrangements - yes



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

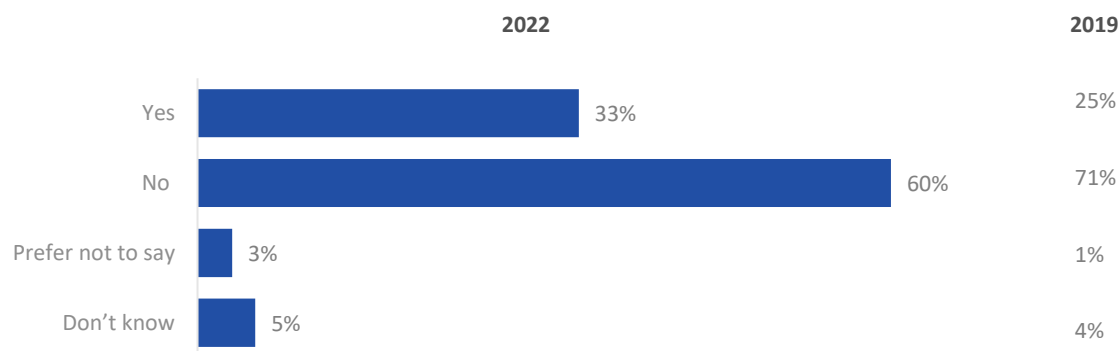
Q15d. Do any volunteer staff work in the library (excluding pupils)?

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

↑ Indicates a statistically significant difference compared with the total (2022)
↓

Schools who used volunteers were asked whether any formal training is provided for staff. A third (33%) of schools provide training for their volunteers, an increase from 25% in 2019. 60% of schools do not provide volunteer training, down from 71% in 2019. There are no significant differences observable between primary and secondary schools in this regard.

Figure 29: 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 (2022: 167, 2019: 255)

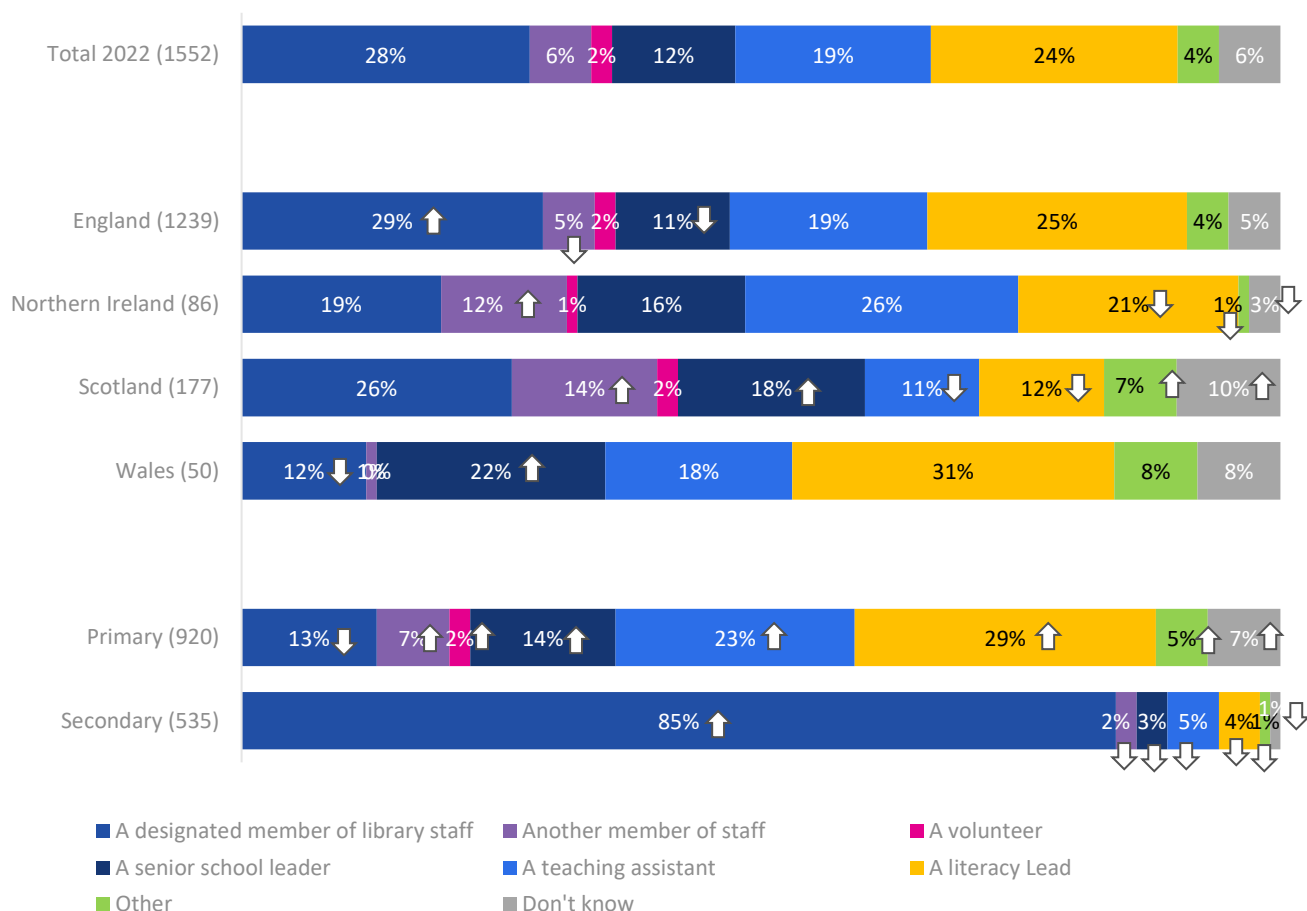
Main member of library staff

Schools were asked to identify who they considered to be the main member of library staff. The most common main members of library staff are a designated member of library staff (28%) and a literacy lead (24%), followed by a teaching assistant (19%). Results for this question are not comparable to 2019, due to the inclusion of new response options.

Secondaries are more likely to have a designated member of library staff as the person with overall responsibility for the library compared with primaries (85% cf. 13%), while primaries are more likely to rely on literacy leads

(29% cf. 4%). Literacy leads are also more commonly identified as the main member of library staff in LA maintained schools (26%) compared to independents (8%).

Figure 30: 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: Where have designated library area on site (Valid response) (unweighted base sizes in parenthesis)

↑ ↓ Indicates a statistically significant difference compared with the total (2022)

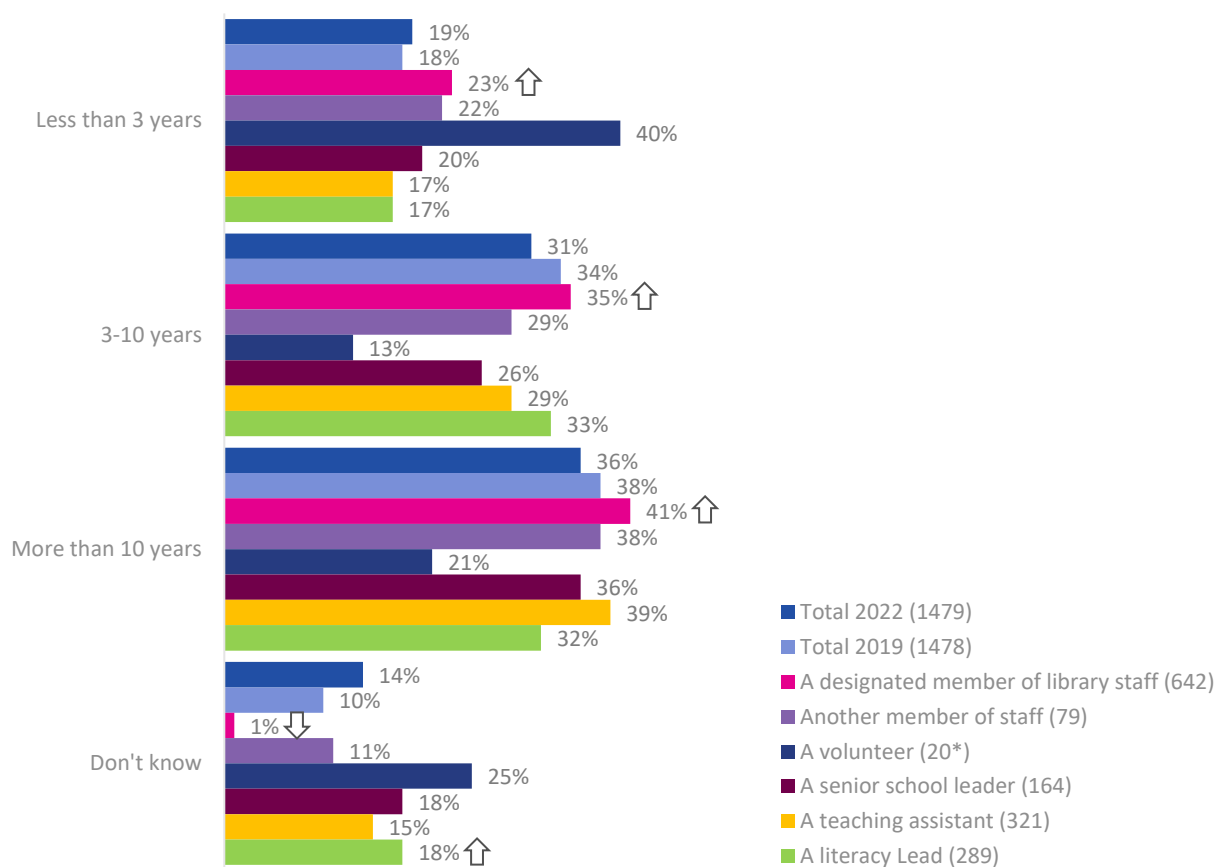
Experience and development

19% of schools report that their main member of library staff has less than three years' experience, while 31% have between 3-10 years' experience and 36% have 10 years or more.

Interestingly, main library staff in Northern Ireland (50%) are more likely than those in England (36%) and Scotland (29%) 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 (41%).

Figure 31: 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)

*Caution: low base size

↑ Indicates a statistically significant difference compared with the total (2022)

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 free CPD is higher than those engaging in paid CPD (30% cf. 22%). Overall, this gives 42% who have experienced some CPD in the last year, compared with 50% who have not.

While the proportion undertaking free CPD is broadly similar to 2019 (30% in 2022 cf. 28% in 2019), a lower proportion report to have undertaken paid CPD compared to 2019 (22% in 2022 cf. 29% in 2019). Nonetheless, the overall proportion who report having engaged in training in the past year, whether this was paid or free, remains similar to the proportion that had done so in 2019 (42% in 2022 cf. 44% in 2019).

As can be seen in the figure below, 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 (49%) CPD.

Looking at results by country, staff in Northern Ireland are significantly less likely to have experienced any CPD (28%). By education phase, primary school staff are significantly less likely to have experienced any CPD (35%) while secondary school staff are more likely to (67%). This may be influenced by secondary schools being more likely to consider the main member of staff as being a designated member of library staff.

Independent schools in England are more likely to have experienced CPD (66%).

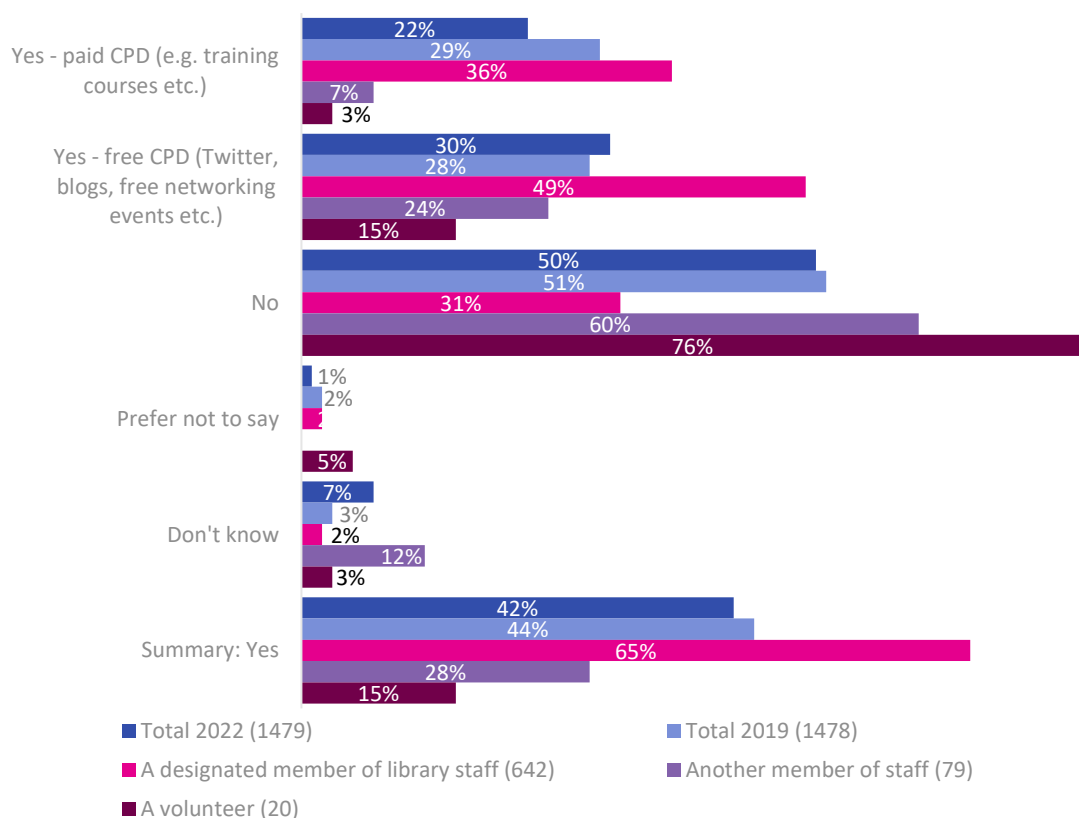
Staff at non-independent secondary schools in England are more likely to have undertaken free CPD compared to paid CPD (53% cf. 34%).

Staff in schools in urban areas are more likely to have undertaken CPD (46%) while the opposite holds true for staff in schools within rural areas (30%).

London (56%) is the English region where the main member of staff is most likely to have experienced some form of CPD and the South West (35%) is the region where this is least likely.

Schools with a designated library budget are significantly more likely to experience any type of CPD compared with those without (59% cf. 34%).

Figure 32: 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)

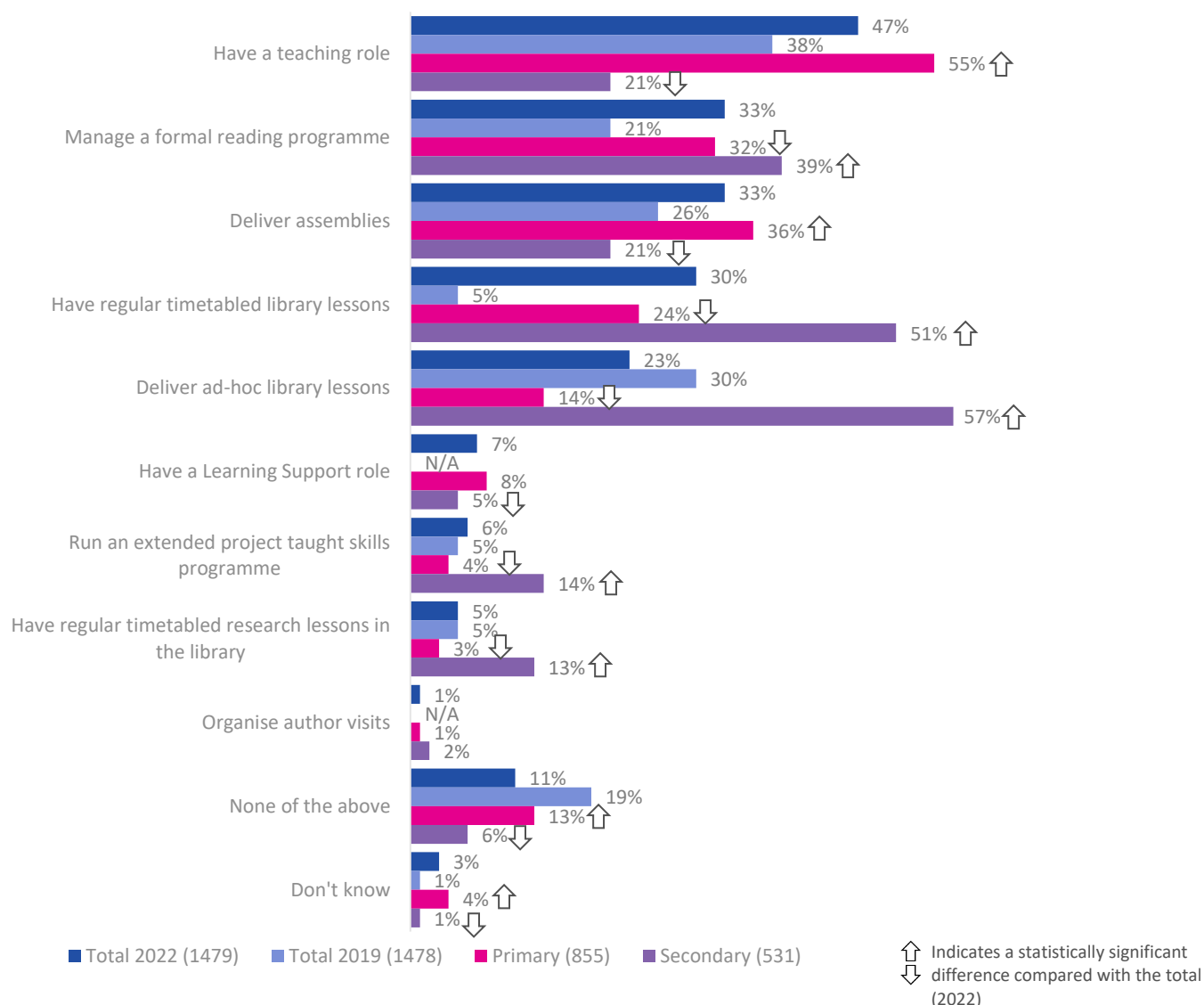
↑ Indicates a statistically significant difference compared with the total (2022)

Responsibilities

The additional responsibilities that the main member of library staff has differs substantially by school phase. The two most common responsibilities are having a teaching role (47%) and managing a formal reading programme (33%). Teaching roles are particularly common in primary schools (55%), but less so in secondaries (21%). Managing a formal reading programme is more common in secondary schools (39%) than in primaries (32%).

The delivery of ad-hoc library lessons and regular timetabled library lessons are both more common in staff working in secondary schools than average (57% cf. 23% and 51% cf. 30% respectively). Conversely, staff working in primary schools are more likely than average to say they have a teaching role (55% cf. 47%) and that they deliver assemblies (36% cf. 33% overall). It should be noted that primary school staff are more likely to have not undertaken any of the listed duties compared with secondary schools (13% cf. 6%).

Figure 33: Activities carried out by main member of library staff



Q19. Does the main member of library staff... Base: Where have main member of library staff (unweighted base sizes in parenthesis)

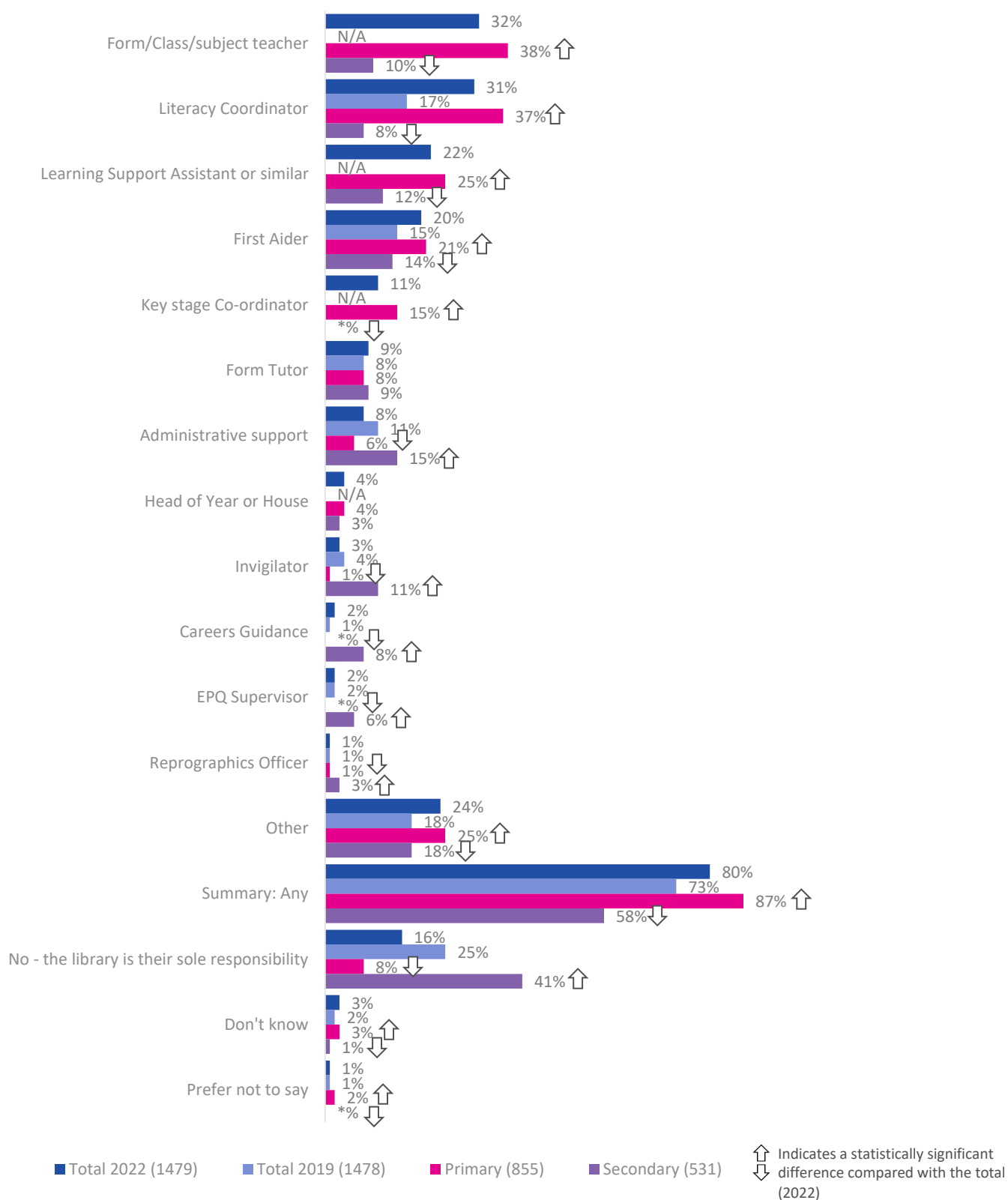
As shown in the figure overleaf, other than teaching (32%), the other role performed most often by library staff is literacy coordinator (31%), and this is particularly the case among primary schools (37% cf. 8% secondary). The next most common roles, Learning Support Assistant or similar (22%) and first aider (20%), are also more commonly cited by primary school staff and less so by secondary school staff. The most common alternative roles performed by main members of staff at secondary schools are administrative support (15% cf. 6% primary) and invigilator (11% cf. 1% primary).

Only one in six main library staff have no other roles or responsibilities beyond the library (16%). This is significantly more likely to be the case in secondary schools (41%) than primary schools (8%), 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 (48%) are both significantly more likely than other members of staff (2%) to say that the library is their sole responsibility.

The proportion of main library staff who have no other roles outside the library is lower than in 2019 (16% cf. 25%). However, it should be noted that additional roles were added to this question in 2019 which is likely to explain this difference at least partly.

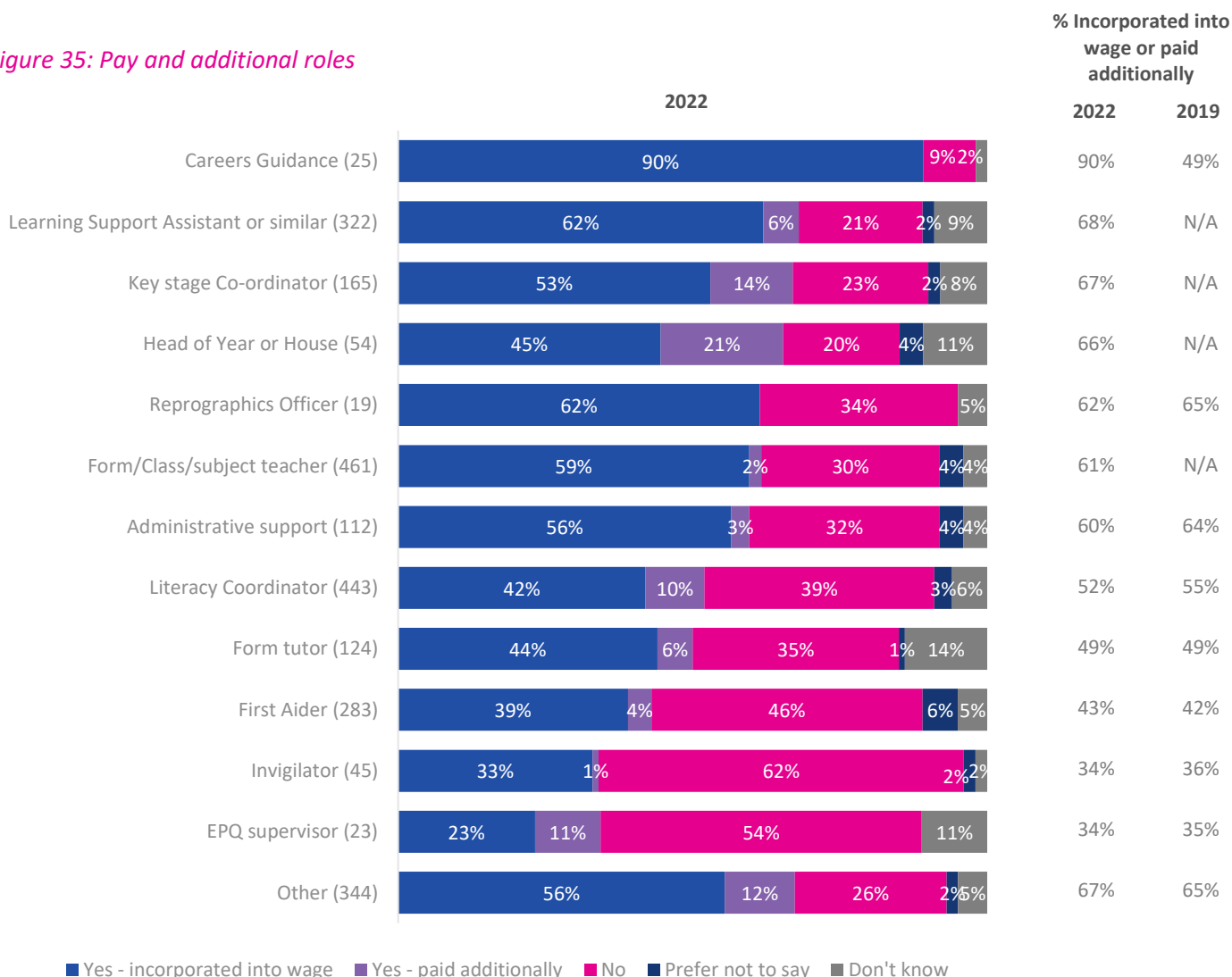
Figure 34: Other roles performed by main member of library staff



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 Careers Guidance (90%), followed by Learning Support Assistant or similar (68%), key stage co-ordinator (67%) and head of year or house (66%). 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 invigilator (62%) and EPQ supervisor (54%) do not see this reflected in their pay.

Figure 35: Pay and additional roles



Q20a. 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.

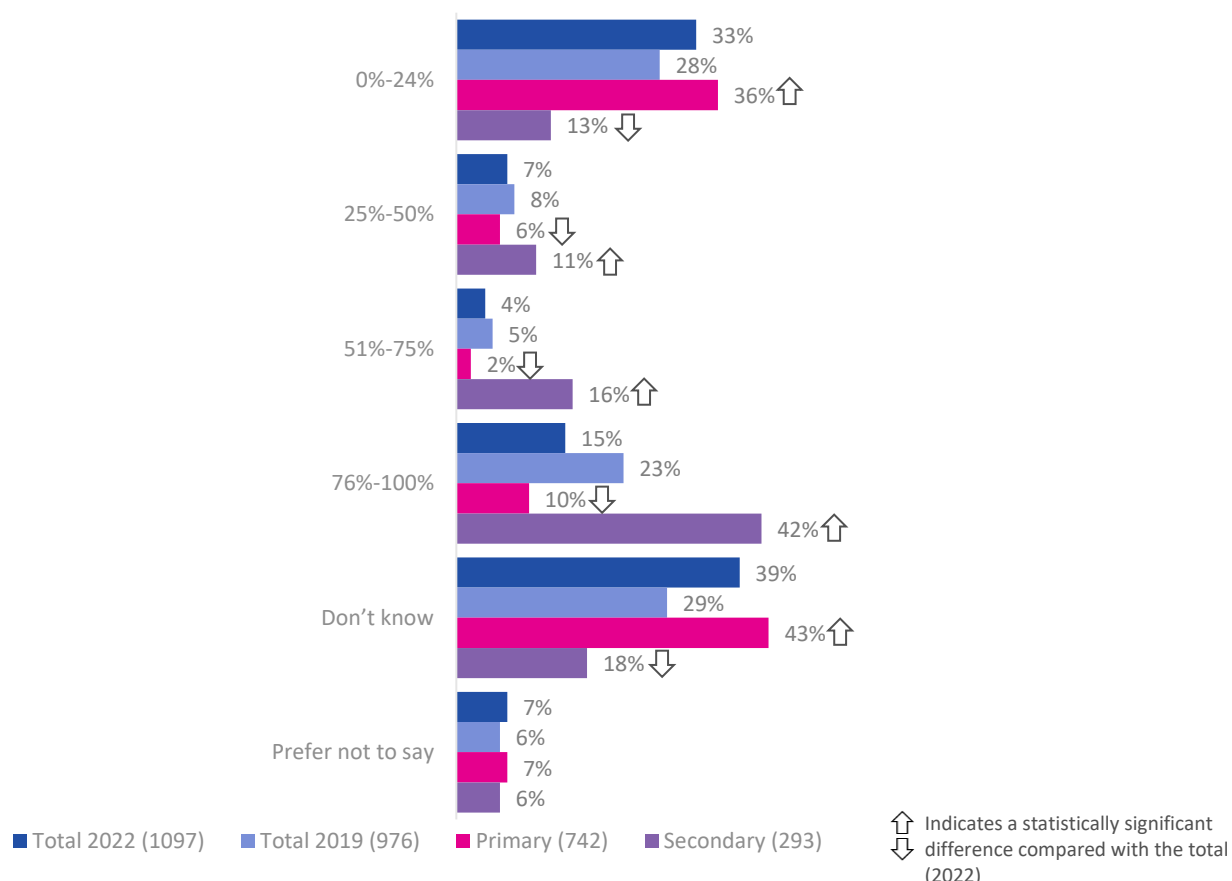
Figure 36 displays a breakdown of the percentage of time the main member of library staff spends performing core library duties. 33% of schools report that their main member of library staff spends less than a quarter of their time on core duties, although this is significantly higher among primary schools (36%) than secondary (13%). At the other end of the scale, 15% report that they spend more than three quarters of their time carrying out core duties, and this rises to 42% among secondary schools.

The mean percentage of time spent performing core duties is: 33% for all schools, 24% for primary schools and 65% 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 57%, while this figure drops to 12% among other paid members of staff.

A high percentage (39%) of respondents say that they do not know how much time is spent on core duties, indicating that for some this may be hard to quantify or distinguish. Alternatively, this may be due to the person with responsibility for the library, who 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 36: 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 (unweighted base sizes in parenthesis)

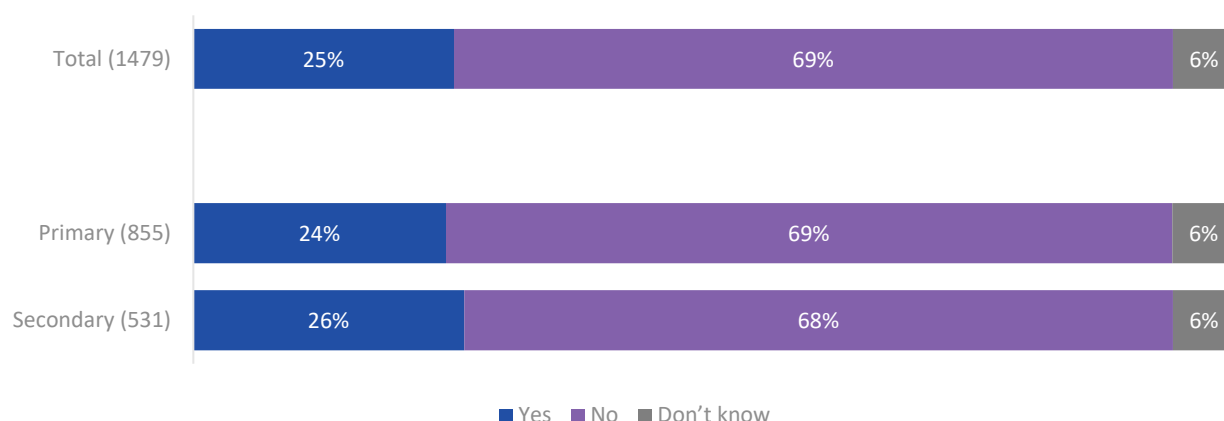
The head of department status for the main member of library staff and their attendance at head of department meetings (Figure 37 and Figure 38) was then explored in order to ascertain their seniority and position within the school.

A quarter of schools (25%) report that their main member of library staff has head of department status and a similar proportion (27%) report that they attend head of department meetings.

The main member of library staff in primary schools is more likely to report attending head of department meetings compared to the equivalent member of staff in secondary schools (29% cf. 21%). Additionally, staff in special schools in England are more likely than average to report attending head of department meetings (54%).

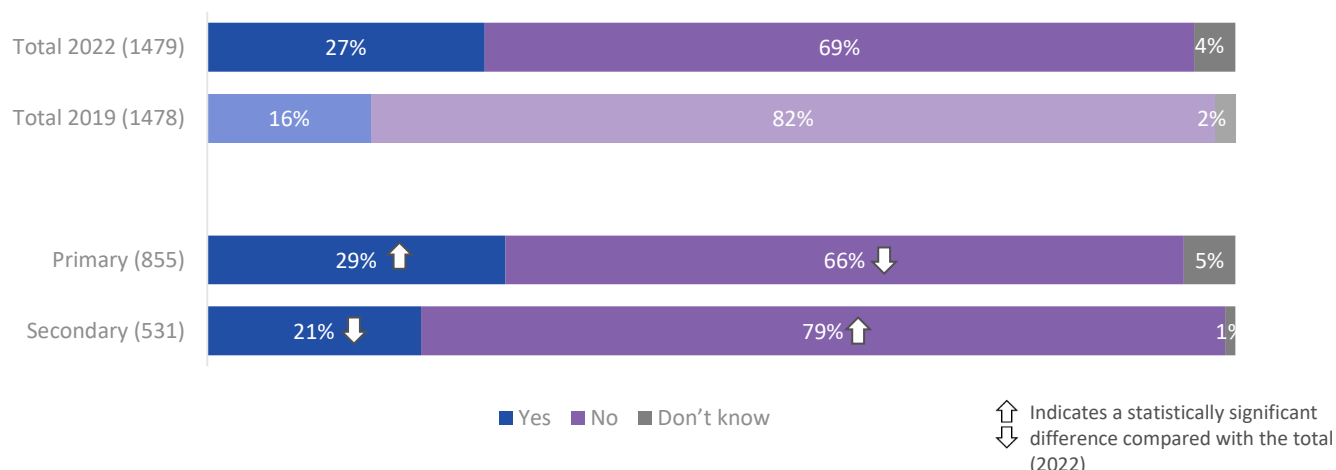
Meanwhile, there is no significant difference between primaries and secondaries in terms of the main member of library staff's head of department status. However, by education phase in England, staff at independent schools are more likely to report attending head of department meetings (42%).

Figure 37: 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)

Figure 38: Main member of library staff attends Head of Department meetings

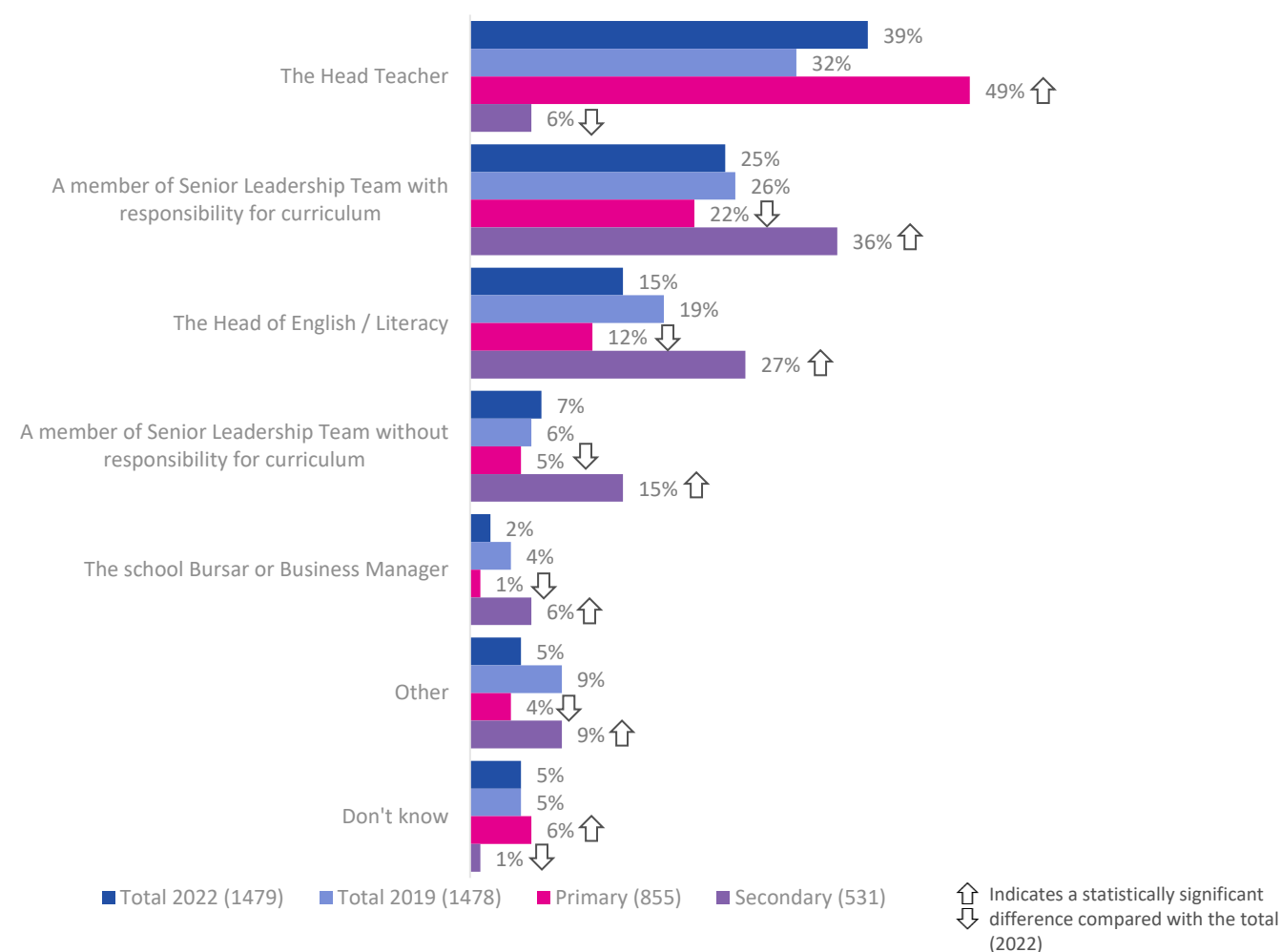


Q22. Does the main member of library staff attend Head of Department meetings? Base: Where have main member of library staff (unweighted base sizes in parenthesis)

Among primary schools, the main member of library staff is usually line managed by the head teacher (49%) while this is the least likely option for secondaries (6%). A member of the senior leadership team with responsibility for curriculum is most common among secondaries (36%) and is the second most common with primaries (22%). Further to this, main members of library staff in secondaries are more likely than those in primary schools to be line managed by the head of English / Literacy (27% cf. 12%), or by a member of the senior leadership team without responsibility for curriculum (15% cf. 5%).

Analysing this by staff type, volunteers (20%) and other members of staff (50%) are more likely than designated members of library staff (11%) to be line managed by the head teacher. The most common line managers for designated members of library staff are a member of senior leadership team with responsibility for curriculum (36%) or the head of English / Literacy (24%).

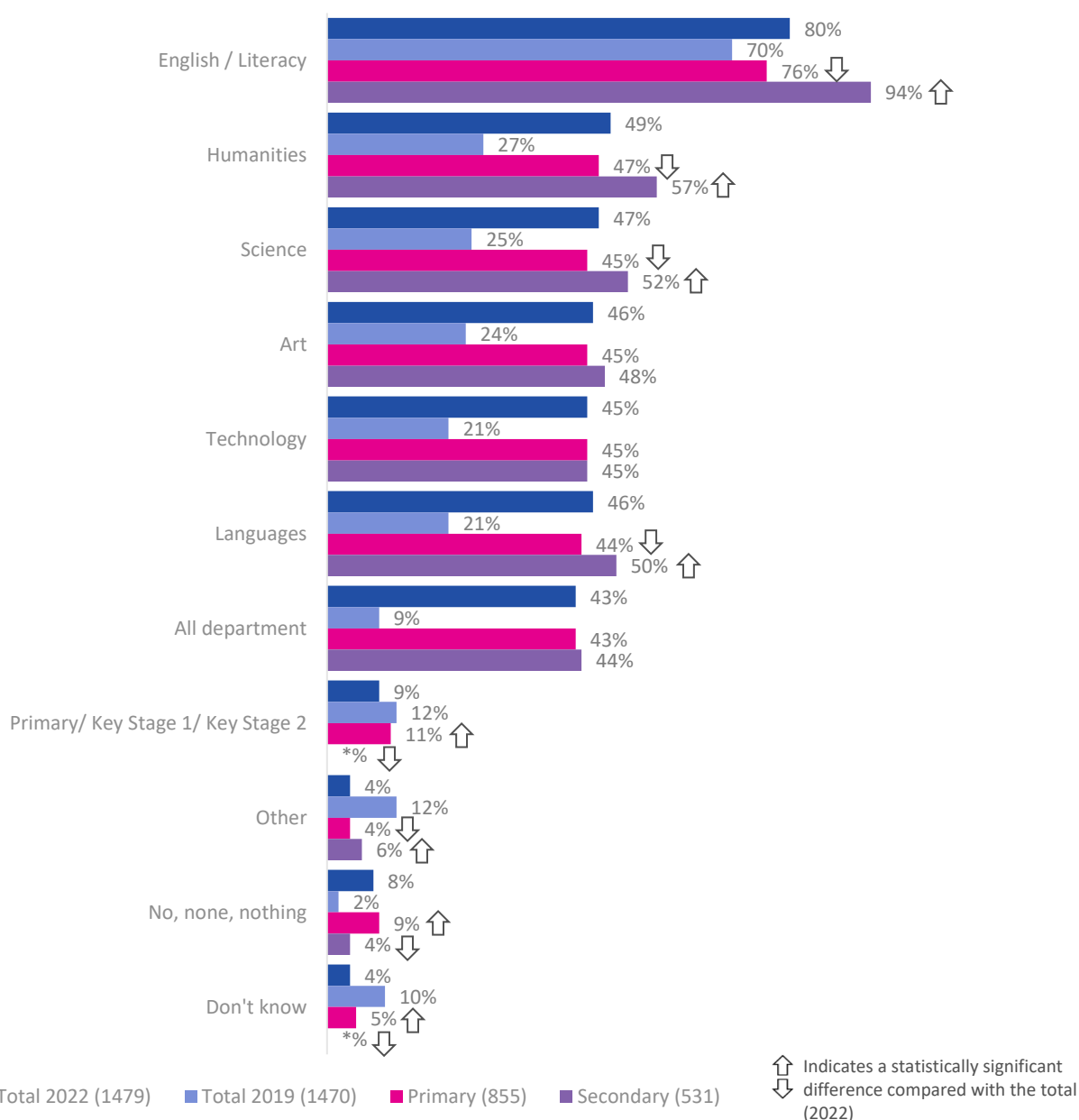
Figure 39: Main member of library staff's manager



Q23. Is the main member of library staff's line manager...Base: Where have main member of library staff (unweighted base sizes in parenthesis)

English / Literacy is the most common subject the main member of library staff works with (80%; 76% primary and 94% secondary).

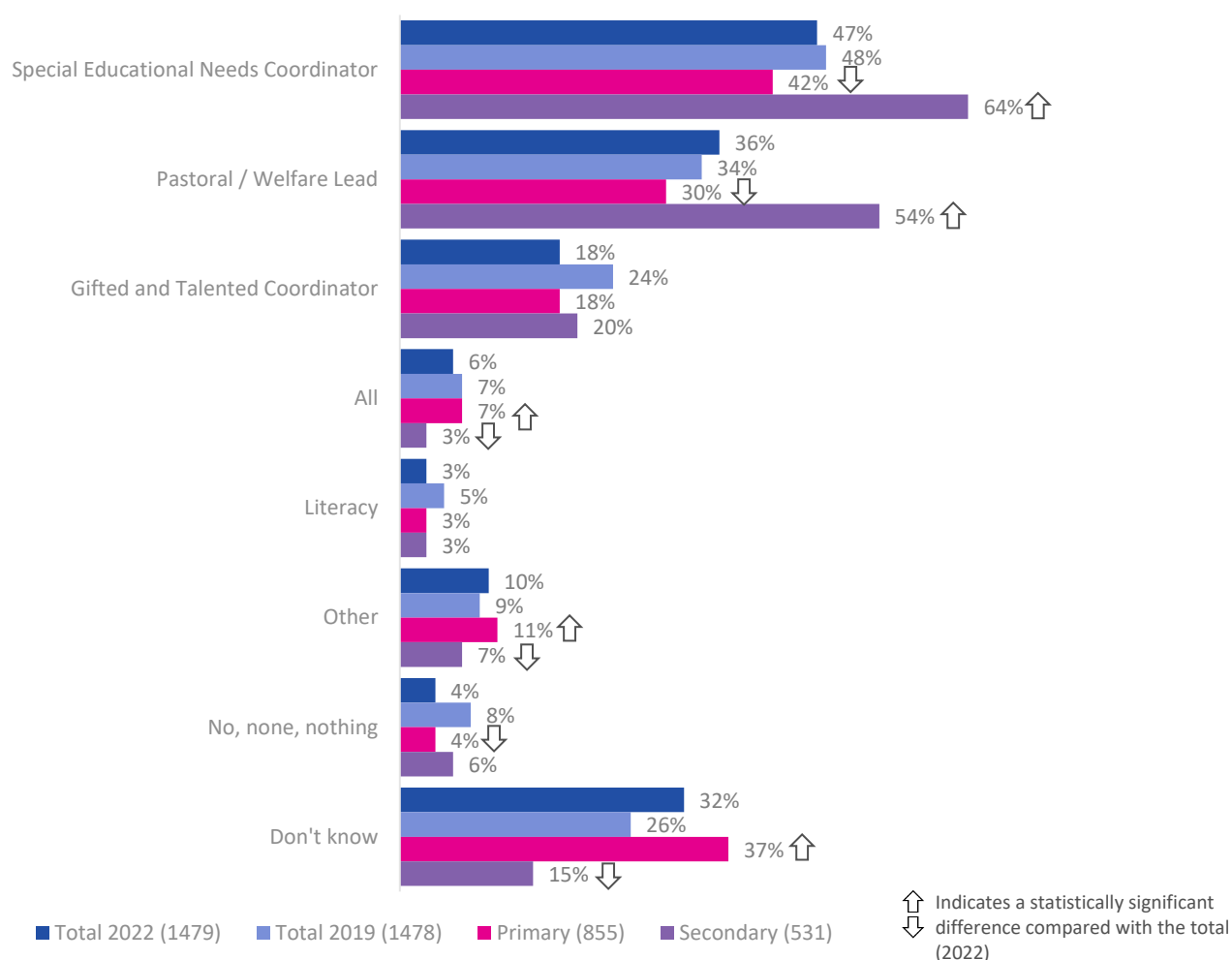
Figure 40: Department(s)/subject(s) main member of library staff works with



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)

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 (47%; 42% primary, 64% secondary) followed by the pastoral/welfare lead (36%; 30% primary, 54% secondary) and the Gifted and Talented Coordinator (18%; 18% primary, 20% secondary). Again, the higher figures reported for secondary schools compared with primary are probably a result of their differing structures and levels of staffing.

Figure 41: Leads the main member of library staff works with

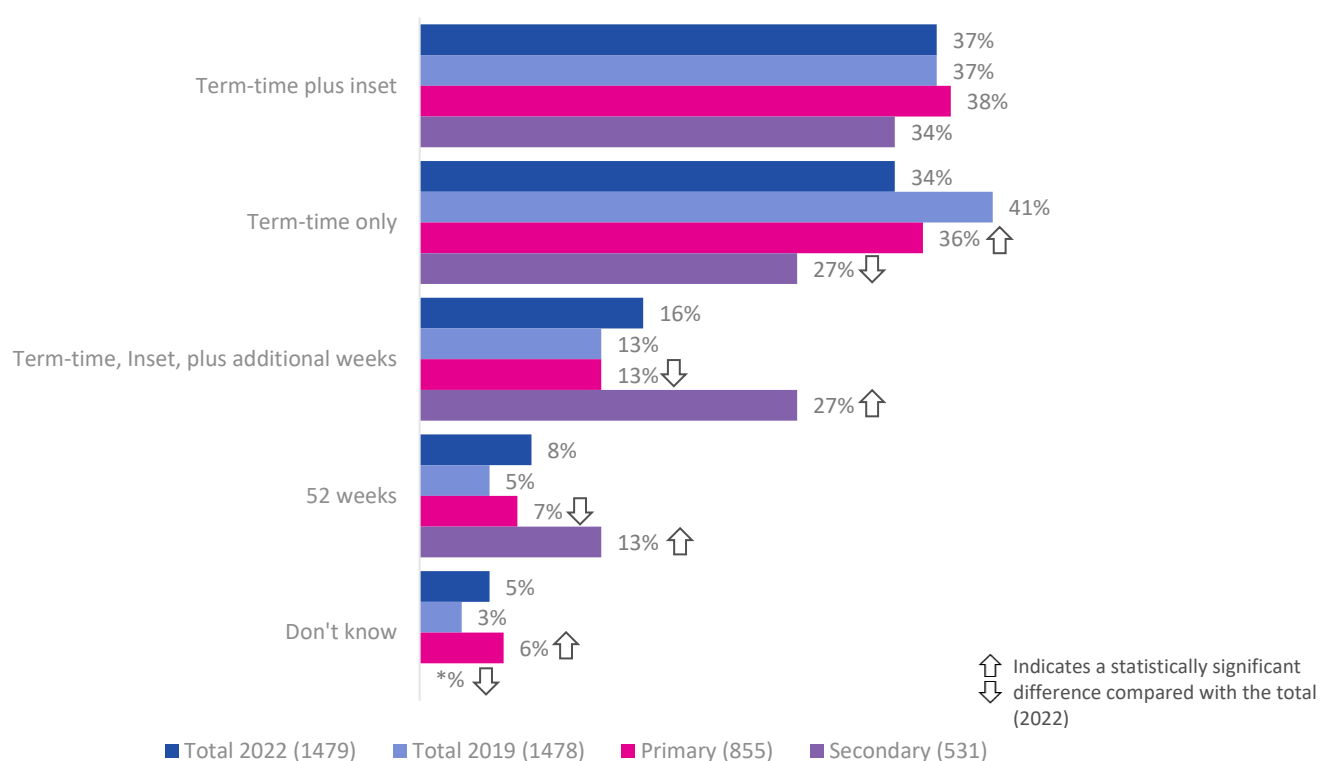


Q25. Which leads does the main member of library staff work with? Base: Where have main member of library staff (unweighted base sizes in parenthesis)

Employment

In a majority of schools, the main member of library staff either works term-time plus inset (37%; 38% primary, 34% secondary) or term-time only (34%; 36% primary, 27% secondary). Around one in six schools (16%) report that this member of staff works term-time, inset, plus additional weeks, but this rises to around a quarter when just secondary schools are considered (27%). Finally, 8% report being contracted to work 52 weeks, ranging from 7% in primaries to one in ten among secondaries (13%). 6% of main member of library staff working in English state secondary schools work 52 weeks.

Figure 42: Main member of library staff's contractual arrangement

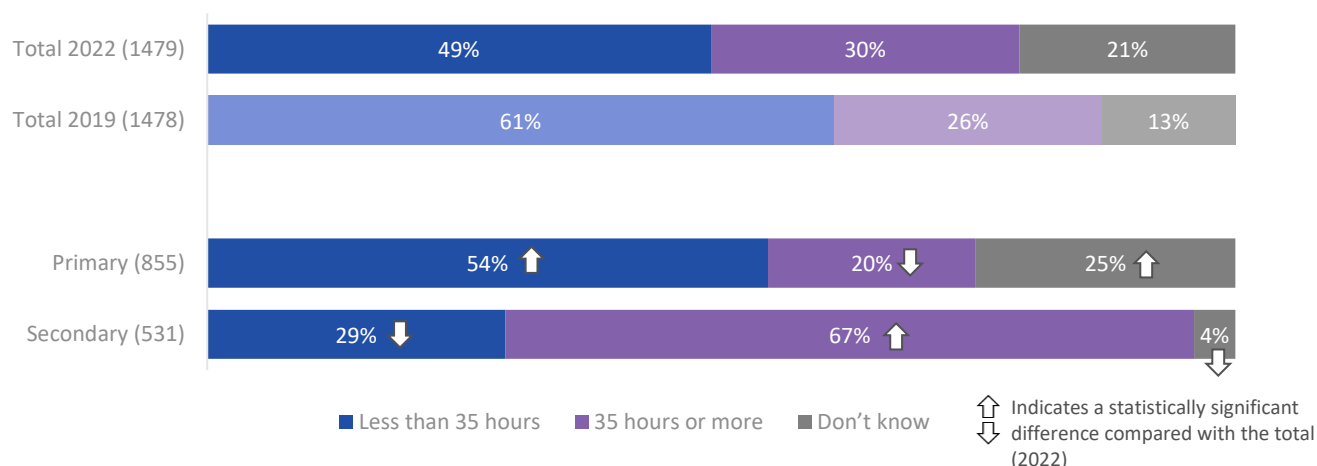


Q16a. Does the main member of library staff work... Base: Where have main member of library staff (unweighted base sizes in parenthesis)

As can be seen in below, just under half of staff are contracted to work less than 35 hours per week (49%) while three in ten (30%) are contracted to work more than this. Being contracted to work less than 35 hours per week is more common among primary schools (54%) than secondary schools (29%) while being contracted to work 35 hours or more is more common in secondary schools (67% cf. 20% in primary schools). This is also reflected in the mean number of hours (primary 23 hours, secondary 36 hours).

By education type in England, being contracted to work less than 35 hours is more common in LA maintained schools (53%) while being contracted to work 35 hours or more is more common in independent (60%) and special (48%) schools. Staff at LA maintained schools in Scotland are also more likely to be contracted to work 35 hours or more (43%).

Figure 43: Hours contracted to work per week

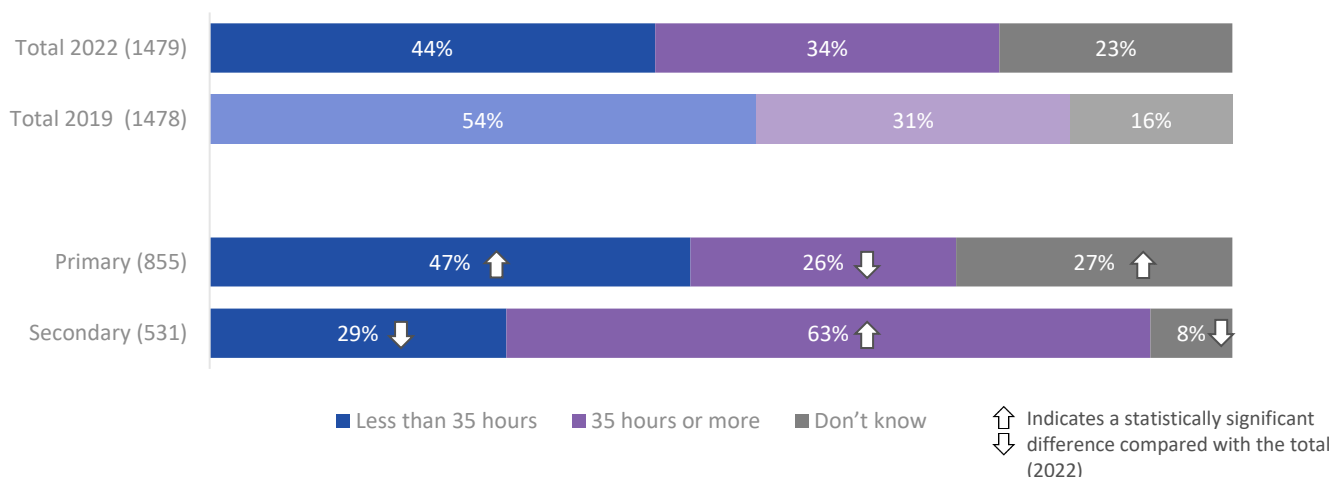


Q16b. How many hours is the main member of library staff contracted to work per week at the school? Base: Where have main member of library staff (unweighted base sizes in parenthesis)

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 four percentage points for all schools, however this is 4 percentage points lower for secondary schools.

By education type in England, library staff are less likely than average to work 35 hours or more per week in LA maintained schools (29%) while they are more likely to work 35 hours or more in independent schools (59%).

Figure 44: Hours typically worked per week

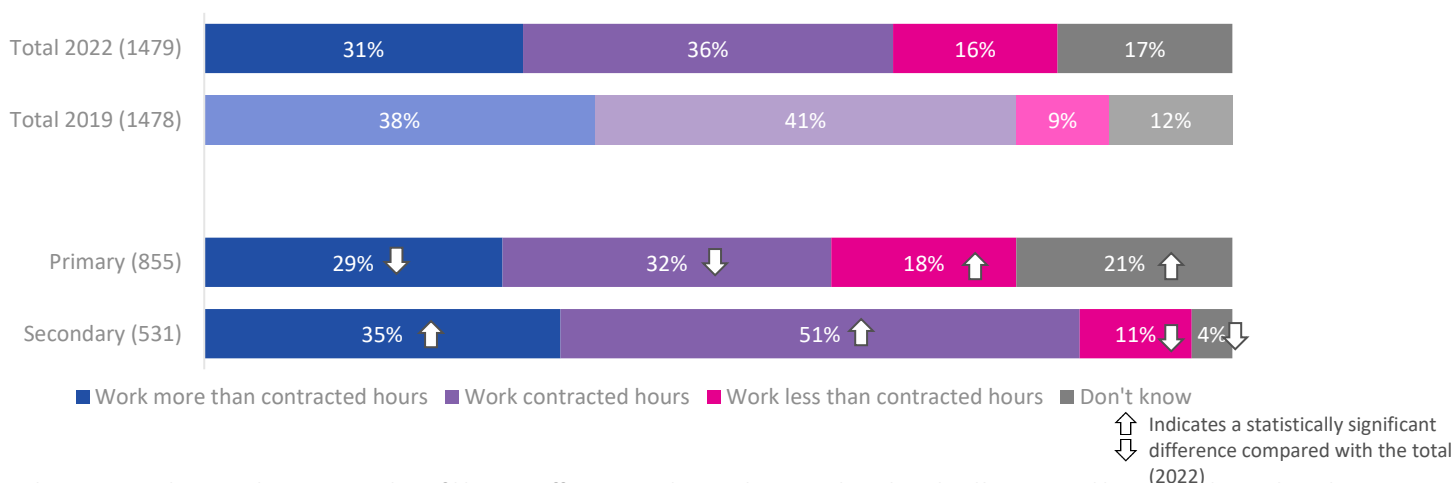


Q16c. And how many hours does the main member of library staff typically work per week at the school (including paid and non-paid over time)? Base: Where have main member of library staff (unweighted base sizes in parenthesis)

This is further explored below. Around one in three respondents report that the main member of library staff typically works their weekly contracted hours at the school (36%), and this rises to half when just secondary schools are considered (51%). However, a sizeable percentage report that the main member of library staff works more than their contracted hours (31%), and this increases among secondary schools (35%).

In addition, independent schools in England are more likely to report that their main members of library staff work more hours than they are contracted to (45%).

Figure 45: 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 (unweighted base size in parenthesis)

Just under a quarter of primary schools (24%) and a third of secondary schools (32%) report that the main member of library staff is paid less than £20,000 annually. Secondary schools are generally 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 25% cf. 6%; £25,001-£30,000 15% cf. 6%). However, when it comes to the highest pay bracket secondary

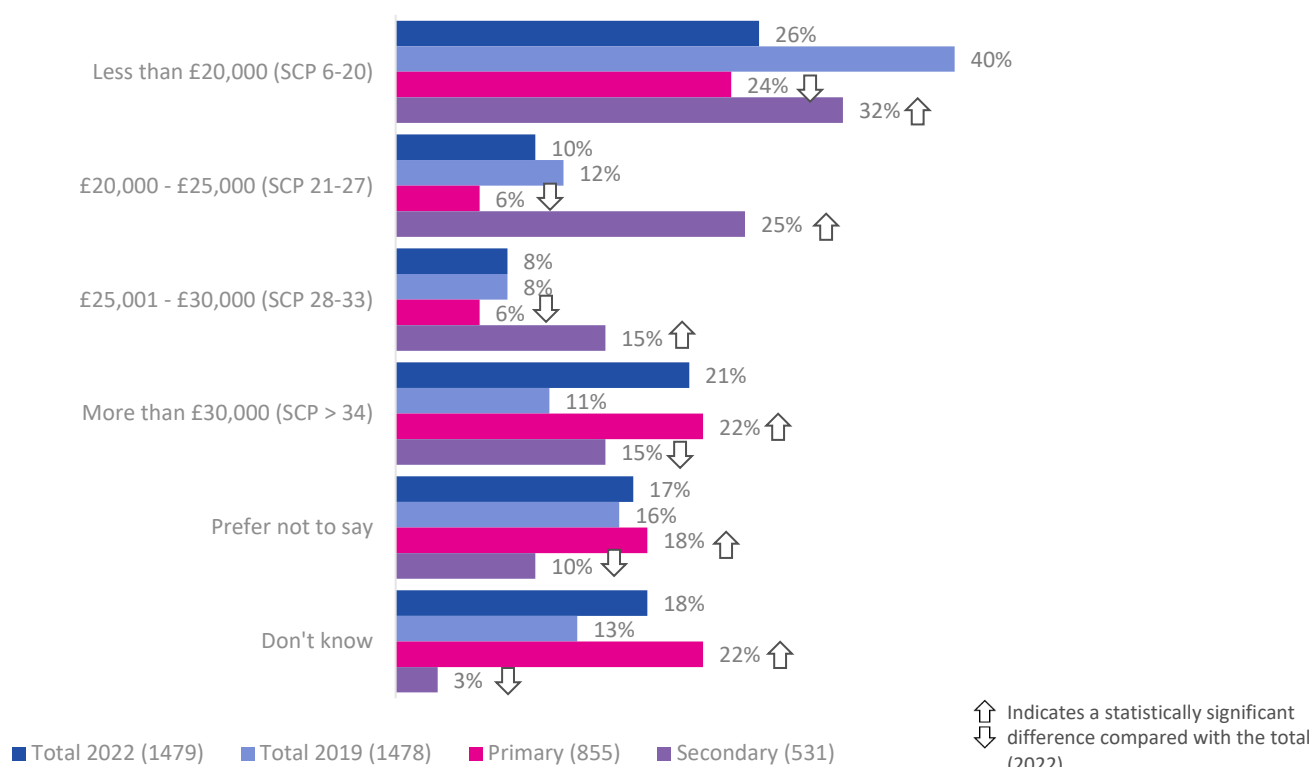
schools are significantly less likely than primary schools to select this (more than £30,000 15% cf. 22%). In any case, the high percentage of primary schools that either answered prefer not to say (18%) or don't know (22%) should be noted.

Looking at results by country, schools in Scotland are more likely to say that the main member of staff earns more than £30,000 per year (29%).

By education type, independent schools in England are more likely than average to report that library staff command higher salaries (25% earn more than £30,000 cf. 21% average).

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 - 27%).

Figure 46: 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)

Schools without designated library provision

This section explores the situation of schools without a designated school library space on-site². It examines these schools' previous provision, any alternative arrangements in place and how they believe this compares with having a standalone designated library space on-site.

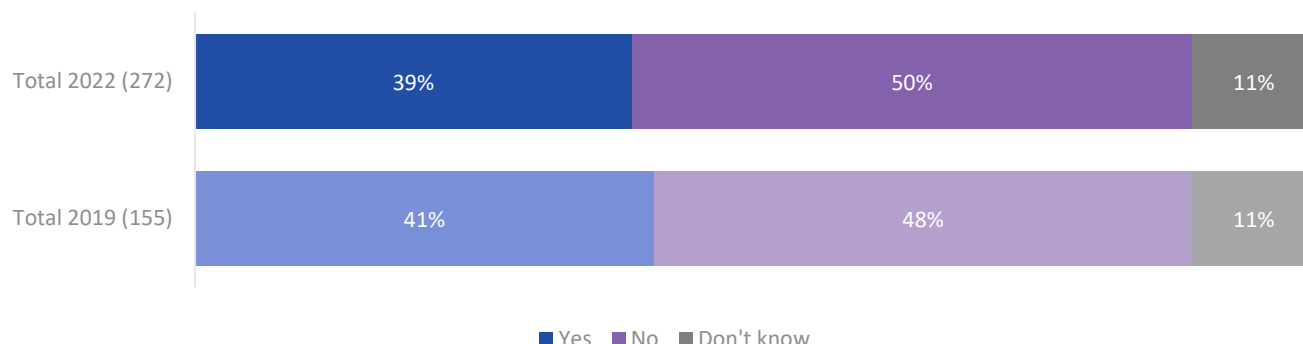
Previous designated library space provision

Schools without a designated school library area on-site were asked whether they had previously had this resource in place. Around two in five (39%) indicate that they have had this provision available previously, while half (50%) have not. The remainder (11%) don't know. These proportions are in line with the results reported in 2019.

² The capacity for sub-group analysis in this section is limited due to small base sizes.

Primary schools are more likely than average to report that they had this type of provision (42%) while the opposite holds true for secondary schools (only 16% report to have had designated school library areas on-site in the past).

Figure 47: Designated on-site library space provision

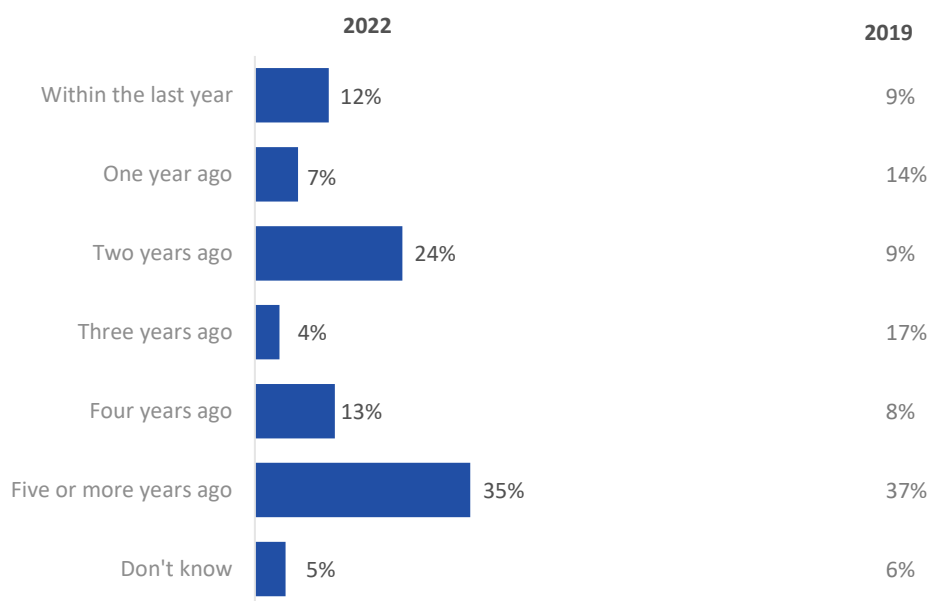


Q27. Has your school had a designated school library area on-site in the past?

Base: Where do not have designated library area on site (unweighted base sizes in parenthesis)

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. Around one in ten (12%) indicate that this happened within the last year while 7% say that it happened one year ago and around a quarter (24%) stated that this provision stopped being available two years ago. Nonetheless, for over half of schools, this loss in provision happened at least three years ago (4% three years ago, 13% four years ago and 35% five or more years ago). These results are broadly in line with those reported in 2019.

Figure 48: Length of time since designated library service ended

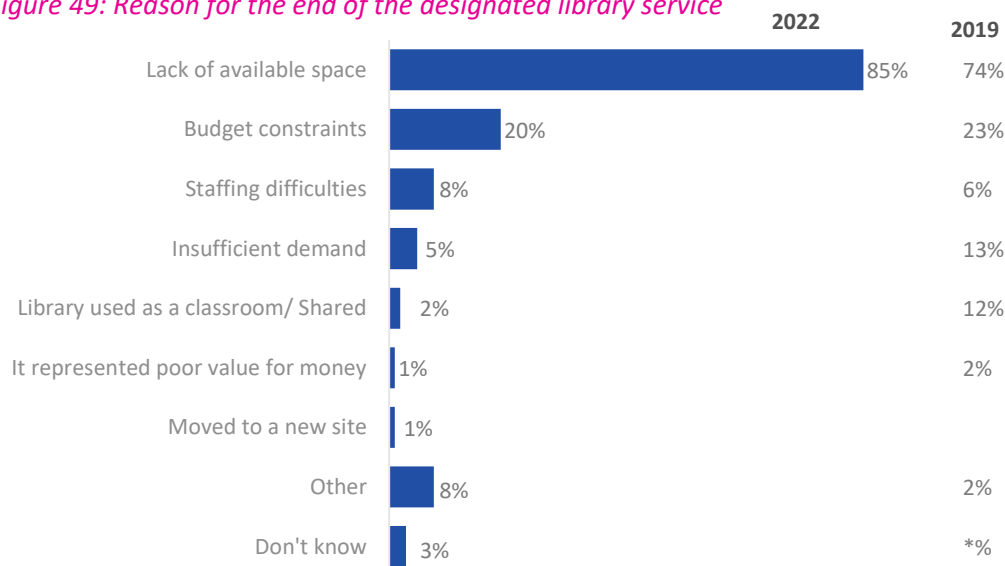


Q28. When did this service end?

Base: Where had designated library area on-site in the past 2022 (112), 2019 (66)

The most common reason given for the end of the designated, standalone library area is a lack of available space, with over 8 in 10 citing this as a reason (85%). Meanwhile, budget constraints are mentioned by just one in five of these schools (20%). 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 49: Reason for the end of the designated library service



Q28a. Why did this service end?

Base: Where had designated library area on-site in the past - 2022 (112), 2019 (66)

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 (59%). Other popular alternative forms of provision include the School Library Service (34%)

and Public Libraries (27%). 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.

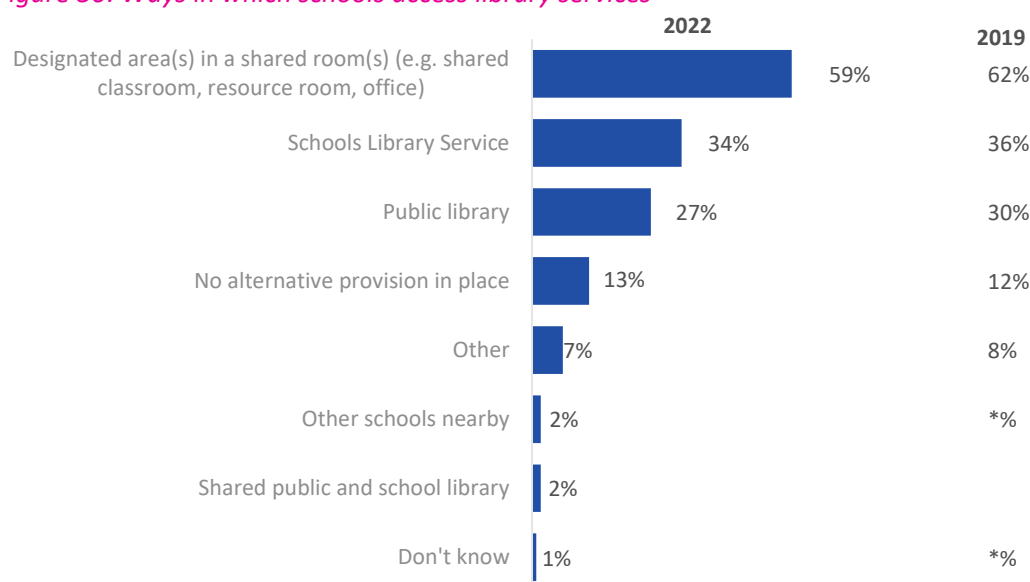
Overall, the vast majority of these schools do have some form of alternative provision in place, with just 13% reporting that that they do not. Schools with the highest rates of FSM eligibility are more likely to say that they have no alternative provision in place (37%). However, this result should be interpreted as indicative only given that the base size for this sub-group is very low (8).

Further to this, there are significant differences between urban and rural schools. In rural areas, schools are more likely to say they access library services in a designated area in a shared room (67% cf. 53% urban). In contrast, urban schools are more likely to state that they access library services in public libraries (32%) than those in rural areas (18%).

There are also some differences by country and education phase. By country, schools in Northern Ireland are more likely than average to say that they access this provision via Schools Library Services (77% cf. 34% overall). Schools in Scotland are more likely to say that they access school library services at other schools nearby (8% cf. 2% overall).

By education phase, primary schools are more likely than average to cite Schools Library Services as a form of alternative provision (38% cf. 34% overall) while secondary schools are more likely than average to state that they use shared public and school libraries (9% cf. 2% overall).

Figure 50: Ways in which schools access library services



Q29. How does your school access library services now?

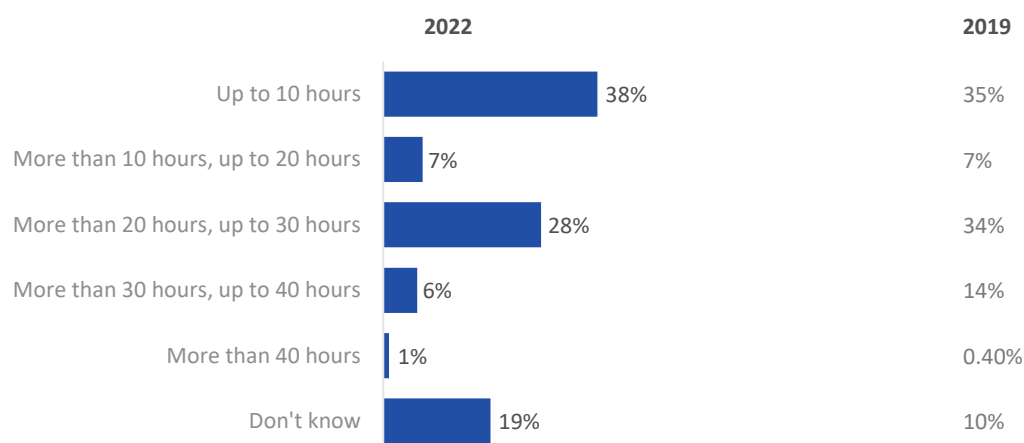
Base: Where do not have a designated library area on-site - 2022 (272), 2019 (155)

Schools with a designated area in a shared space

Accessibility

Schools with a designated library area in a shared space were asked for how many hours there is open access to it per week. A sizeable proportion of schools (38%) only allow open access for up to 10 hours. A further 7% report open access for more than 10 hours and up to 20 hours, while 28% say that there is access for more than 20 hours, up to 30 hours. Further to this, fewer than one in ten (6%) report access for more than 30 hours, up to 40 hours and only 1% say they allow open access for more than 40 hours. Averaging this out, gives a mean of 17 hours for which the designated space in a shared area is openly accessible for.

Figure 51: Total number of hours of open access

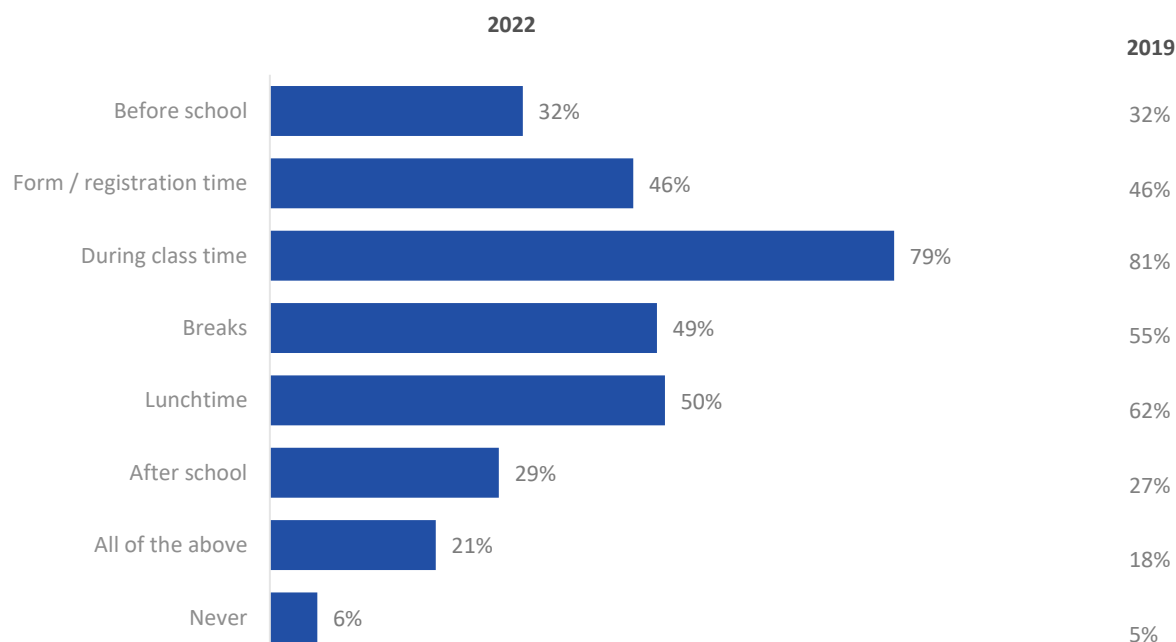


Q30. For how many hours is there open access to the library area per week?

Base: Where there is a designated library area in a shared space - 2022 (158), 2019 (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 (79%), 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 (50%), breaks (49%) and form/registration time (46%), 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 29% respectively). Just 21% report that there is access to the library space at all of the times listed, while around one in twenty report that there is never open access (6%).

Figure 52: Times when there is open access to the designated library area



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

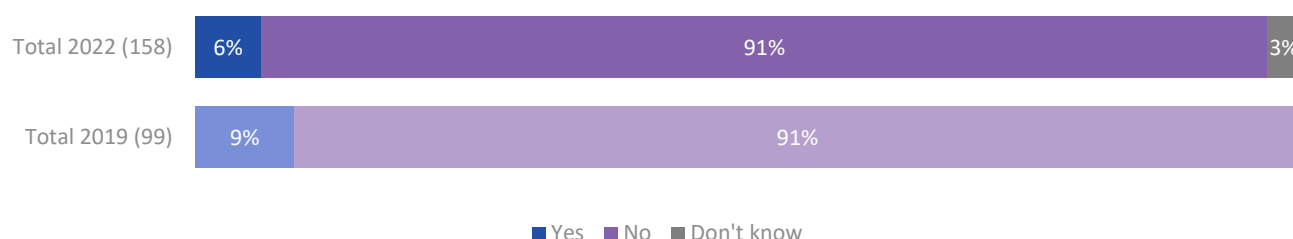
Base: Where there is a designated library area in a shared space – 2022 (158), 2019 (99)

Staffing

Only a small minority of schools with a designated library area in a shared space (6%) say that volunteer staff (excluding pupils) work in the designated area. Schools in England are more likely than average to say that volunteer staff work in the designated area (8%).

Those who have volunteer staff working in the designated library area were asked how many volunteer staff work there. However, the base size for this question is too low to report (7).

Figure 53: Volunteer staff who work in the designated area (excluding pupils)



Q32 Do any volunteer staff work in the designated area (excluding pupils)?

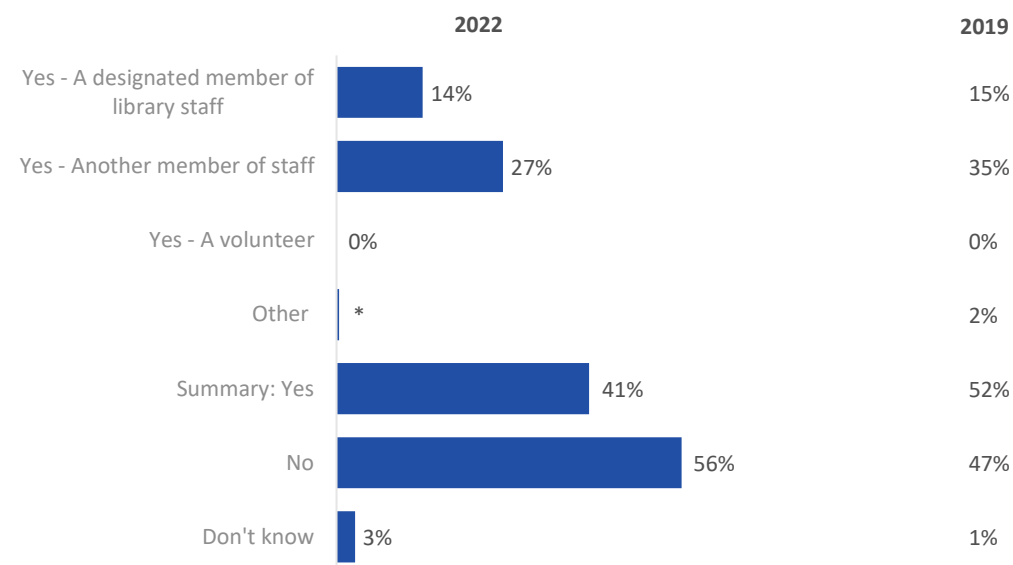
Base: Where there is a designated library area in a shared space (unweighted base sizes in parenthesis)

As shown below, around two in five (41%) area able to identify a main member of staff responsible for its management. 14% identify this person as a designated member of library staff whereas 27% identify this as another member of staff. This is in contrast to those schools with a designated standalone library area, where over nine in ten respondents were able to identify a main member of staff with responsibility for the library area's day-to-day running.

No schools report the shared space being the responsibility of a volunteer, while over half are unable to identify a main member of staff with responsibility for the library area (56%).

Schools in urban areas are more likely than average to be able to identify a main member of staff with responsibility for the library area (50%) while schools in rural areas are less likely to be able to do so (31%).

Figure 54: Main member of staff responsible for overseeing library area



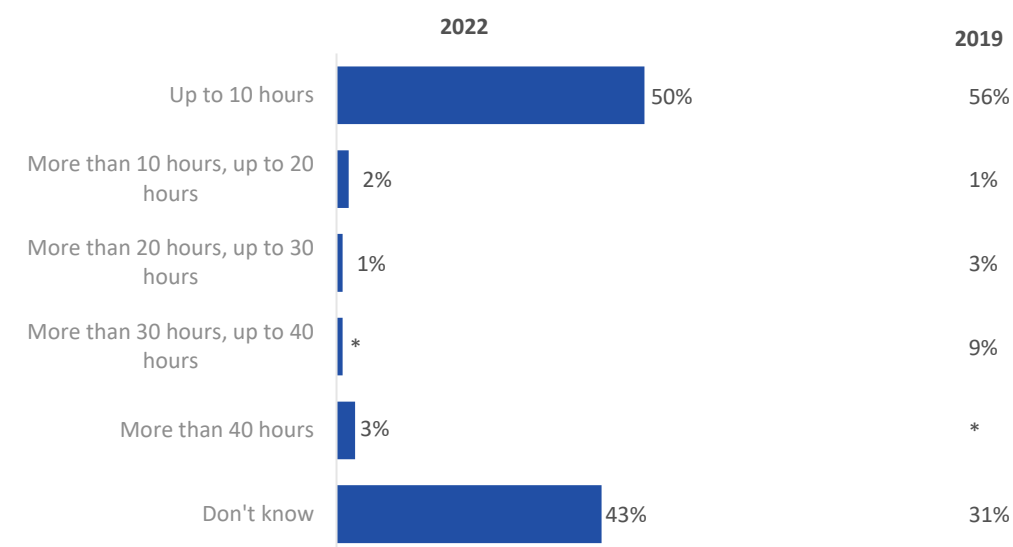
Q34. Is there a main member of staff or volunteer with responsibility for overseeing the library area? That is the main member of library staff with overall responsibility for its day to day running.

Base: Where there is a designated library area in a shared space - 2022 (158), 2019 (99)

Schools able to identify a main member of library staff were then asked how many hours the main member of staff spends overseeing the designated area per week. While a sizeable proportion (43%) didn't know, half (50%) indicated that the main member of staff in charge of library services spends up to 10 hours per week overseeing the designated library area.

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

Figure 55: Number of hours main member of staff or volunteer spend overseeing the designated area per week



Q35. How many hours does the main member of staff or volunteer spend overseeing the designated area per week?

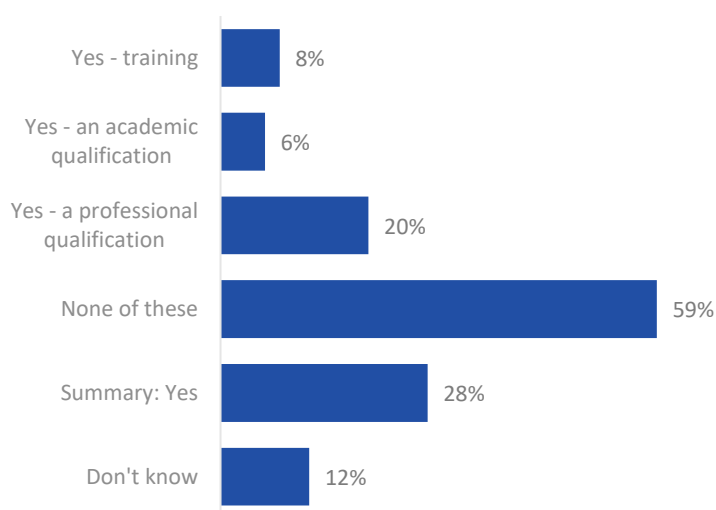
Base: Where there is a main person working in a designated library area in a shared space – 2022 (65), 2019 (56)

Where schools were able to identify a main member of library staff, they were asked to describe if they have any qualifications or have had any training relevant to librarianship. In total, just under six in ten (59%) say that the main member of staff in charge of running the day-to-day library services have no relevant training or

qualifications while 28% state the opposite. Professional qualifications are the most common type of training/qualification cited (20%), followed by relevant training (8%) and academic qualifications (6%).

As with the previous chart, the low base size for this question means that the results should be treated with caution.

Figure 56: Qualifications of main member of designated library staff



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

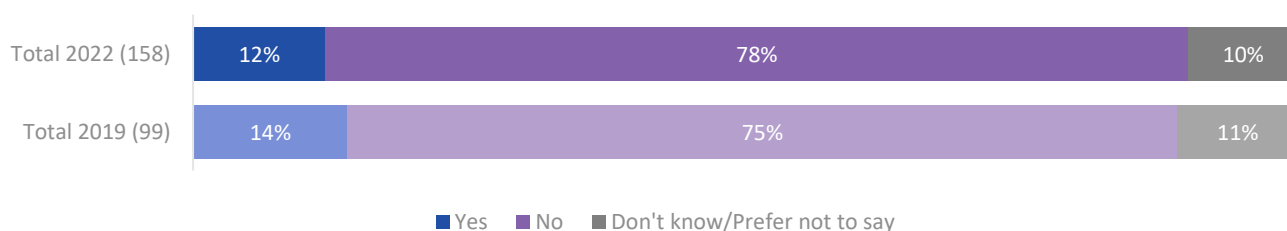
Base: Where have main member of designated library staff working in library area in shared room – 2022 (19*), *Caution: low base size

Budget

As observed in 2019, in a majority of these schools there is no dedicated library budget in place. Just 12% have this in place while over three-quarters do not (78%). In comparison, 35% of schools with a designated standalone library area on-site have a designated budget (see above).

Breaking this down further reveals that local authority-maintained schools in England are more likely than average to have a dedicated library budget than those in rural areas (19%).

Figure 57: Dedicated library budget



Q36 Does the designated area have a dedicated budget?

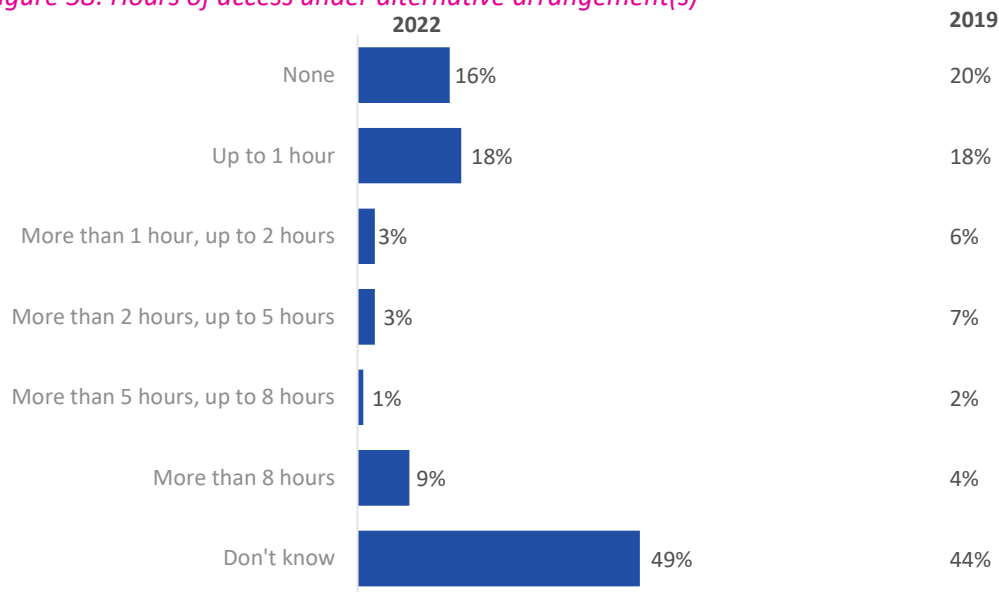
Base: Where there is a designated library area in a shared space - 2022 (158), 2019 (99)

Schools with a dedicated budget were then asked a series of follow-up questions about this. The results, however, should be interpreted with caution given the low base size (20). Firstly, schools with a designated library area and a dedicated budget for this were asked what the designated budget is for the current year. The average designated budget for the current year is £1,298. This compares to an average budget of £1,189 for the previous year. The majority of schools with a designated library budget say that since last year the budget has stayed the same (55%) and just 10% say that the budget has increased compared to last year. The remainder say either that they don't know (27%) or that it has decreased (8%).

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 the school has under this arrangement. One in six schools indicate that they have no weekly access (16%) and just under half (49%) 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 one hour (18%). The proportion who report having access for more than 8 hours a week is limited (9%), indicating low levels of library access for pupils in these schools.

Figure 58: Hours of access under alternative arrangement(s)



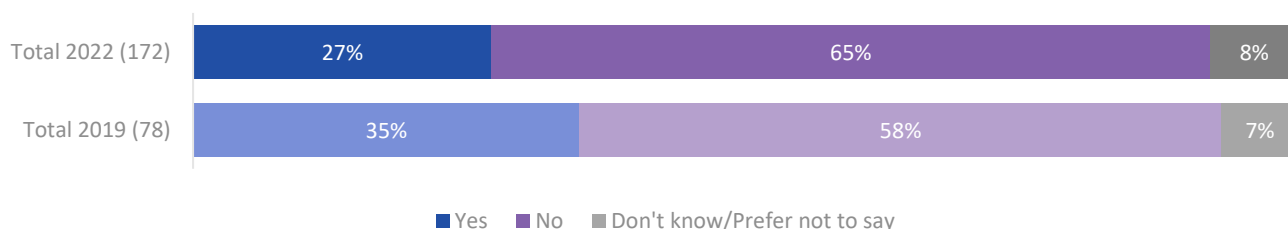
Q37a. How many hours access to library services does your school have per week under this arrangement(s)?

Base: Where there is access to alternative forms of library services – 2022 (178), 2019 (78)

The financial implications of these alternative arrangements were then explored. Just under two in three schools report that they do not pay for access to library services under these alternative arrangements (65%) while 27% do.

Only a limited number of schools are able to quantify the amount spent on alternative arrangements and this averages out to £1,611. This should be treated as indicative only due to the low base size (35).

Figure 59: Dedicated library budget



Q38. Does your school pay for access to library services under this arrangement(s)?

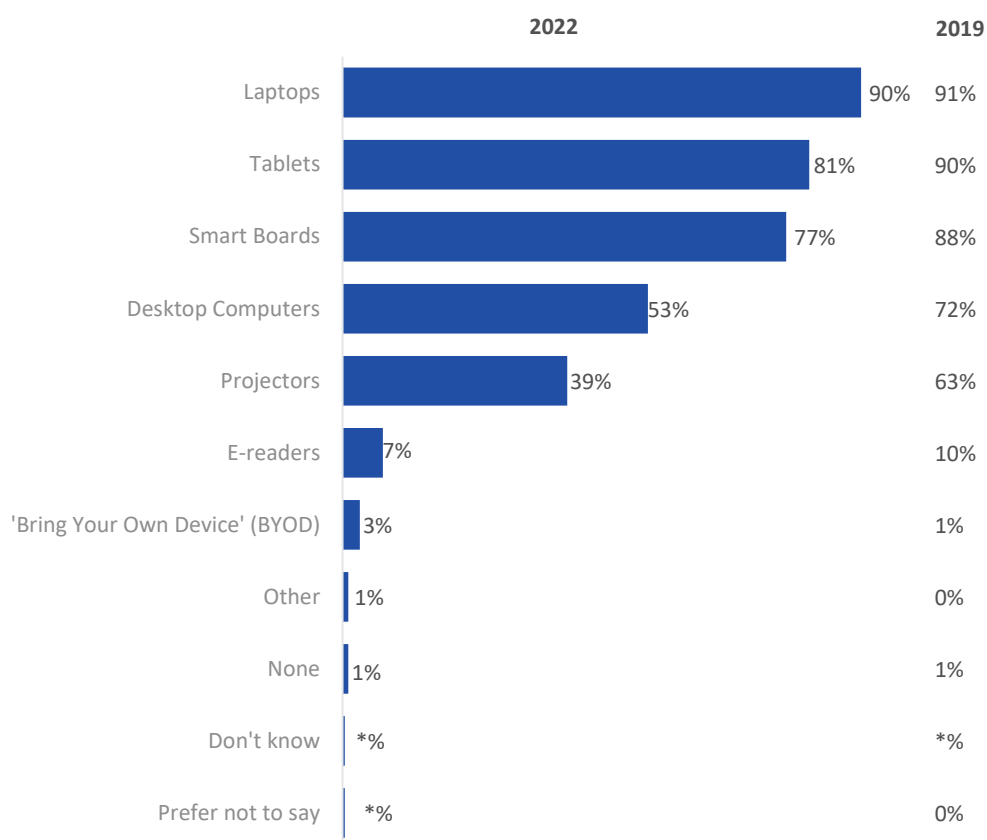
Base: Where there is access to alternative forms of library services (unweighted base sizes in parenthesis)

Learning resources and additional funding

Nearly all schools that do not have a designated library area on-site report having access to digital services, with just 1% saying that they don't have digital device provision. Laptops (90%) tablets (81%), and smart boards (77%) are the top three most common forms of digital device provision. Take up of e-readers is limited, with fewer than

one in ten schools (7%) providing access to these. Just 3% of schools have 'bring your own device' as part of their digital services provision.

Figure 60: Digital devices schools have access to

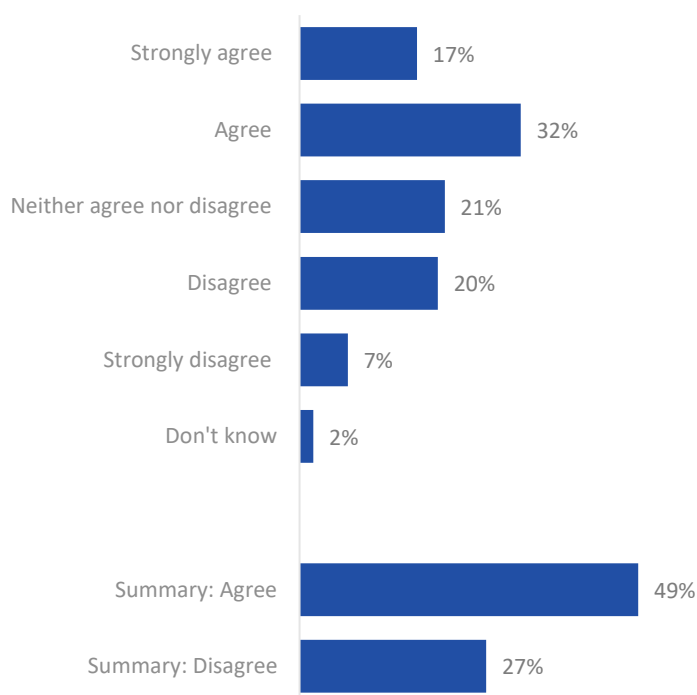


Q43. Which digital devices does your school have access to?

Base: Where do not have designated library area on-site - 2022 (272), 2019 (155)

To better understand the impact of reduced resources, the 2022 survey included a new perceptions-based question which asked schools whether they thought children's reading in their school is restricted by limited library resources/availability of books. Just under half (49%) agreed that children's reading in their school is restricted by limited library resources/availability of books. This is notably higher than the proportion of schools who have a designated library area on-site (37%). However, just over a quarter (27%) disagreed with the statement, showing that there is not a consensus in opinion.

Figure 61: Children's reading restricted by limited library resources



QNEW7 To what extent do you agree or disagree that children's reading in your school is restricted by limited library resources/availability of books?

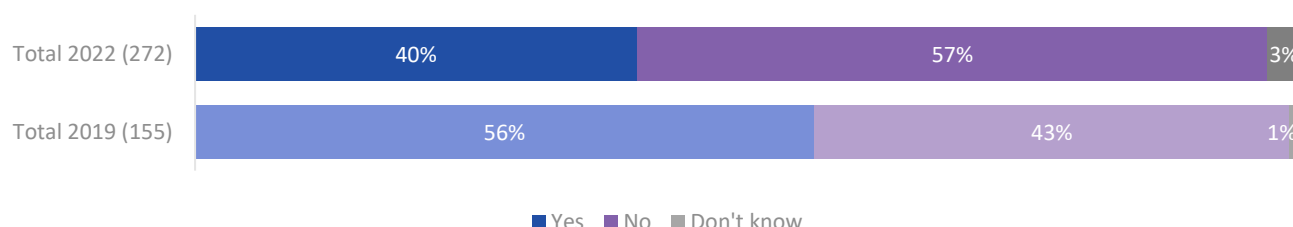
Base: All who do not have a designated library area on-site (272)

Two in five (40%) 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; whereas a majority say that they haven't (57%). The proportion of schools who have received a visit from a writer/author/poet is lower than in 2019 (40% cf. 56%). It is likely that the COVID-19 pandemic has had a detrimental impact on this.

A similar proportion of schools with a designated standalone library area on-site say that they have received a visit from a writer/author/poet in the past year (46%) and there is no significant difference between the two values.

Breaking down results for schools without a standalone designated library area on-site further reveals that schools with higher proportions of pupils eligible for FSM are more likely to have received a visit from a writer/author/poet (65% of those with over 22.5% of pupils eligible for FSM). The opposite holds true of those schools where FSM are not provided (30% have received a visit from a writer/author/poet).

Figure 62: Writer/author/poet visit in the past year

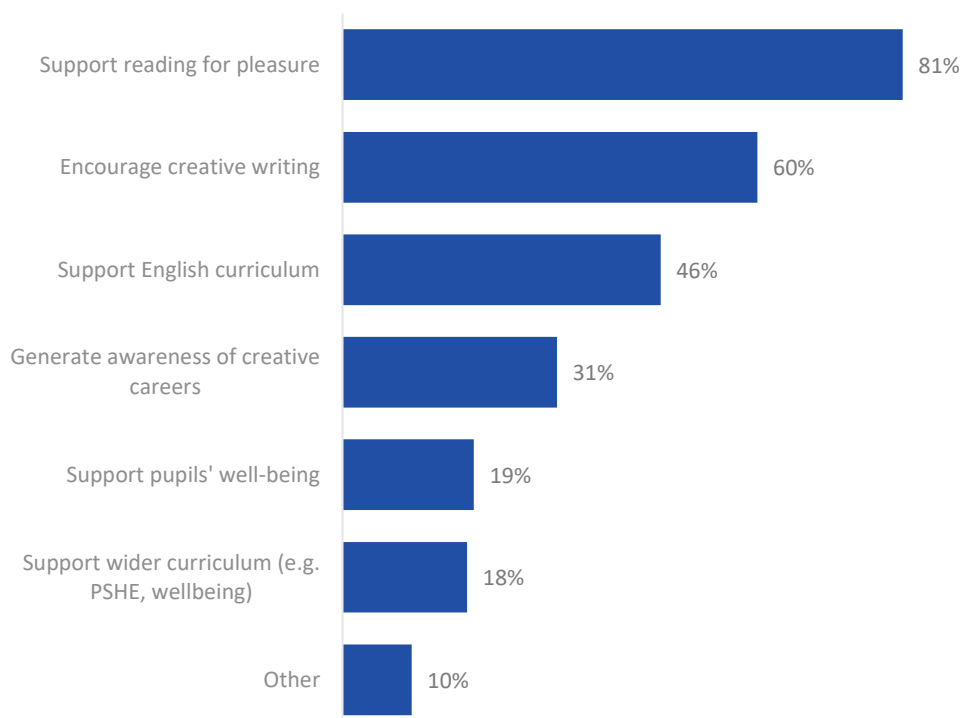


Q44a. Have you had a writer/author/poet visit the school in the past year?

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

The main reasons for the visit given are to support reading for pleasure (81%), to encourage creative writing (60%) and to support the English curriculum (46%). This is in line with the reasoning given by schools with a designated standalone library space.

Figure 63: Reason for the author visit



Q44b. What was the reasoning behind the visit?

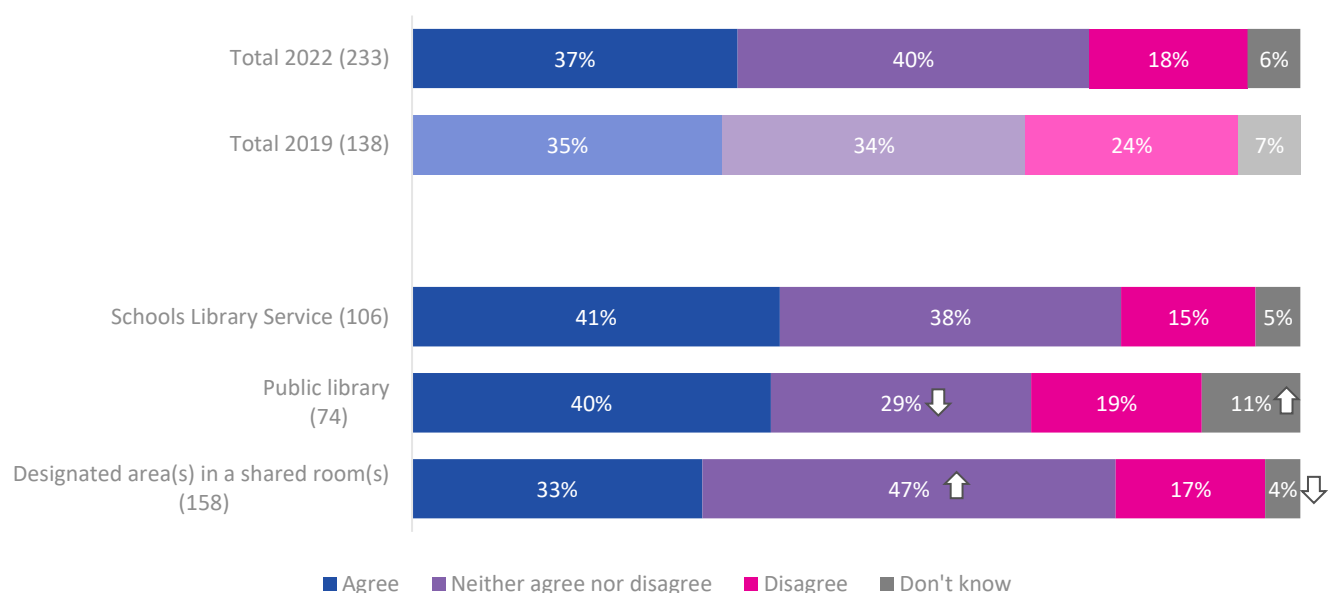
Base: Where have had a writer/poet/author visit - 2022 (104)

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, 37% of schools agree that their current provision represents better value for money than a standalone space would, while 40% are neutral and 18% 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 64: Views on value for money by type of alternative school library provision

The current arrangement(s) for school library provision represents better value for money



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 base sizes in parenthesis)

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

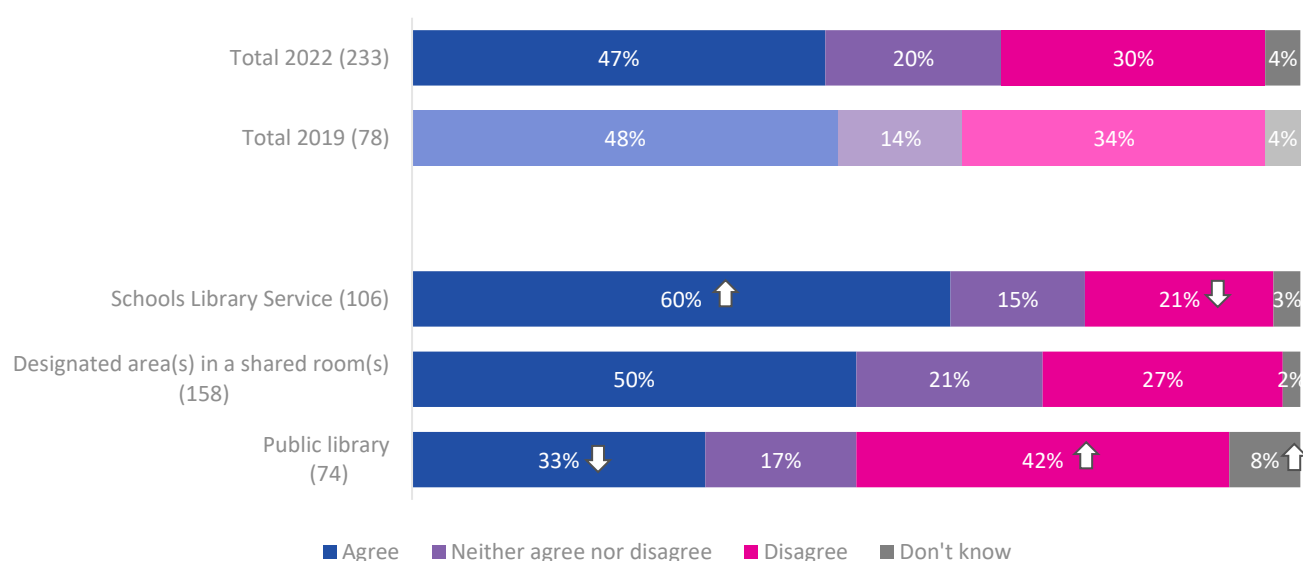
↑ ↓ Indicates a statistically significant difference compared with the total (2022)

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 (47%). 20% neither agree nor disagree with this while 30% disagree.

Schools that utilise the school library service are most likely to agree that their pupils have the necessary level of access to resources (60%) and least likely to disagree with this (21%). The opposite pattern can be observed among schools that use public libraries: 33% agree that their pupils have the necessary level of access to resources and 42% disagree with this.

Figure 65: Views on level of access to resources by type of alternative school library provision

The current arrangement(s) for school library provision gives pupils the necessary level of access to resources



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)

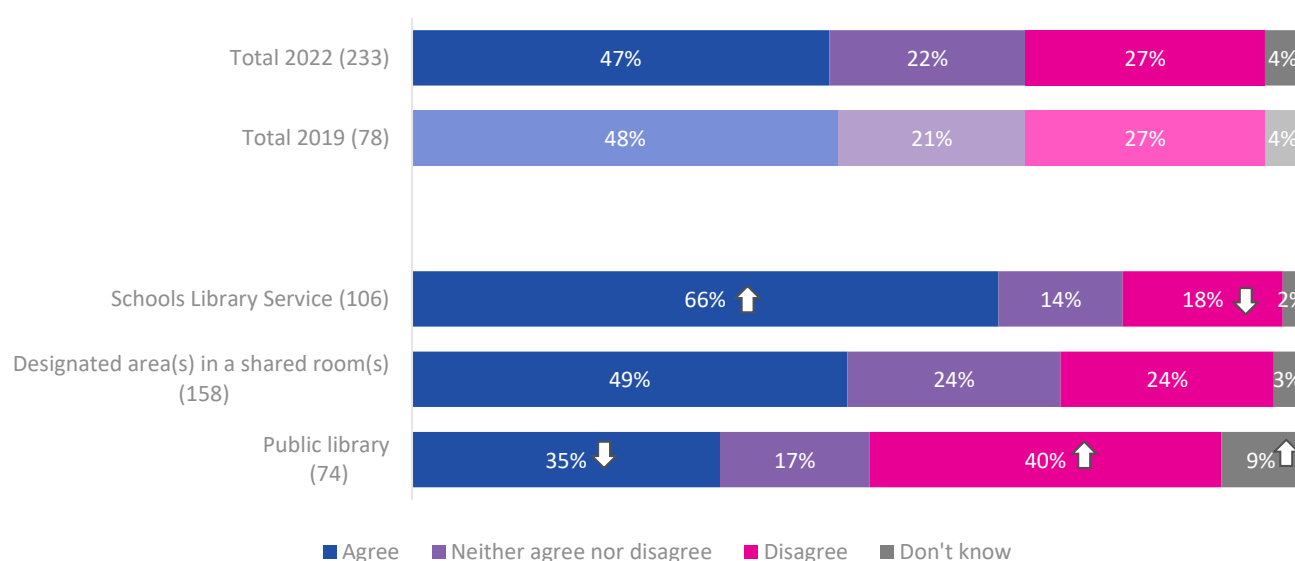
Alternative types of provision with a base size smaller than 10 are not displayed.

↑ Indicates a statistically significant difference compared with the total (2022)
↓

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 (47%). Meanwhile, just over a quarter disagree (27%) and one in five schools are neutral (22%). Again, those who utilise school library services are the most likely type of alternative provision to agree that their current arrangement(s) for school library provision provides pupils with the quality of resources needed to support their development (66% cf. 47% overall). Conversely, those who utilise public libraries are significantly more likely to disagree with this (40% cf. 27% overall).

Figure 66: Views on quality of resources by type of alternative school library provision

The current arrangement(s) for school library provision provides pupils with the quality of resources needed to support their development



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.

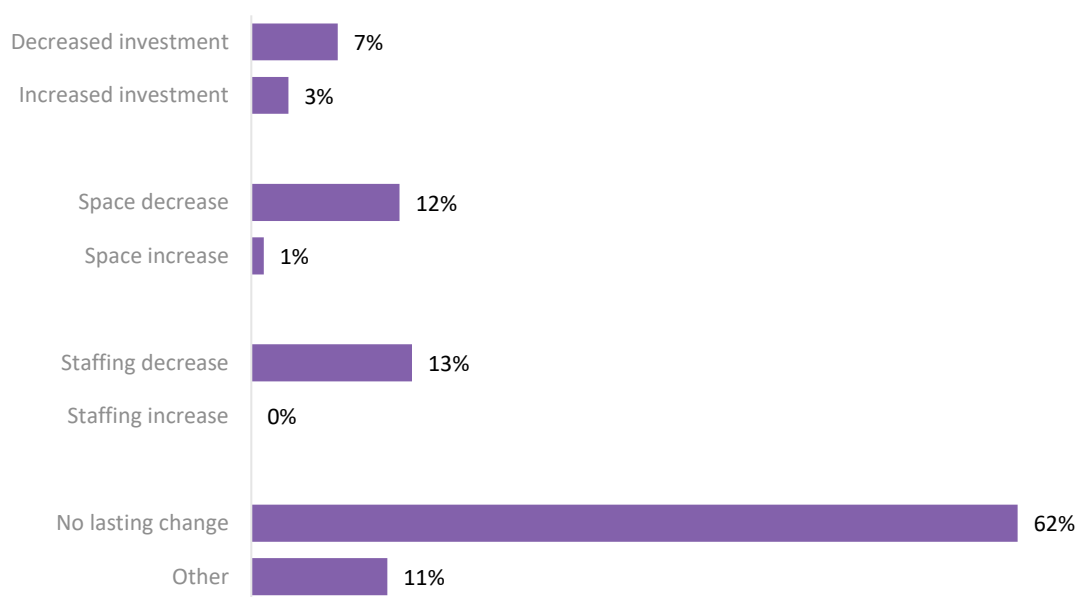
↑ Indicates a statistically significant difference compared with the total (2022)
↓

Impact of COVID-19

For this year's survey, an additional question was included to ascertain the impact of the COVID-19 pandemic on how schools access library services, with specific reference to levels of staffing, space and investment. The purpose of this question is to provide further context for changes noted between results in the 2019 and 2022 surveys throughout this report and to understand if these changes may be explained in part by the impact of the pandemic.

Among schools with no designated library area on-site, 62% say there has been no lasting change as a result of the COVID-19 pandemic. This is almost identical to schools that have a dedicated library area on-site (61%). Where changes have impacted schools, these are mostly around staffing decreases (13%) and space decreases (12%).

Figure 67: Impact of COVID-19



QNEW6. Has there been a lasting impact from COVID in relation to the way your school accesses library services? If so, what?
Base: Where do not have designated library area on site (272)

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: Technical Report

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

Sampling

The sample for this study was taken from four separate datasets (England, Gov.UK; Northern Ireland, Education-NI; Scotland, Gov.Scotland; Wales, Gov.Wales) in May and June 2022.

The sample consisted of primary, middle, secondary and all-through schools. Colleges were included as secondary schools if they had 16-19 provision. All other school types were removed from the sample as they are beyond the scope of the research. The extracts included information such as education phase, education type, percentage of pupils eligible for free school meals (in England only), telephone contact details and email addresses. Email addresses were only available for a small number of schools. To increase the number of email addresses available, and therefore the scope of the research, a scraping exercise was undertaken to obtain these from school websites. The table below shows further information on the sampling.

Table 2: Sampling information

	England	Northern Ireland	Scotland	Wales
Total records extracted	29,494	1,040	2,500	1,553
Valid email addresses available	26,085	1,039	2,499	1,526
Valid telephone numbers	19,800	1,033	2,493	1,540

The same sample was used for both the full-length and short survey, although schools who had completed the full-length survey were excluded from completing the short length survey (as it was already known whether they had a designated library area or not).

Methodology

Full-length survey

Fieldwork for the full-length survey ran from 29th June 2022 to 16th September 2022. Although the survey remained open online during the school summer holidays, telephone chasing only took place during term times.

An initial invitation email was sent on 29th June 2022 to all sampled schools with valid email addresses (31,149). Telephone chasing began on 6th July for schools in England and Wales only (as the summer holidays had begun by this point for Scottish and Northern Irish schools). Telephone chasing started for Scottish schools on 22nd August, for Northern Irish schools on 1st September and resumed for English and Welsh schools on 1st September. The aim of the telephone chasing was to encourage responses from underrepresented school types.

E-mail reminders were sent to schools where a valid email address was available and a survey had not been completed on 5th July (English and Welsh schools only), 12th July (English and Welsh schools only), 26th August (all schools) and 9th September (all schools). 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.

Throughout the fieldwork period, the survey was promoted via social media and school networks. Schools were able to directly contact BMG and request their link if necessary, if had not already been completed, including those schools where an email address was not initially available.

Short survey

Fieldwork for the short survey ran from 12th September 2022 to 26th September 2022.

Figure 69: Respondent job titles for full-length survey for school that do not have a designated library area



Profiles

For this year's survey, new demographic questions were asked to respondents to understand how inclusive the school library sector is. Respondents to the main survey were asked to describe their gender and ethnicity. The table below shows the weighted and unweighted proportions of respondents by gender and ethnicity.

Table 3: Gender and ethnicity of library staff

	n	Unweighted	Weighted
Gender			
A man (including trans man)	122	8%	7%
A woman (including trans woman)	1625	88%	89%
Non-binary	2	*%	*%
Prefer to self-describe	3	*%	*%
Prefer not to say	72	4%	4%
Ethnicity			
British/English/Welsh/Scottish/Northern Irish	1637	88%	90%
Irish	35	3%	2%
Gypsy, Traveller or Irish Traveller	0	0%	0%
Any other white background	67	4%	4%
White and Black Caribbean	5	*%	*%
White and Black African	5	*%	0
White and Asian	5	*%	*%
Any other Mixed/ Multiple ethnic background	4	*%	*%
Indian	13	1%	1%
Pakistani	6	*%	*%
Bangladeshi	5	*%	*%

	n	Unweighted	Weighted
Chinese	0	0%	0%
Any other Asian background	3	*%	*%
African	3	*%	*%
Caribbean	5	*%	*%
Any other Black/ African/ Caribbean background	*	*%	*%
Arab	0	0%	0%
Other	3	*%	*%
Prefer not to say	30	2%	2%

Weighting

A weighting scheme was applied to ensure that the reported results are as representative as possible of the population. The same weighting scheme was used for both the full-length survey and the combined full length and shorter survey results. Weighting was based on nation, school phase and education type. The table below shows the unweighted and weighted counts for each country, split by nation, phase and type. The weighting factors used range from 0.05 to 9.82.

Table 4: Weighting profile for full-length survey

	n	Unweighted	Weighted
Nation			
England	1,384	76%	85%
Northern Ireland	142	8%	3%
Scotland	226	12%	7%
Wales	72	4%	4%
School phase			
Primary	1148	63%	80%
Middle	23	1%	1%
Secondary	567	31%	18%
All-through	86	5%	1%
Education type			
England – Academy	309	17%	18%
England – Free school	43	2%	2%
England – Independent	86	5%	8%
England – LA maintained	872	48%	50%
England – Special	47	3%	5%
England – Other	4	*	2%
England – College with 16-19 provision	23	1%	1%
Northern Ireland – Controlled	65	4%	1%
Northern Ireland – Controlled integrated	2	*	*
Northern Ireland – Grant maintained integrated	6	*	*
Northern Ireland – Other maintained	4	*	*
Northern Ireland – Roman Catholic maintained	50	3%	1%
Northern Ireland – Voluntary	15	1%	*

	n	Unweighted	Weighted
Scotland – Independent	5	*	*
Scotland – LA maintained	219	12%	7%
Scotland – Other	2	*	*
Wales – Community	49	3%	3%
Wales – Foundation	2	*	*
Wales – Independent	5	*	*
Wales – Pupil referral unit	1	*	*
Wales – Voluntary aided	12	1%	*
Wales – Voluntary controlled	1	*	*
Wales - Other	2	*	*

Table 5: Weighting profile for combined full-length survey and short survey

	n	Unweighted	Weighted
Nation			
England	3,519	81%	85%
Northern Ireland	220	5%	3%
Scotland	407	9%	7%
Wales	184	4%	4%
School phase			
Primary	3,030	70%	80%
Middle	48	1%	1%
Secondary	983	23%	18%
All-through	269	6%	1%
Education type			
England – Academy	921	21%	18%
England – Free school	93	2%	2%
England – Independent	281	6%	8%
England – LA maintained	1,980	46%	50%
England – Special	176	4%	5%
England – Other	31	1%	2%
England – College with 16-19 provision	37	1%	1%
Northern Ireland – Controlled	100	2%	1%
Northern Ireland – Controlled integrated	2	*	*
Northern Ireland – Grant maintained integrated	9	*	*
Northern Ireland – Other maintained	9	*	*
Northern Ireland – Roman Catholic maintained	78	2%	1%
Northern Ireland – Voluntary	22	1%	*
Scotland – Independent	10	*	*
Scotland – LA maintained	395	9%	7%
Scotland – Other	2	*	*
Wales – Community	130	3%	3%
Wales – Foundation	2	*	*

	n	Unweighted	Weighted
Wales – Independent	9	*	*
Wales – Pupil referral unit	3	*	*
Wales – Voluntary aided	26	1%	*
Wales – Voluntary controlled	9	*	*
Wales - Other	5	*	*

Significance Testing

Z-tests were carried out on subgroup of 'column' percentages and t-tests were carried out on mean scores to test for statistically significant decreases, with a confidence level of 95%. Weighted figures are used in the computation. The test predicts the likelihood that the observed change or difference is not just 'chance' (an unusual finding only reflecting the sample). 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. As such, we can be 95% confident that the difference is real rather than it being caused by chance.

As previously mentioned, significance testing has not been carried out comparing 2019 results to 2022 results. This is because the 2019 did not include Scottish schools and did not include the short survey. This means that the two years are not directly comparable and any differences between the two should be treated as indicative only.



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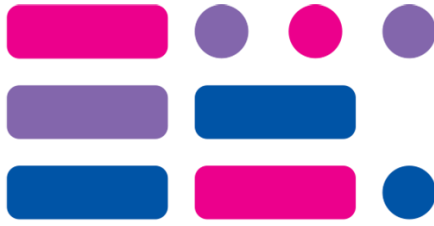
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