



2020 SCHOOL LIBRARY SURVEY

United Kingdom



Full Report

The 2020 School Library Survey, conducted by Softlink in partnership with the [SLA](https://www.sla.org.uk), on behalf of the school library sector, examines key trends and issues impacting school libraries.

This report provides an overview of survey findings, with a further breakdown of findings for primary, secondary, 6th form/6th form & secondary, and all-through schools.

Points for analysis include the school library space, school library collections, staffing, engagement and support, budgets, promoting reading/the library/library services, response to current issues, and professional support for school library staff.

The results help to advocate the role of school libraries and library professionals to education decision makers, as well as through industry associations and networks.

Note: Percentages are rounded and may not add to 100. Sample sizes of less than 5 have not been included.

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1.0 Introduction

1.1 Purpose of the survey

School libraries are thriving centres of learning both in the physical library space and in the virtual classroom, and school library staff enrich school teaching and learning programmes through their specialist role.

In 2010, Softlink conducted their first School Library Survey and, in an effort to highlight the issues and opportunities school libraries are experiencing, have continued to survey school libraries since then. Annual surveys in Australia and New Zealand have enabled us to build a critical reference point over time.

This year, we have partnered with the [School Library Association \(SLA\)](https://www.sla.org.uk) to conduct a survey to help support, promote, and advocate for school libraries and school library staff across the United Kingdom. The survey aims to build critical reference points for schools in the United Kingdom.

Together with the SLA, we want to support all schools in ensuring every student has access to a great school library.

1.2 About the School Library Association (SLA)

The SLA is a United Kingdom focused charity which supports everyone involved in school libraries.



We believe that every pupil is entitled to effective school library provision and the educational, emotional, and developmental benefits that come with it.

The SLA is committed to supporting, promoting, and sustaining high quality reading, and teaching and learning opportunities, for all in a diverse and changing world.

With around 2300 members, we provide training and access to resources to support the running of school libraries and the continuing development of all school library staff.

To find out more visit our website sla.org.uk, follow us on Twitter [@uksla](https://twitter.com/uksla) or contact us via email info@sla.org.uk

1.3 About Softlink

Softlink has been providing school library software for over 30 years, offering solutions to meet the ongoing needs of schools globally.

Users of [Oliver v5](#) benefit from regular new feature updates, which are developed in direct response to feedback and insights gained from our active user community.



[LearnPath](#) users can create, publish, and share rich learning guides and content. They also have access to over 300 ready-made guides produced by teacher librarians.

To find out more about how Softlink and Oliver v5 can support your school library visit our website softlinkint.com/edu, follow us on Twitter [@SoftlinkEdu](https://twitter.com/SoftlinkEdu) or contact us via email communications@softlinkint.com

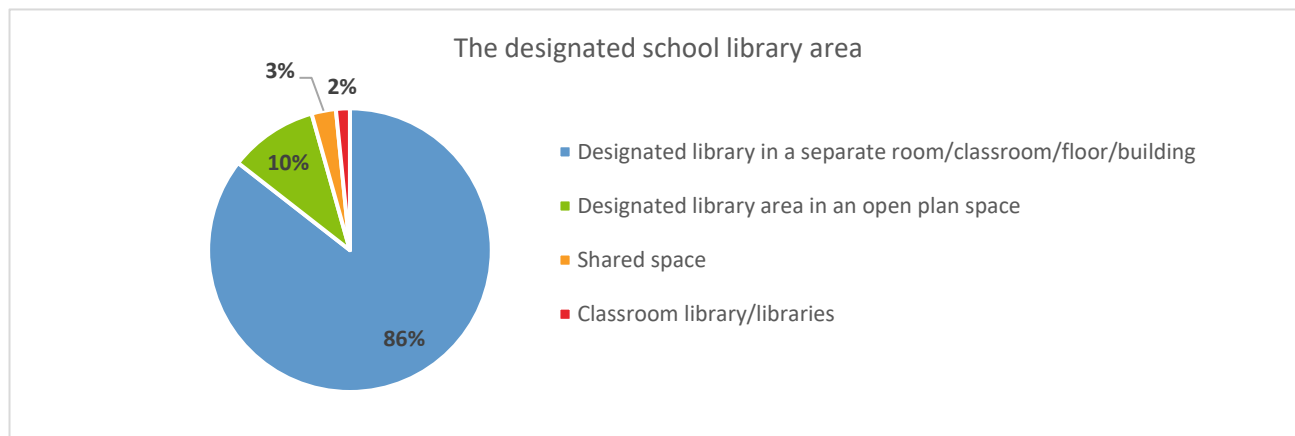
2.0 Survey findings summary

- 46% of respondents feel their library is adequately resourced including staffing and budget.
- 86% of respondents reported that they have a designated library in a separate room/classroom/floor/ building.
- When asked about how their library is operating during COVID-19, 60% of respondents reported that they are open to a bubble or limited group.
- 62% of respondents indicated that they do not provide access to eBooks.
- 98% of respondents indicated that they have designated library staff; 82% indicated that COVID-19 has had no impact on staffing.
- 89% of respondents indicated that they have a dedicated library budget. When comparing budgets from 2019 – 2020, 6% of respondents indicated that they have had a budget increase, 79% indicated that their budget was unchanged, and 15% indicated that their budget had decreased.
- The top reported training priority for school library staff is reading for pleasure.

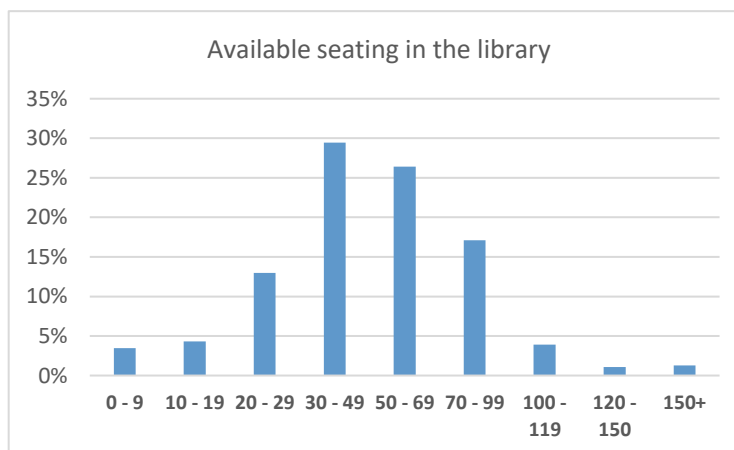
3.0 School libraries in the UK

Participants were asked questions relating to the physical library space and how they operate.

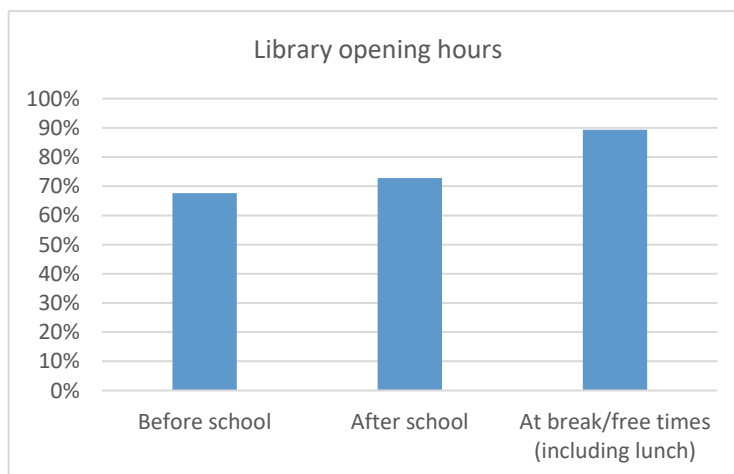
When asked what the designated school library area looks like, the majority of respondents (86%) reported that they have a designated library in a separate room/classroom/floor/ building.



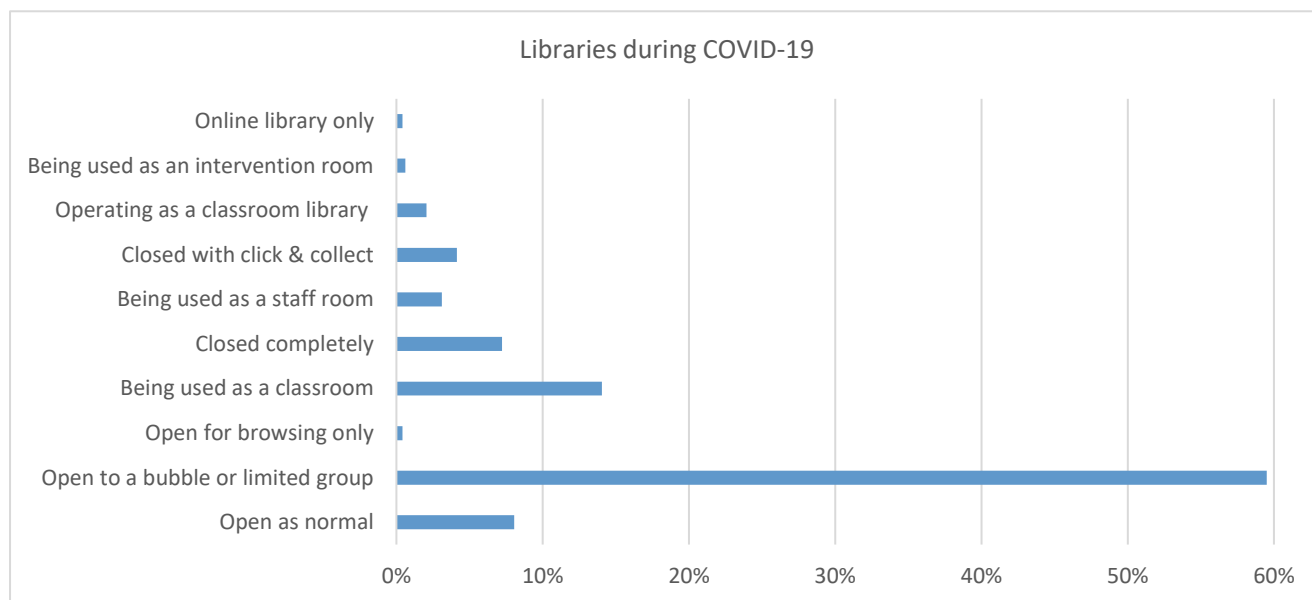
When asked how many students their library can seat, the top 3 reported size ranges were 30 – 49, 50 – 69, and 70 – 99.



When asked when the school library is open, 68% of schools reported being open before school, 73% after school, and 89% during break/free times.

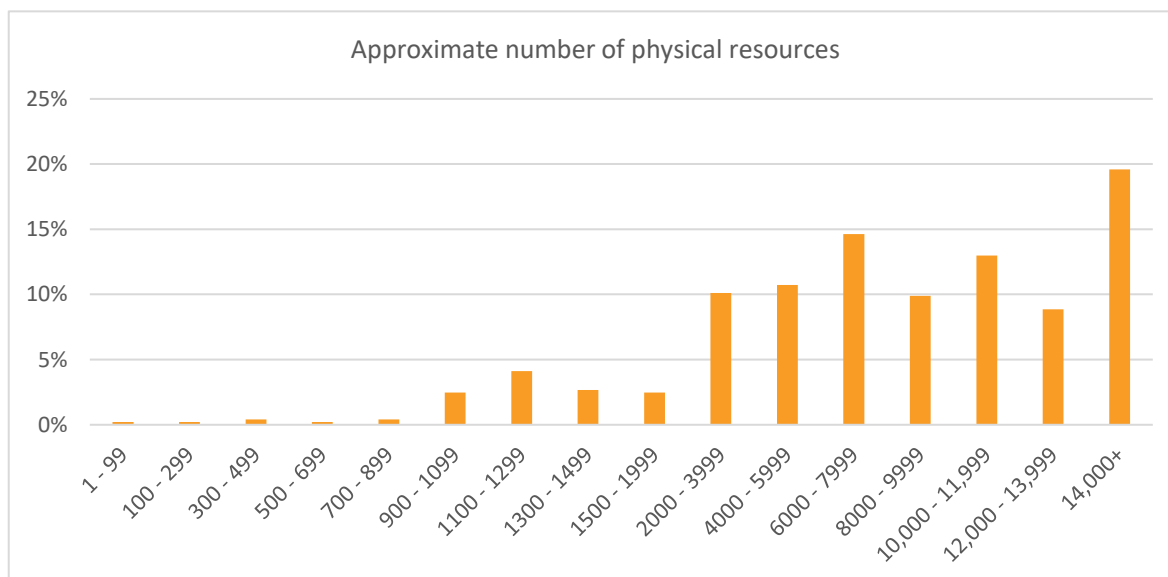


When asked about how their library is operating during COVID-19, 60% of respondents reported that they are open to a bubble or limited group. Many schools reporting that they were open to a bubble or group explained that they had a rota to allow different groups into the library at different times.



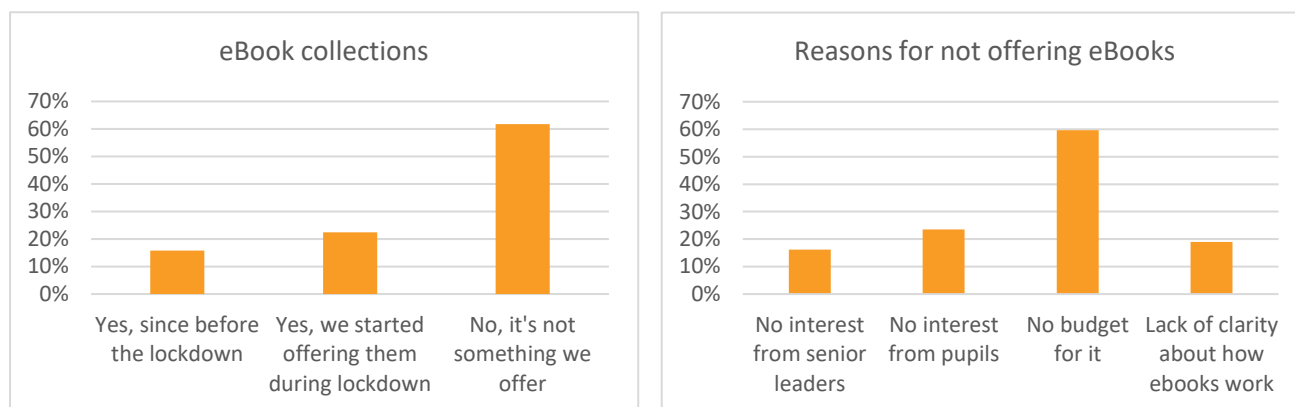
4.0 School library collections

Participants were asked questions about their school library collections. The approximate number of physical resources has been provided in the chart below.



When asked if they provide access to eBooks, 62% of respondents said “no”.

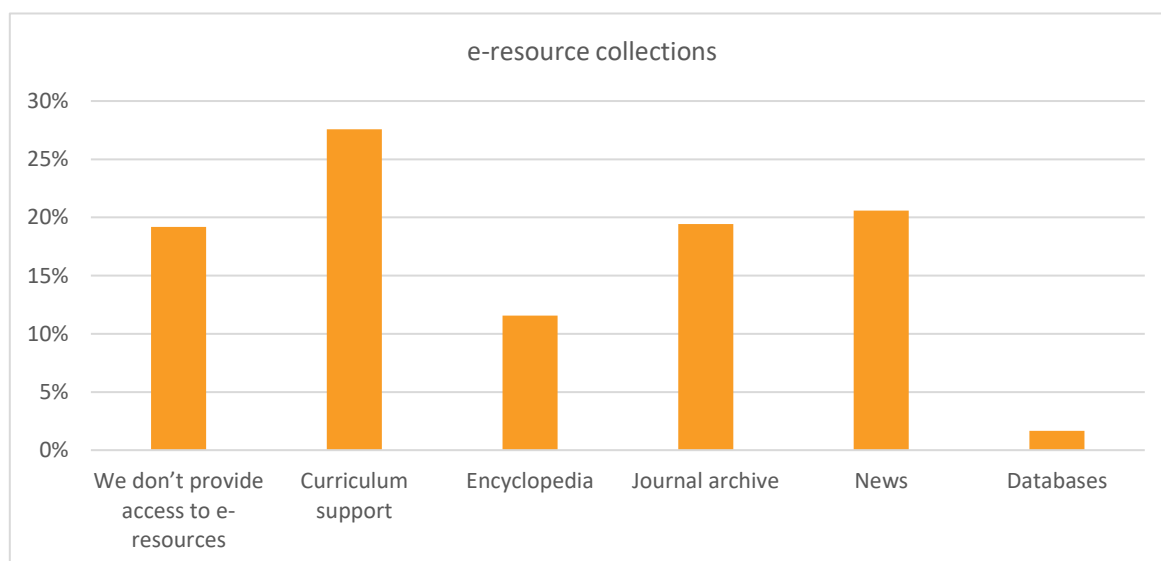
The main reason given for not providing eBooks was a lack of budget (60%). 16% of respondents said they had no interest from senior leaders, 24% no interest from students, and 19% said they had a lack of clarity about how eBooks work.



Other reasons provided include:

- Being unable to find a suitable collection,
- Encouraging students to use public library eBooks,
- Limited technology in the school,
- Currently in the process of purchasing eBooks,
- Waiting on the IT department,
- eBooks are too expensive or they can't justify the expense,
- Concerns about student screen time.

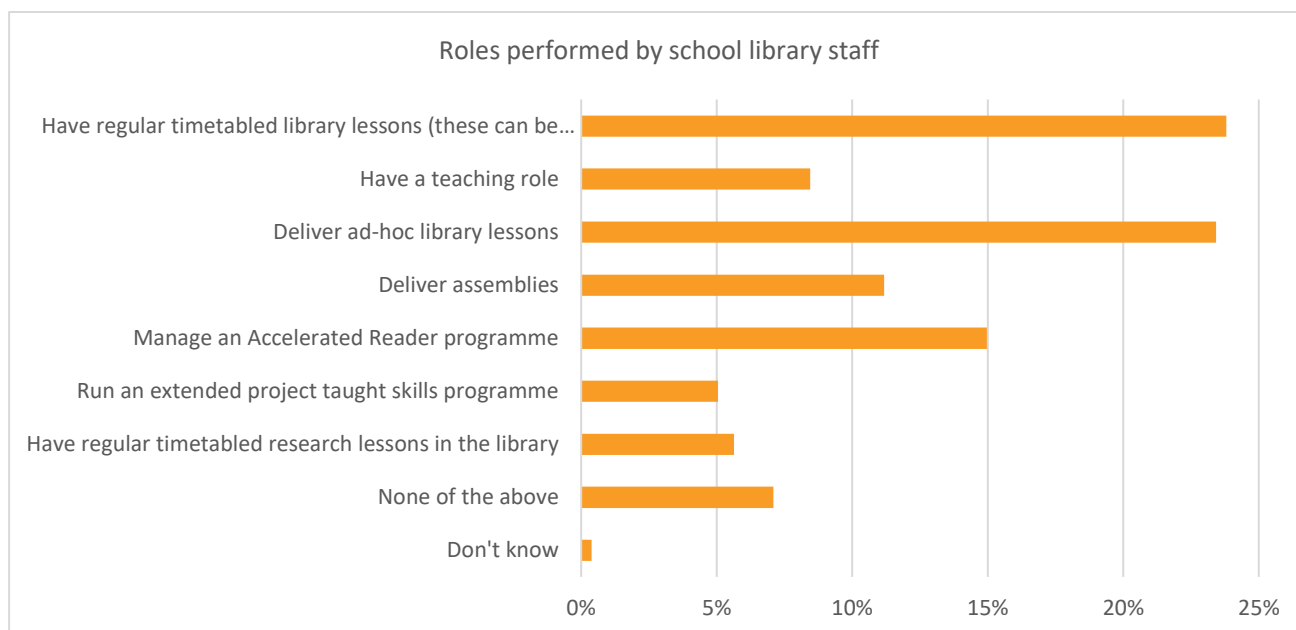
Other e-resources provided are shown in the graph below.



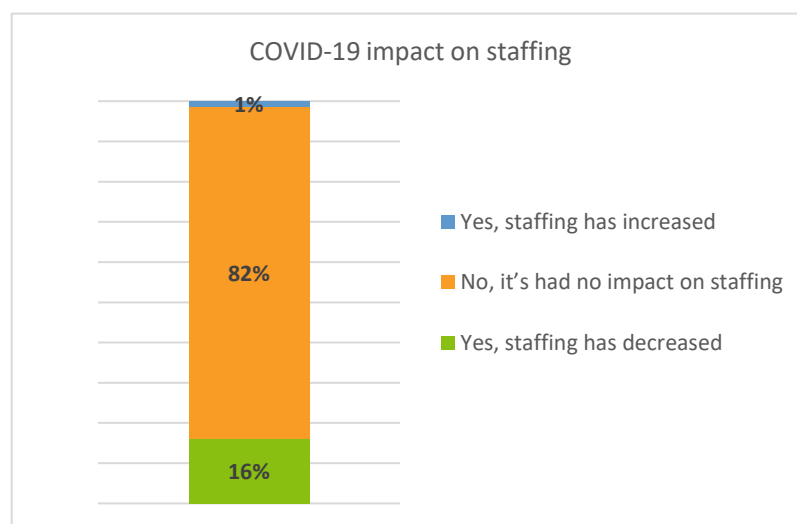
5.0 School library staffing

Participants were asked whether they have designated library staff. 98% said “yes” while 2% said “no”.

Participants were also asked about the role/s the main member of library staff perform. The majority of respondents perform multiple roles within the school.



When participants were asked about the impact COVID-19 had on staffing, 82% of respondents reported that it has had no impact.

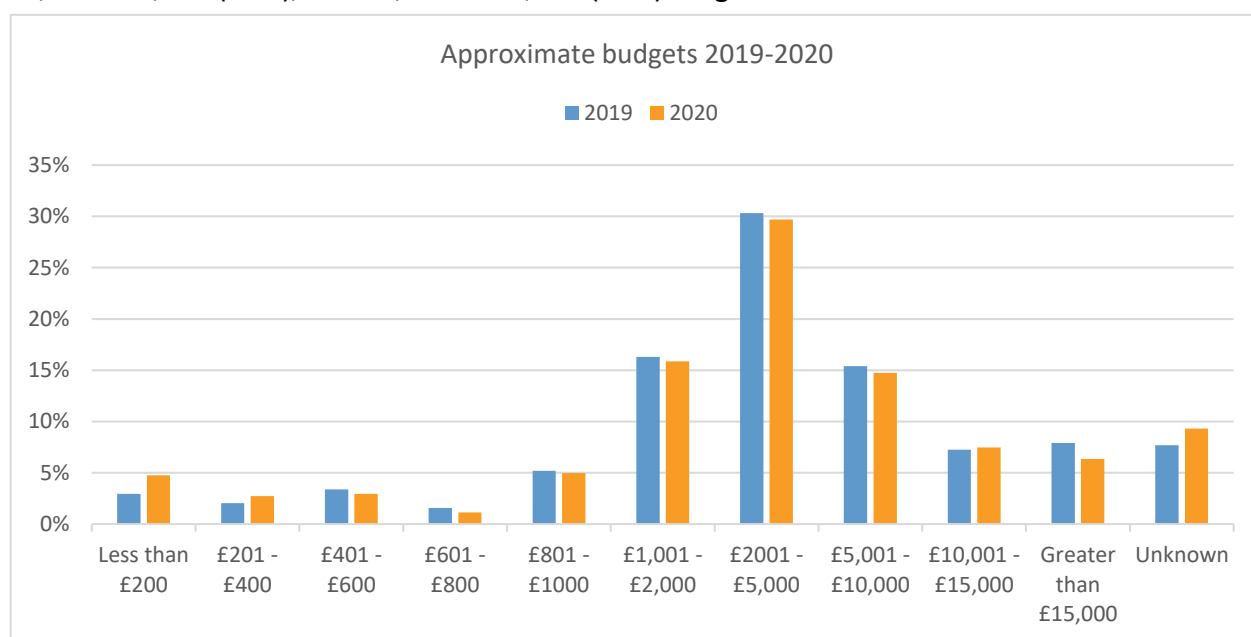


6.0 School library budgets

Participants were asked about their budgets in 2019 and 2020.

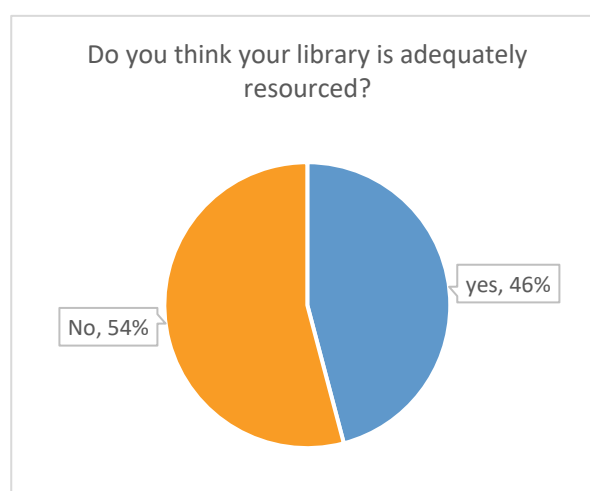
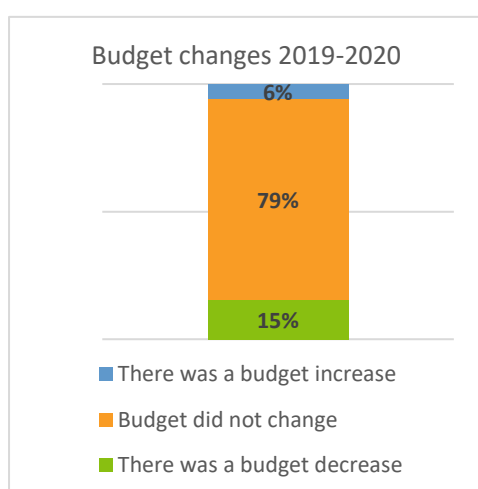
89% of respondents reported that they have a dedicated library budget.

When comparing budgets from 2019 to 2020, respondents reported similar figures for the 2 years. The largest number of respondents reported budgets in the £2001 - £5,000 (30%), £1,001 - £2,000 (16%), and £5,001 - £10,000 (15%) ranges.



Further analysis found that 15% of respondents reported a budget decrease, 79% reported that their budget had not changed, and 6% reported an increase.

When asked if they thought their library was adequately resourced including staffing and budget 54% of respondents said “no”.

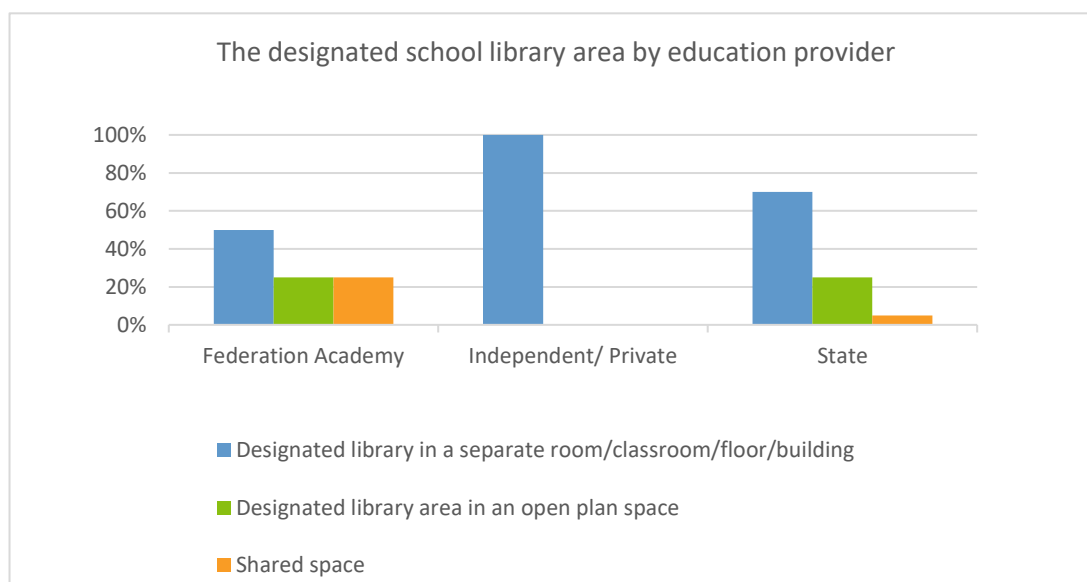
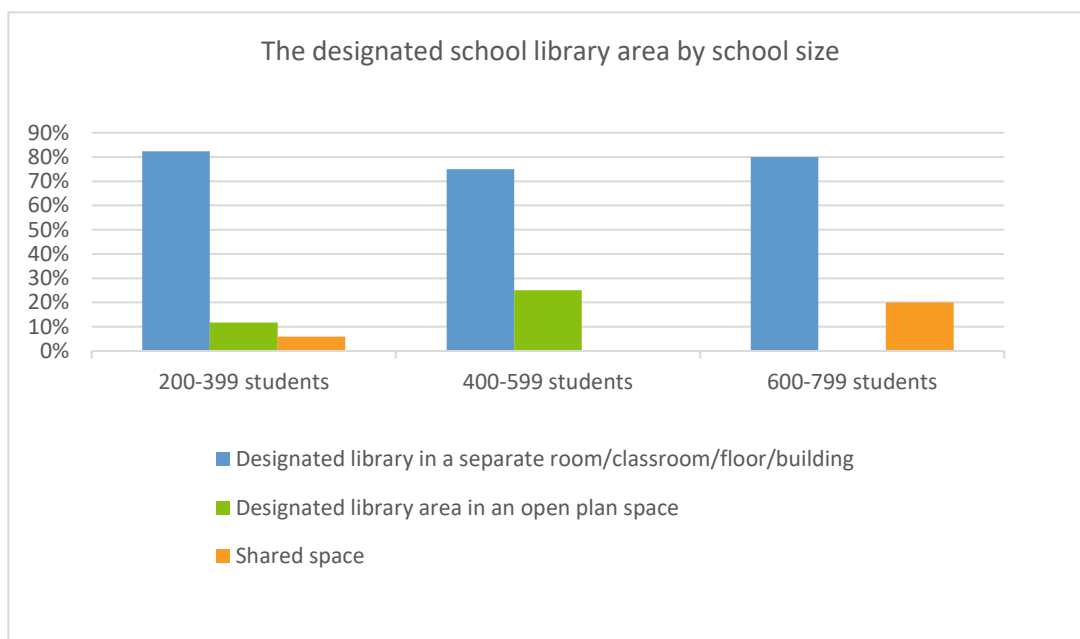


7.0 Primary school libraries in the United Kingdom

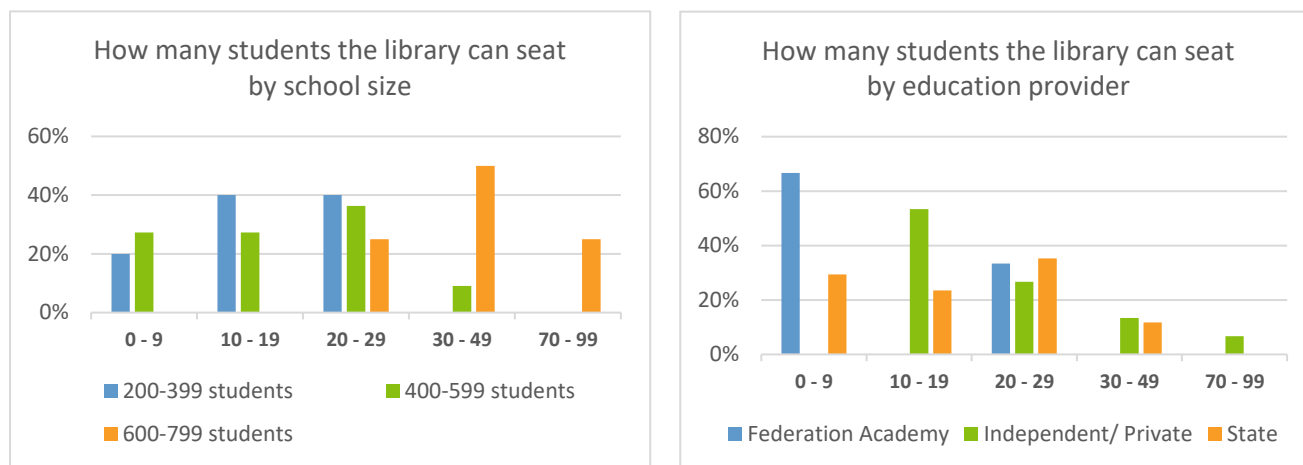
7.1 The primary school library space

When looking at the school library space by school size, the majority of primary school respondents indicated that they have a designated library in a separate room/classroom/ floor/building.

When looking at the school library space by education provider, 50% of Federation Academy schools, 100% of Independent/Private schools and 70% of State schools reported that they have a designated library in a separate room/classroom/ floor/building.



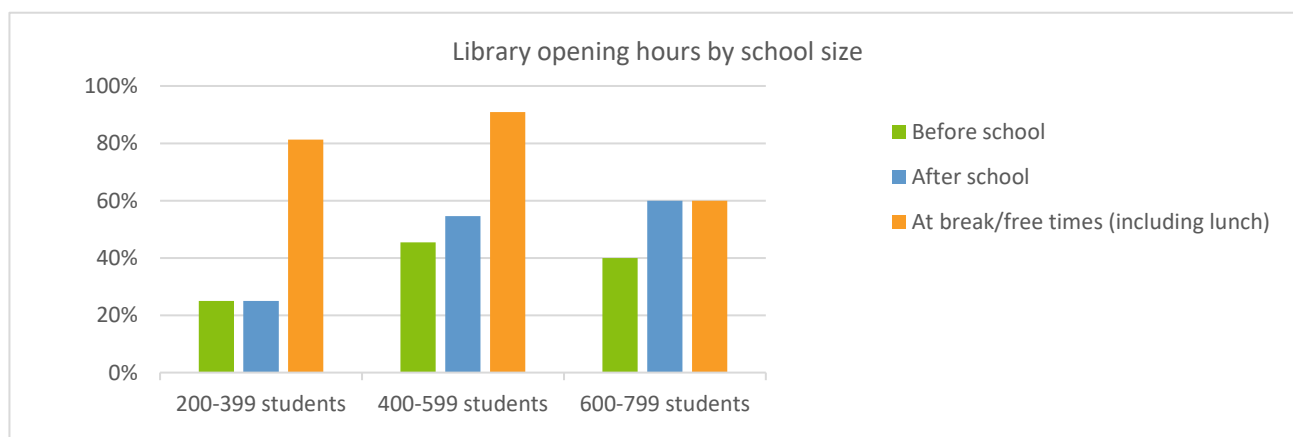
When asked how many students their library can seat, primary school respondents reported the following:



Participants were asked about the hours their school library is open. In the primary school category, a high percentage of respondents reported being open at break/free times.

In the 200 – 399 school size category, 25% of respondents reported being open before and after school.

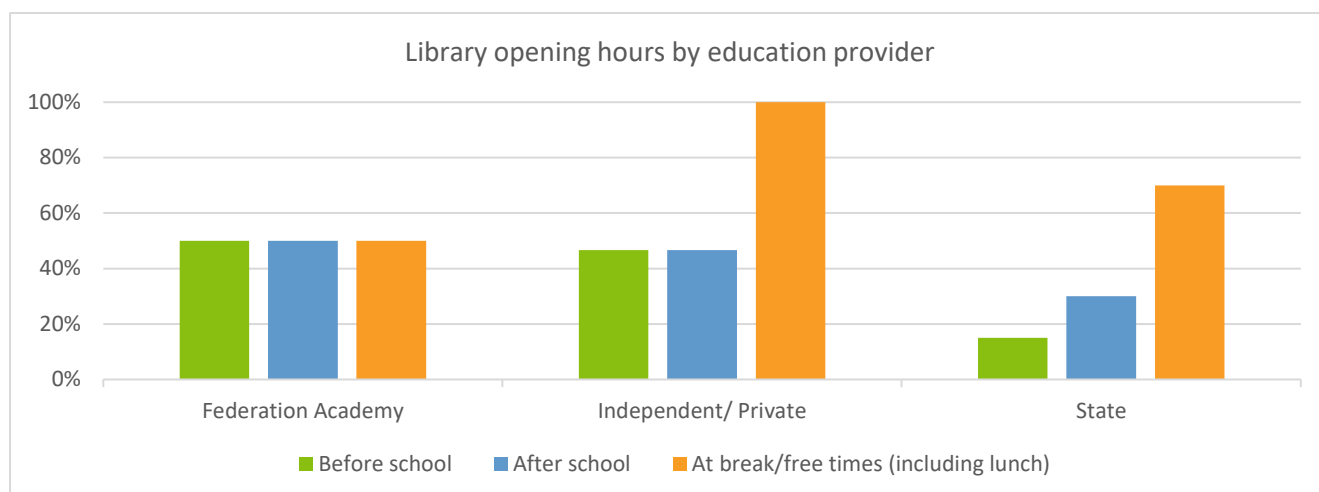
In the 400 – 599 school size category, 45% of respondents reported being open before school; 55% reported being open after school.



When looking at library opening hours by education provider, 50% of Federation Academy school respondents reported being open before school, after school, and at break/free times.

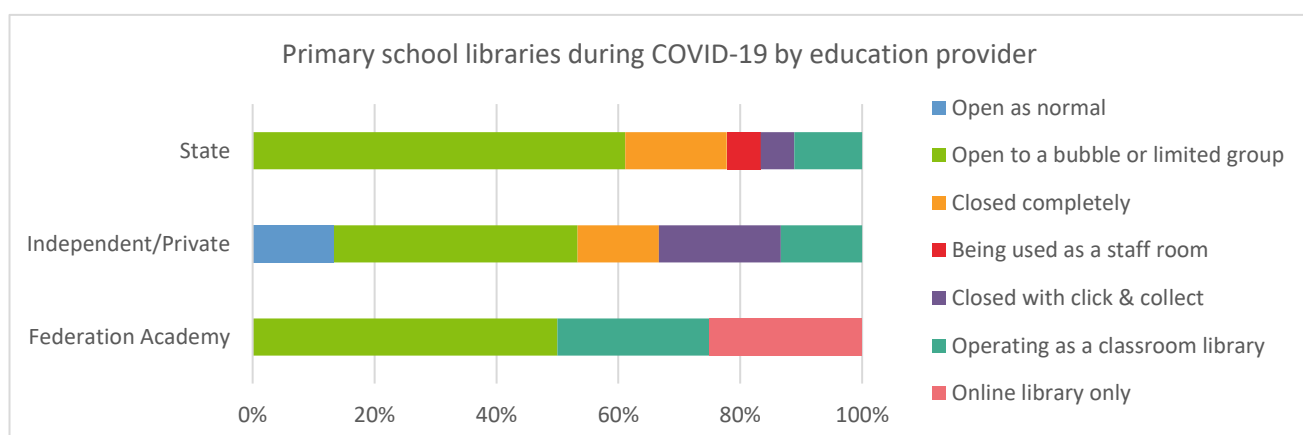
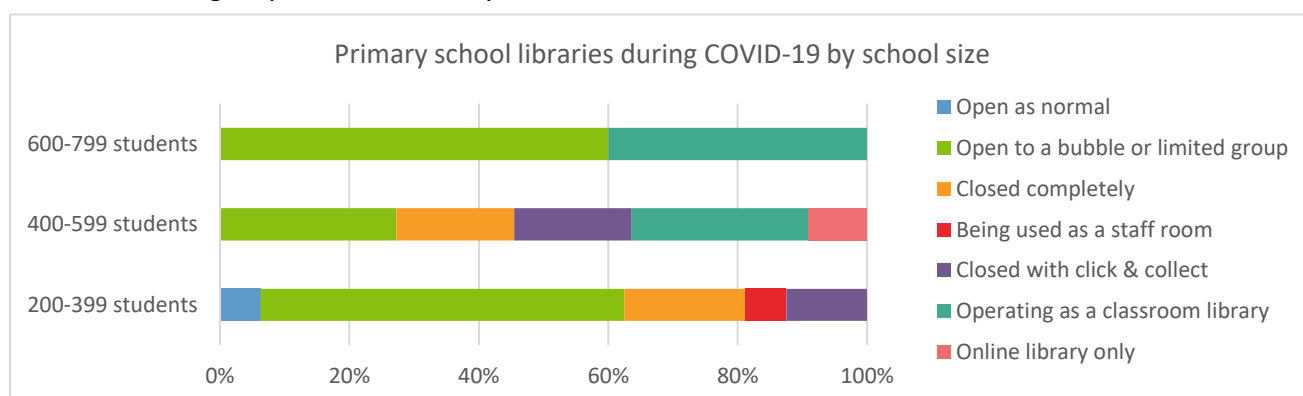
47% of Independent school respondents reported being open before and after school; 100% reported being open at break/free times.

15% of state school respondents reported being open before school and 30% after school; 79% reported being open at break/free times.



When asked about the impact of COVID-19 on school library opening hours, 56% of primary school respondents with 200 – 399 students and 60% of respondents with 600 – 799 students reported being open to a bubble or limited group. In the 400 – 599 category, 27% reported being open to a bubble or limited group, 27% reported operating as a classroom library.

Many schools reporting that they were open to a bubble or group explained that they had a rota to allow different groups into the library at different times.

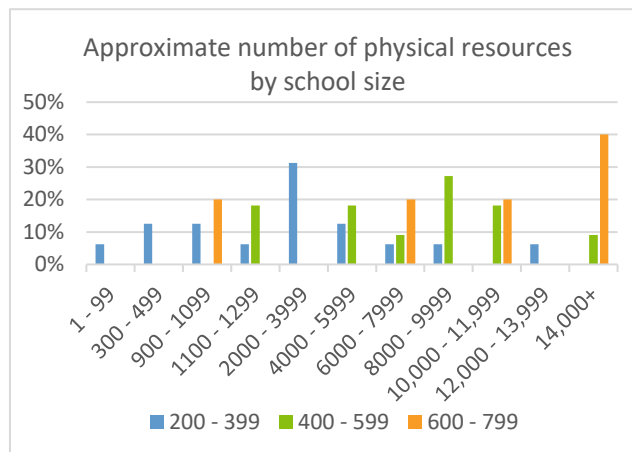


7.2 Primary school library collections

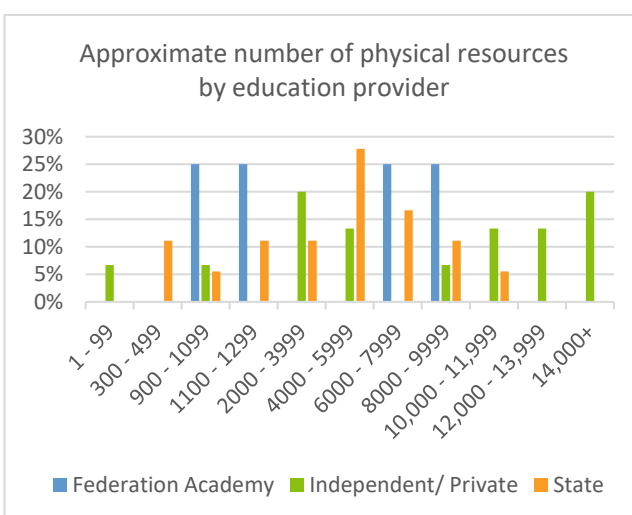
Participants were asked about their school library collections.

When looking at the approximate number of physical resources, primary school respondents reported the following:

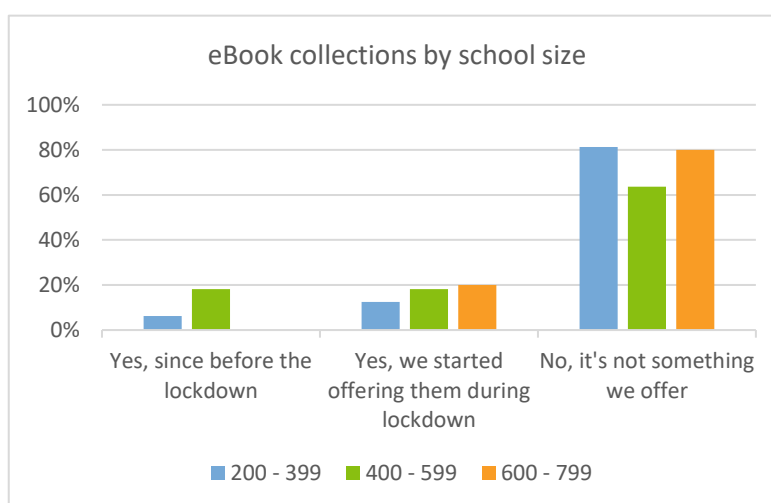
School Size			
# of physical resources	200 - 399	400 - 599	600 - 799
1 - 99	6%	0%	0%
300 - 499	13%	0%	0%
900 - 1099	13%	0%	20%
1100 - 1299	6%	18%	0%
2000 - 3999	31%	0%	0%
4000 - 5999	13%	18%	0%
6000 - 7999	6%	9%	20%
8000 - 9999	6%	27%	0%
10,000 - 11,999	0%	18%	20%
12,000 - 13,999	6%	0%	0%
14,000+	0%	9%	40%

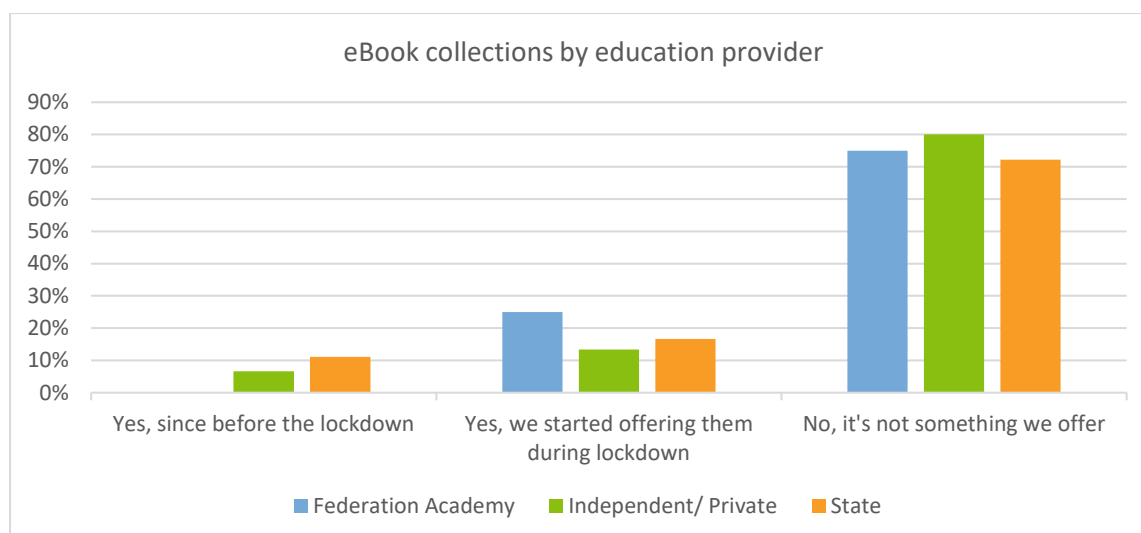


Education provider			
# of physical resources	Federation Academy	Independent /Private	State
1 - 99	0%	7%	0%
300 - 499	0%	0%	11%
900 - 1099	25%	7%	6%
1100 - 1299	25%	0%	11%
2000 - 3999	0%	20%	11%
4000 - 5999	0%	13%	28%
6000 - 7999	25%	0%	17%
8000 - 9999	25%	7%	11%
10,000 - 11,999	0%	13%	6%
12,000 - 13,999	0%	13%	0%
14,000+	0%	20%	0%



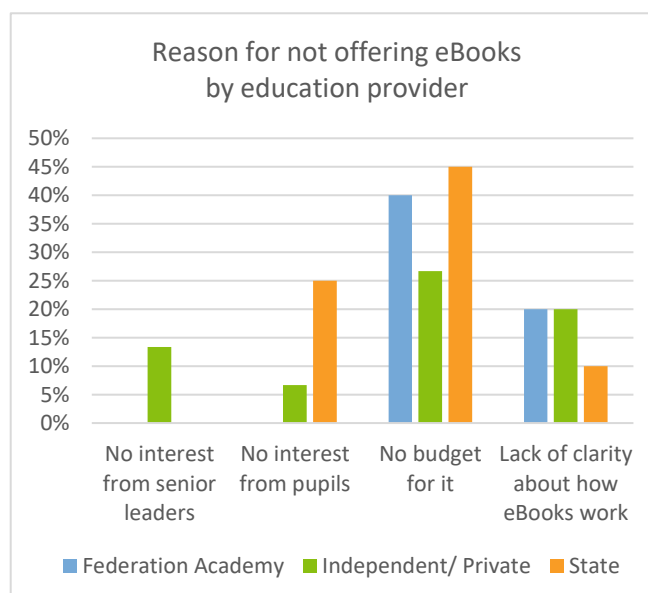
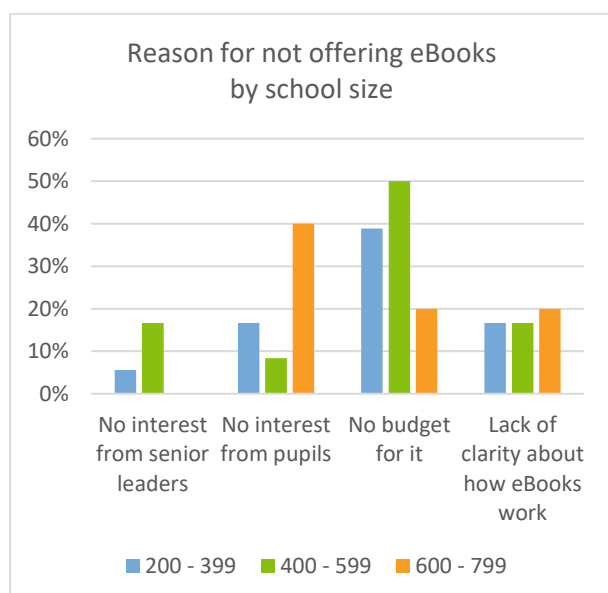
When asked about eBook collections, the majority of primary school respondents reported that they do not offer eBooks.



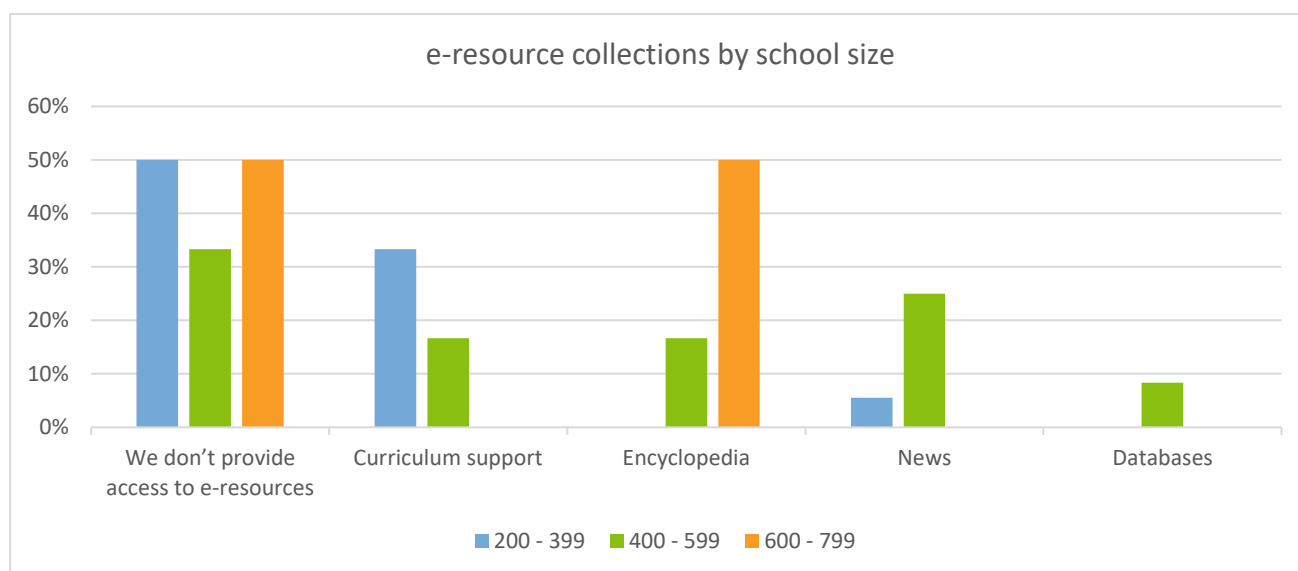


When asked the reasons for not offering eBooks, 39% of primary school respondents in the 200 – 399 and 50% of primary school respondents in the 400 – 599 school size categories reported that they did not have the budget for them. 40% of primary school respondents in the 600 – 799 category reported that there was a lack of pupil interest in eBooks.

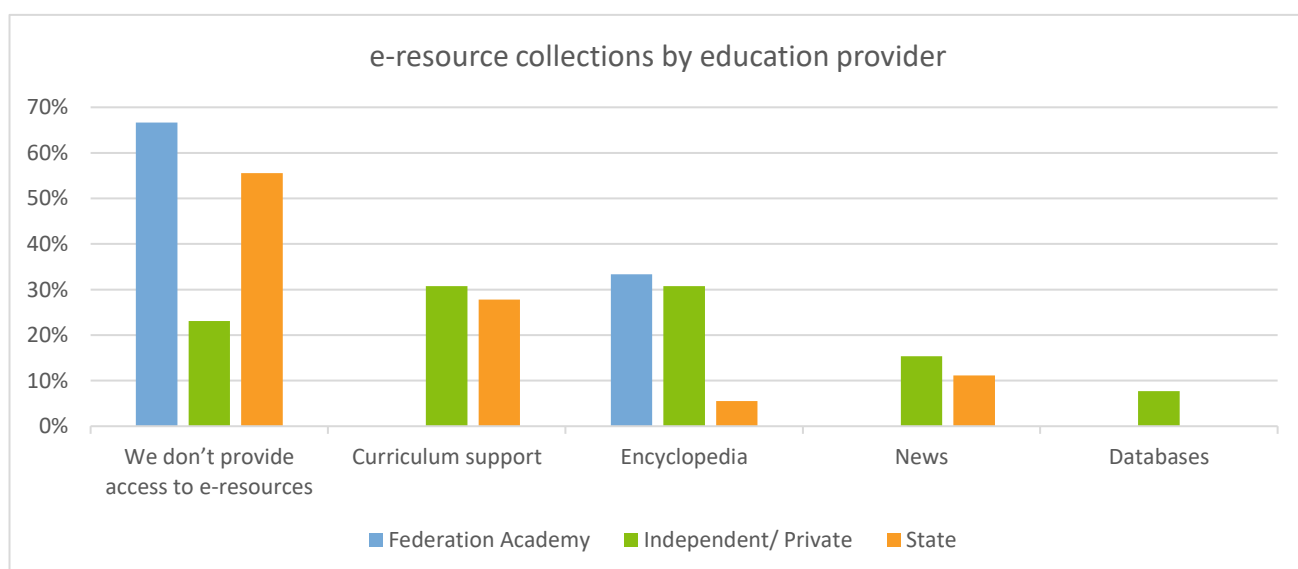
When looking at the reason for not offering eBooks by education provider, 40% of Federation Academy school respondents and 45% of State school respondents reported a lack of budget. Independent/Private school respondents reported lack of budget (27%) and no interest from pupils (20%) as the top two reasons for not offering eBooks.



When asked about other e-resources offered by the school library, 50% of primary school respondents in the 200 – 399 and 33% of primary school respondents in the 400 – 599 school size categories reported that they do not provide access to e-resources. In the 600 – 799 school size category, 50% of respondents reported that they do not provide access to e-resources; 50% reported that they provide access to encyclopedia.

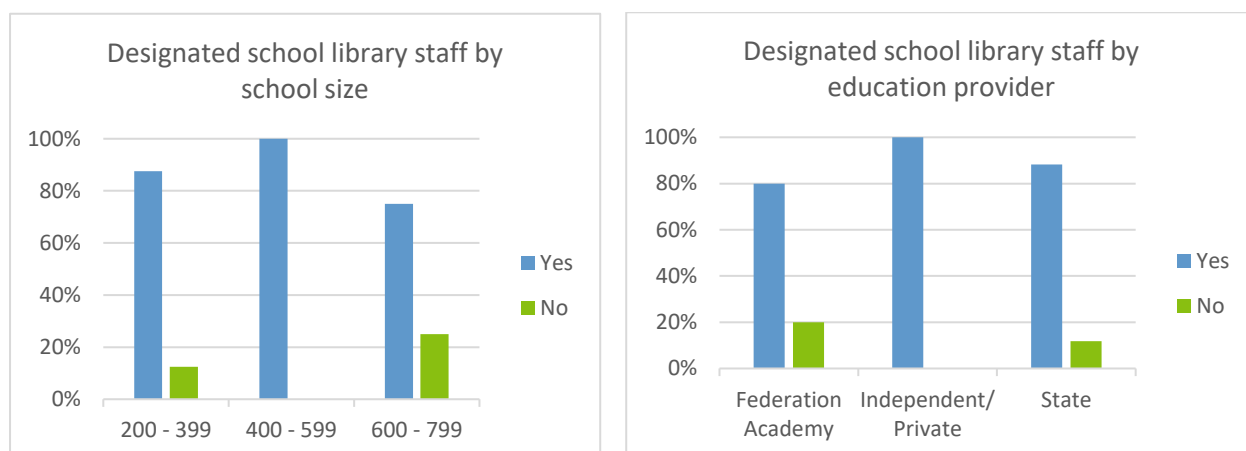


When asked about other e-resources offered by the school library, 67% of Federation Academy schools and 56% of State schools reported that they not provide access to e-resources. For Independent school respondents, 31% reported that they provide access to e-resources in the form of curriculum support; 31% reported providing access to encyclopedia.

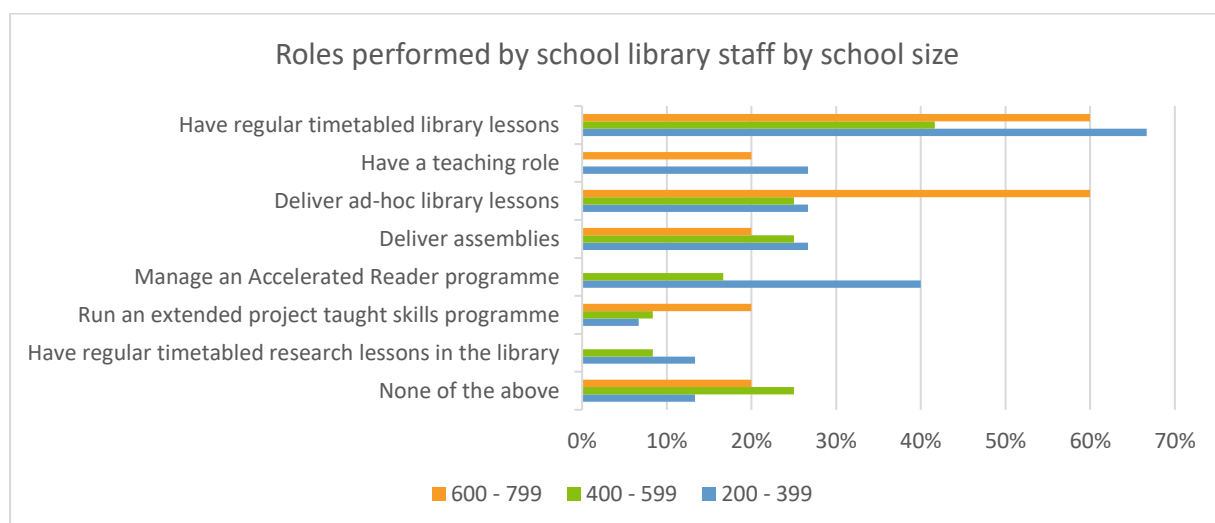


7.3 Primary school library staffing

Participants were asked if their school library have designated staff. As can be seen in the charts below, the majority of primary school respondents said “yes”.

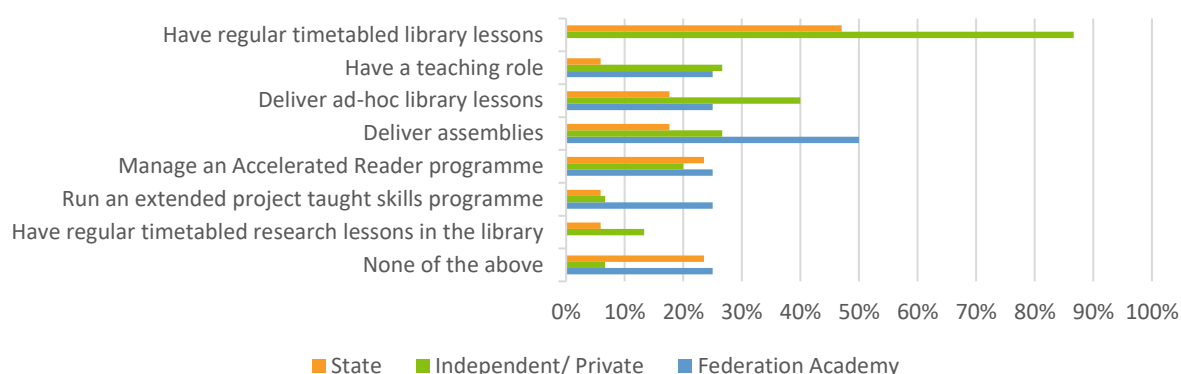


Participants were asked about the main roles performed by school staff. Primary school respondents reported the following:



	200 - 399	400 - 599	600 - 799
None of the above	13%	25%	20%
Have regular timetabled research lessons in the library	13%	8%	0%
Run an extended project taught skills programme	7%	8%	20%
Manage an Accelerated Reader programme	40%	17%	0%
Deliver assemblies	27%	25%	20%
Deliver ad-hoc library lessons	27%	25%	60%
Have a teaching role	27%	0%	20%
Have regular timetabled library lessons	67%	42%	60%

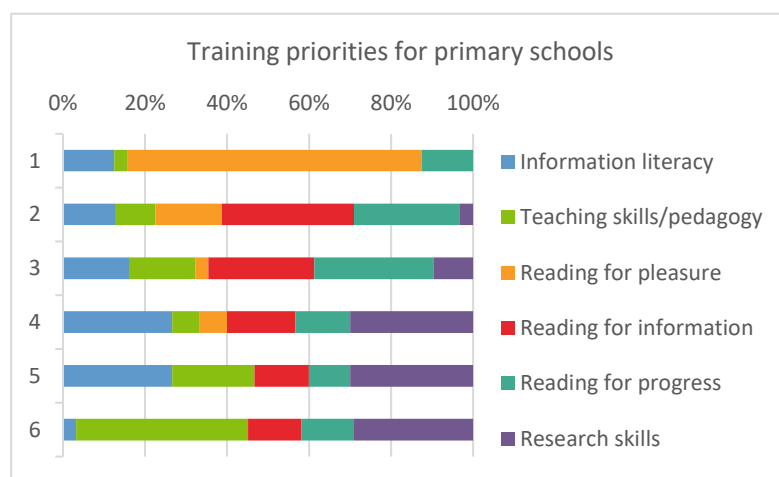
Roles performed by school library staff by education provider



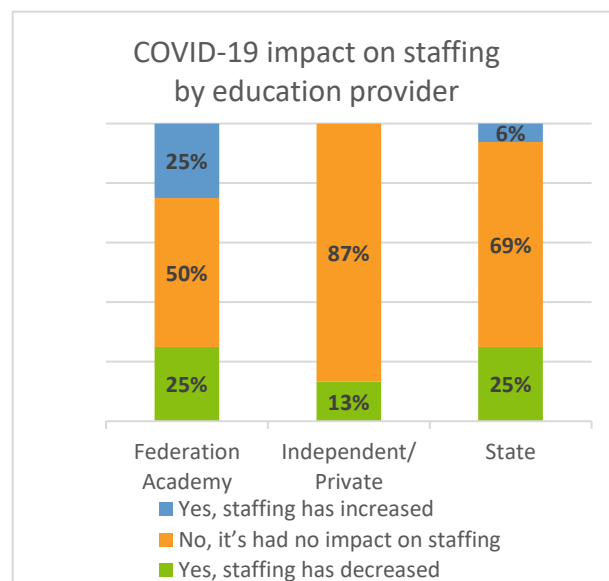
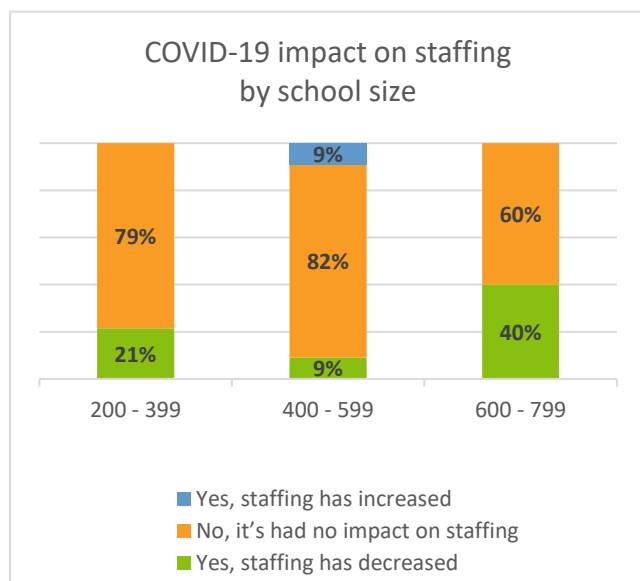
	Federation Academy	Independent/ Private	State
Don't know	0%	0%	0%
None of the above	25%	7%	24%
Have regular timetabled research lessons in the library	0%	13%	6%
Run an extended project taught skills programme	25%	7%	6%
Manage an Accelerated Reader programme	25%	20%	24%
Deliver assemblies	50%	27%	18%
Deliver ad-hoc library lessons	25%	40%	18%
Have a teaching role	25%	27%	6%
Have regular timetabled library lessons	0%	87%	47%

Participants were asked to number their training priorities from 1 to 6. Based on the highest percentage of respondents for each number ranking, training priorities for primary schools are as follows:

1. Reading for pleasure
2. Reading for information
3. Reading for progress
4. Research skills
5. Information literacy
6. Teaching skills/pedagogy



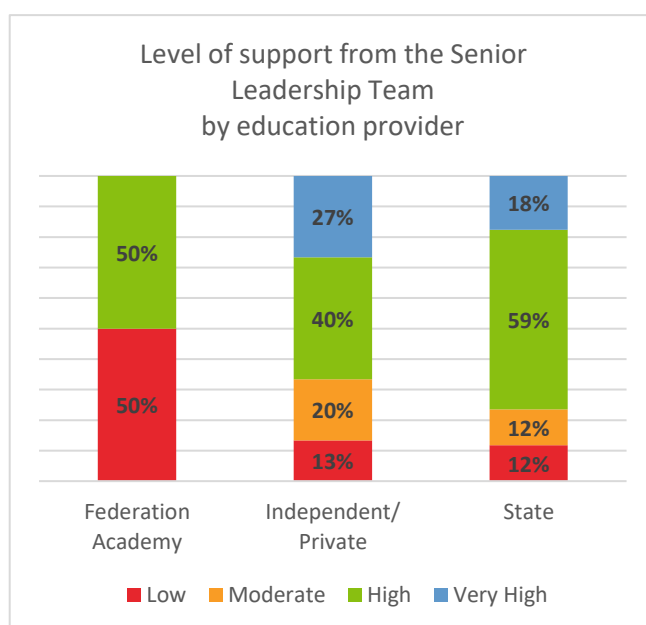
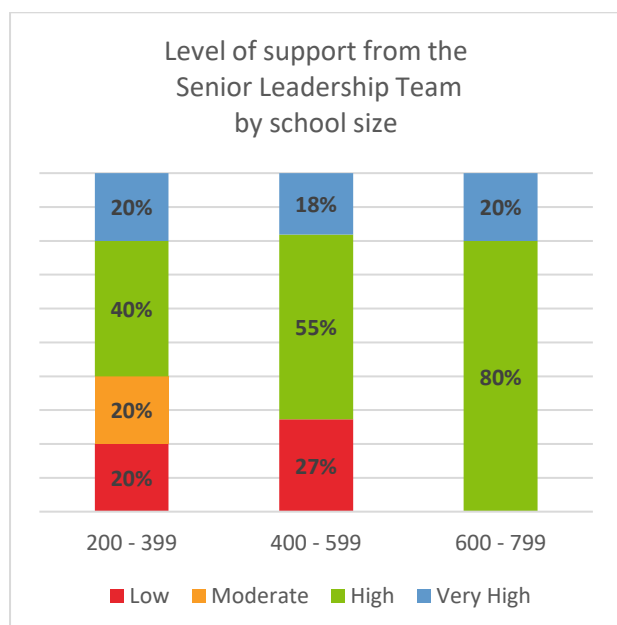
Participants were asked about the impact of COVID-19 on staffing. As can be seen in the charts below, the majority of primary school respondents reported no change in staffing.

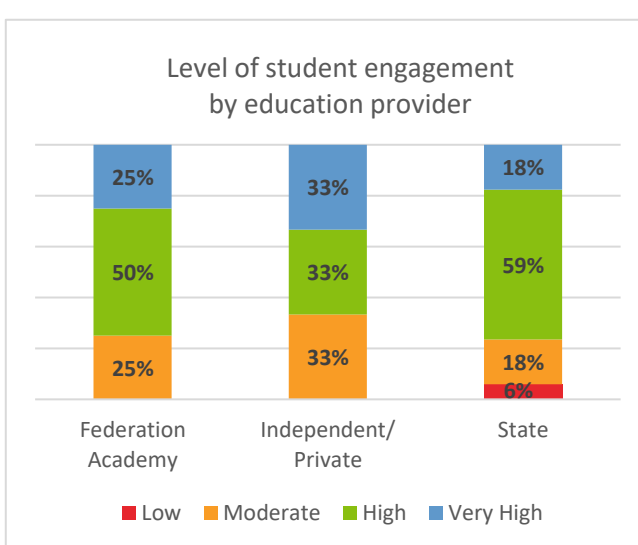
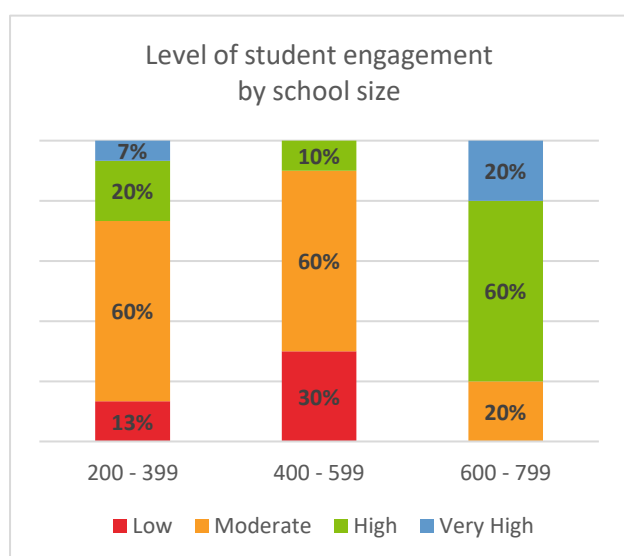
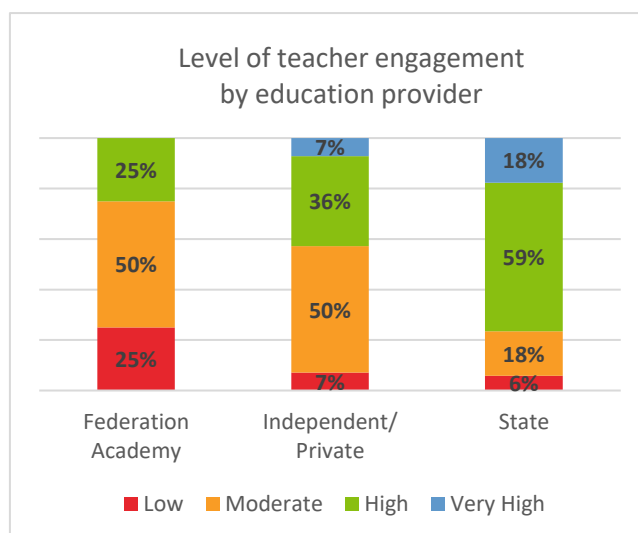
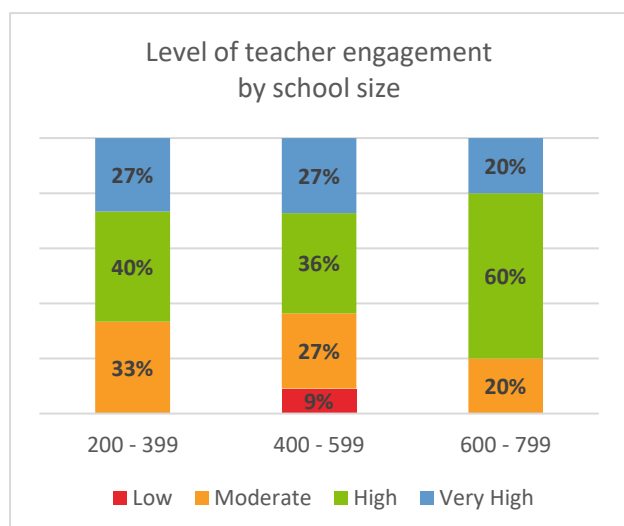


7.4 Primary school library engagement and support

Participants were asked about the level of support they had from the Senior Leadership Team, the level of teacher engagement with the library, and the level of student engagement with the library.

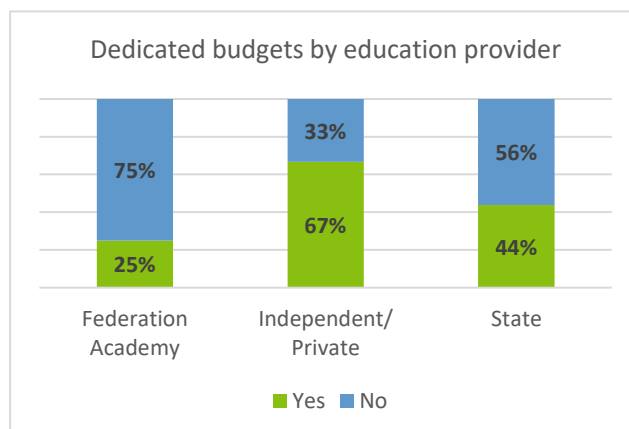
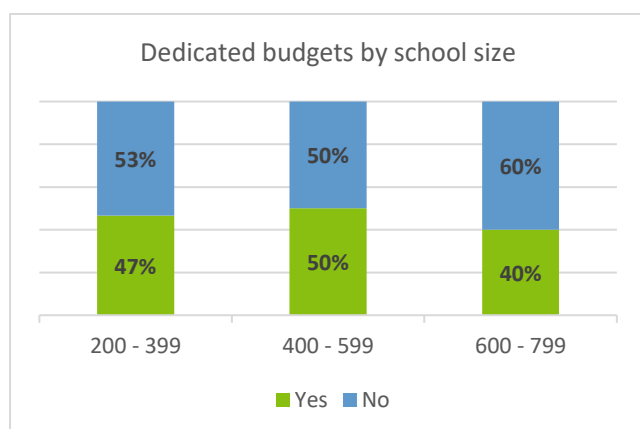
The following charts show primary school responses by school size and education provider.





7.5 Primary school library budgets

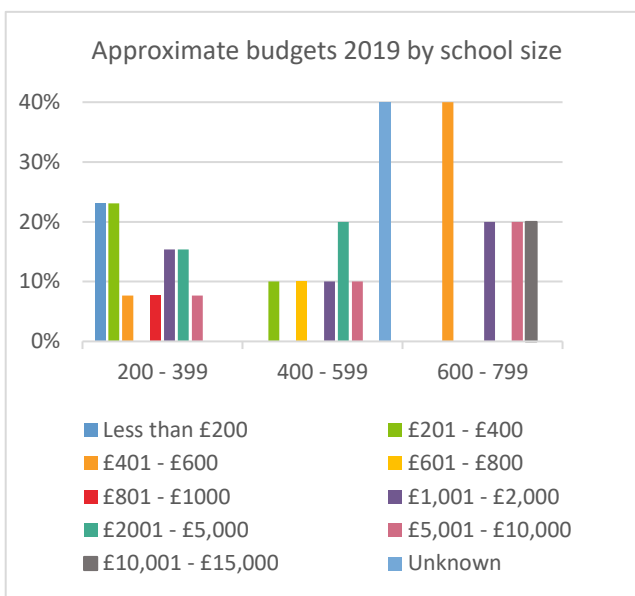
Participants were asked if their library had a dedicated budget. 75% of Federation Academy, 33% of Independent/Private, and 56% of State school respondents reported that they do not. Further details can be seen in the charts below.



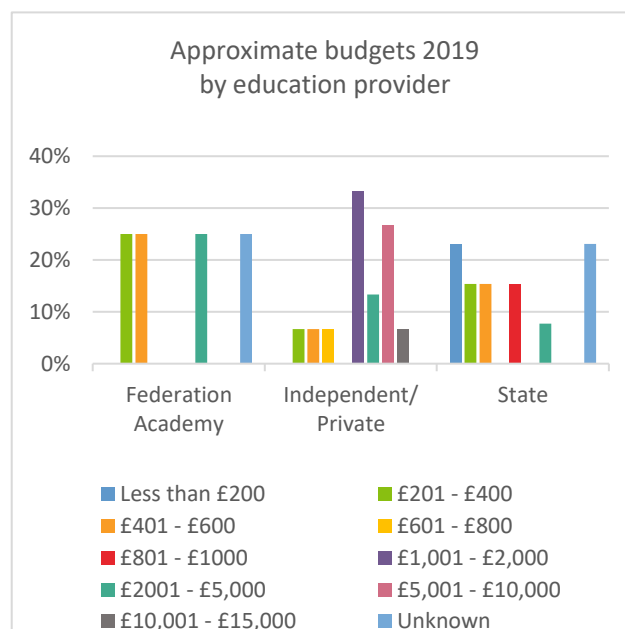
Participants were asked what their school library budget was in 2019 and 2020.

When looking at 2019 budgets by school size and education provider, primary school respondents reported the following budget ranges:

Budgets	200 - 399	400 - 599	600 - 799
Less than £200	23%	0%	0%
£201 - £400	23%	10%	0%
£401 - £600	8%	0%	40%
£601 - £800	0%	10%	0%
£801 - £1000	8%	0%	0%
£1,001 - £2,000	15%	10%	20%
£2001 - £5,000	15%	20%	0%
£5,001 - £10,000	8%	10%	20%
£10,001 - £15,000	0%	0%	20%
Unknown	0%	40%	0%

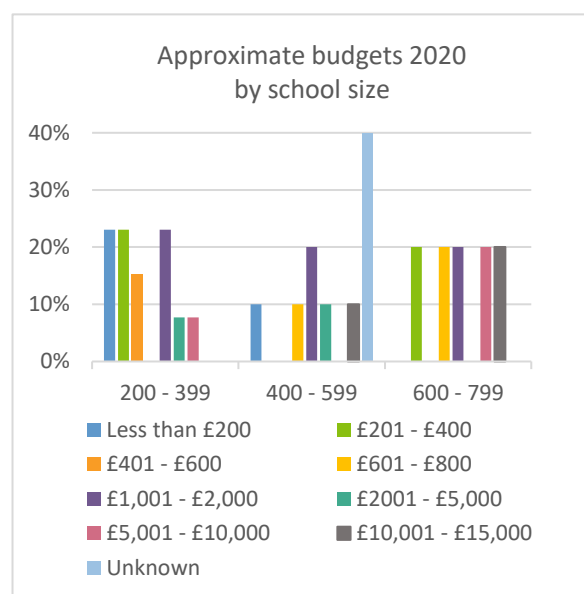


Budgets	Federation Academy	Independent/Private	State
Less than £200	0%	0%	23%
£201 - £400	25%	7%	15%
£401 - £600	25%	7%	15%
£601 - £800	0%	7%	0%
£801 - £1000	0%	0%	15%
£1,001 - £2,000	0%	33%	0%
£2001 - £5,000	25%	13%	8%
£5,001 - £10,000	0%	27%	0%
£10,001 - £15,000	0%	7%	0%
Unknown	25%	0%	23%

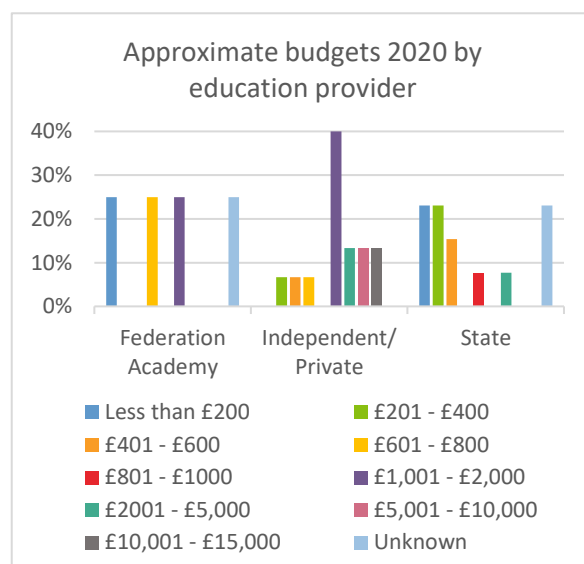


When looking at 2020 budgets by school size and education provider, primary school respondents reported the following budget ranges:

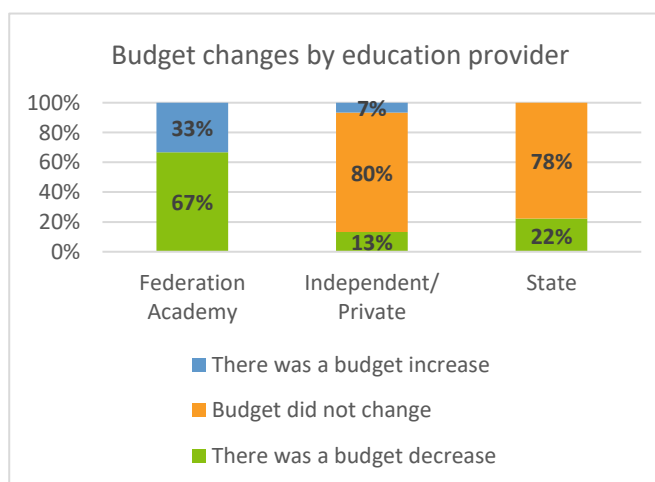
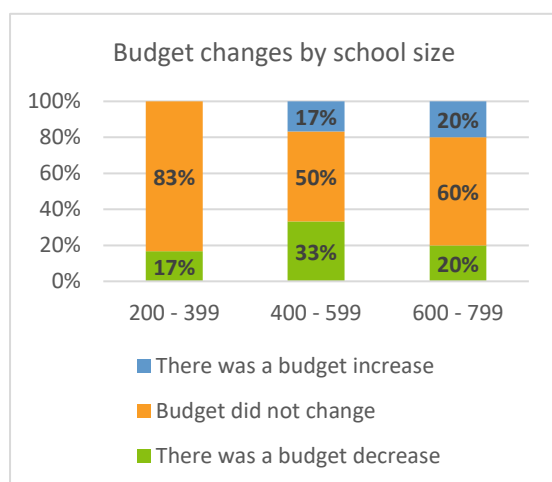
Budgets	200 - 399	400 - 599	600 - 799
Less than £200	23%	10%	0%
£201 - £400	23%	0%	20%
£401 - £600	15%	0%	0%
£601 - £800	0%	10%	20%
£801 - £1000	0%	0%	0%
£1,001 - £2,000	23%	20%	20%
£2001 - £5,000	8%	10%	0%
£5,001 - £10,000	8%	0%	20%
£10,001 - £15,000	0%	10%	20%
Unknown	0%	40%	0%



Budgets	Federation Academy	Independent/Private	State
Less than £200	25%	0%	23%
£201 - £400	0%	7%	23%
£401 - £600	0%	7%	15%
£601 - £800	25%	7%	0%
£801 - £1000	0%	0%	8%
£1,001 - £2,000	25%	40%	0%
£2001 - £5,000	0%	13%	8%
£5,001 - £10,000	0%	13%	0%
£10,001 - £15,000	0%	13%	0%
Unknown	25%	0%	23%

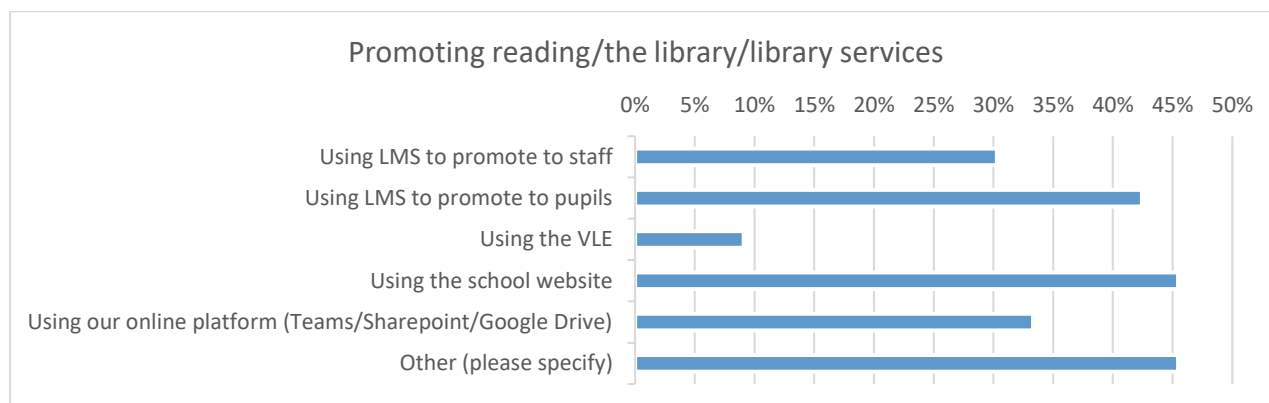


Further analysis of budgets from 2019 – 2020 can be seen in the budget changes charts below.



7.6 Primary school library promotions and response to current events

Participants were asked how they are promoting reading, their library or library services. 45% of primary school respondents reported that they are using the school website; 42% were using the LMS to promote to pupils.



“Other” responses included email, mobile library, reading 1:1 with students, library newsletter, book club, library displays, and circulating pictures of new books in hard copy to form teachers.

Participants were asked how they responded/reacted to or highlighted a range of current issues in their library.

The top choices for primary school respondents were school library displays and creating booklists. Further details can be seen in the table below.

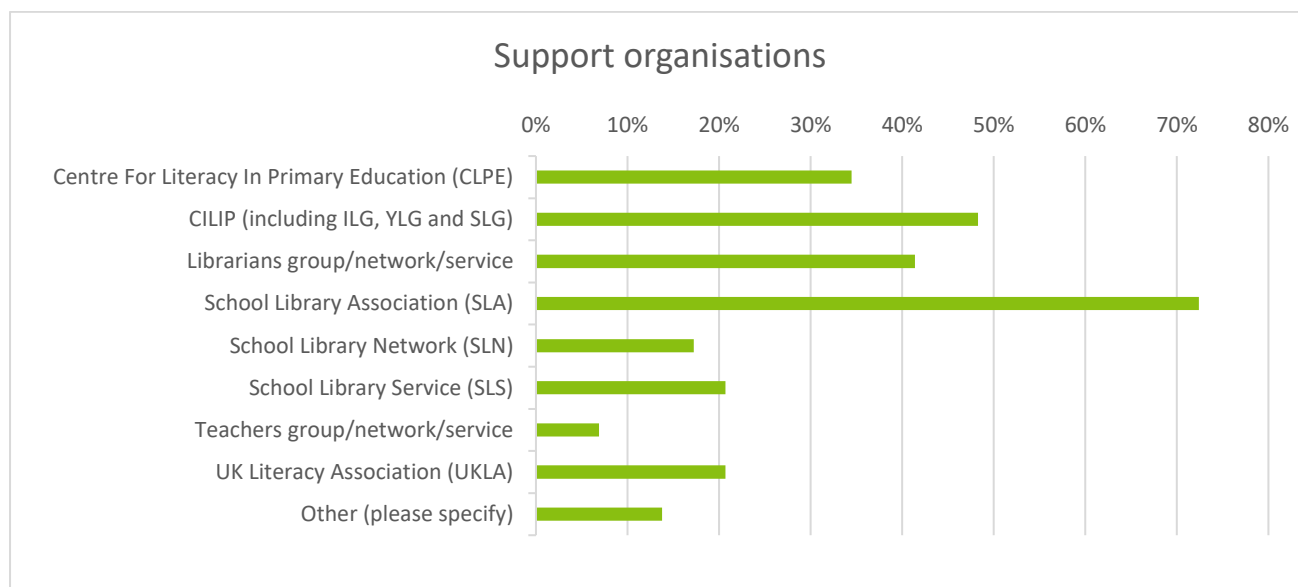
	School library display (physical or virtual)	Delivered an assembly	Created a lesson or activity around it	Created a booklist	Conversations with individual pupils	No response/reaction
The Black Lives Matter movement	48%	4%	15%	33%	19%	33%
Representation for All (characters and authors of BAME heritage)	54%	4%	11%	43%	36%	14%
Climate change protests	41%	0%	11%	26%	26%	30%
Gender equality in resources/curriculum	42%	0%	4%	27%	27%	31%

“Other” responses included an increased focus on diversity/BAME in book purchasing and school-wide training on gender.

7.7 Professional support groups for primary schools

Participants were asked which organisation(s) they use for support. The top 3 for primary school respondents were:

- School Library Association (SLA) – 72%
- Chartered Institute of Library and Information Professionals (CILIP) (including ILG, YLG and SLG) – 48%
- Librarians group/network/service – 41%



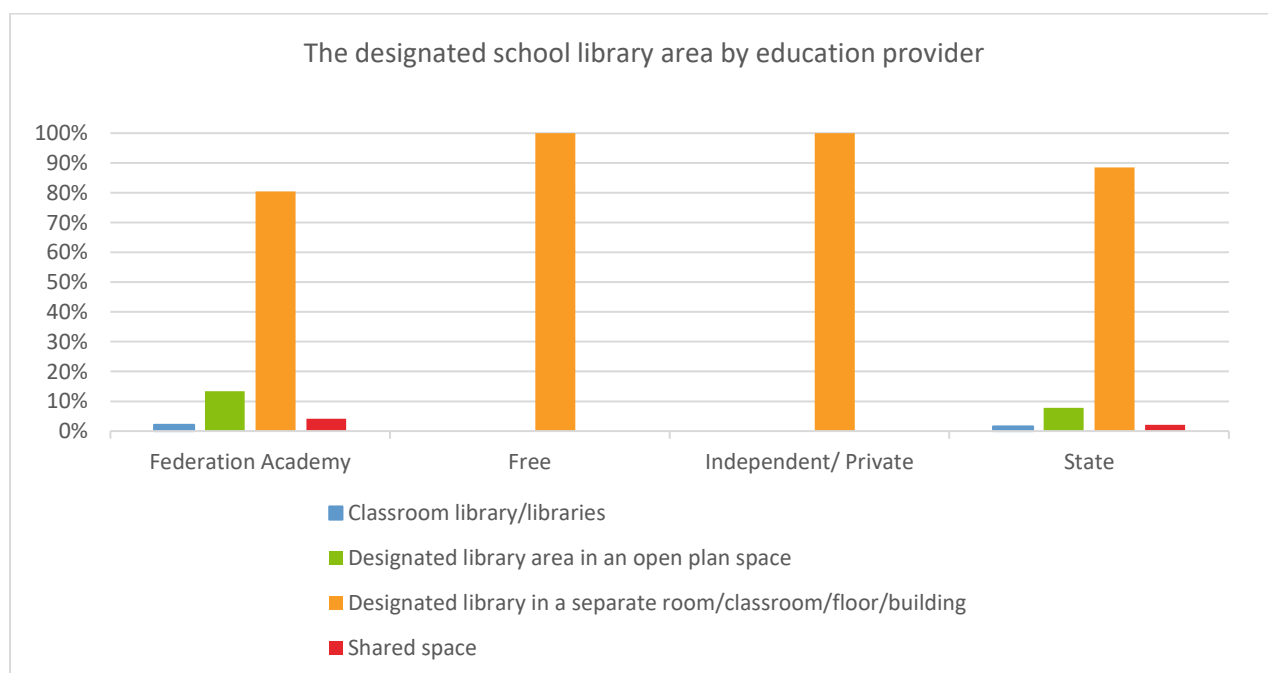
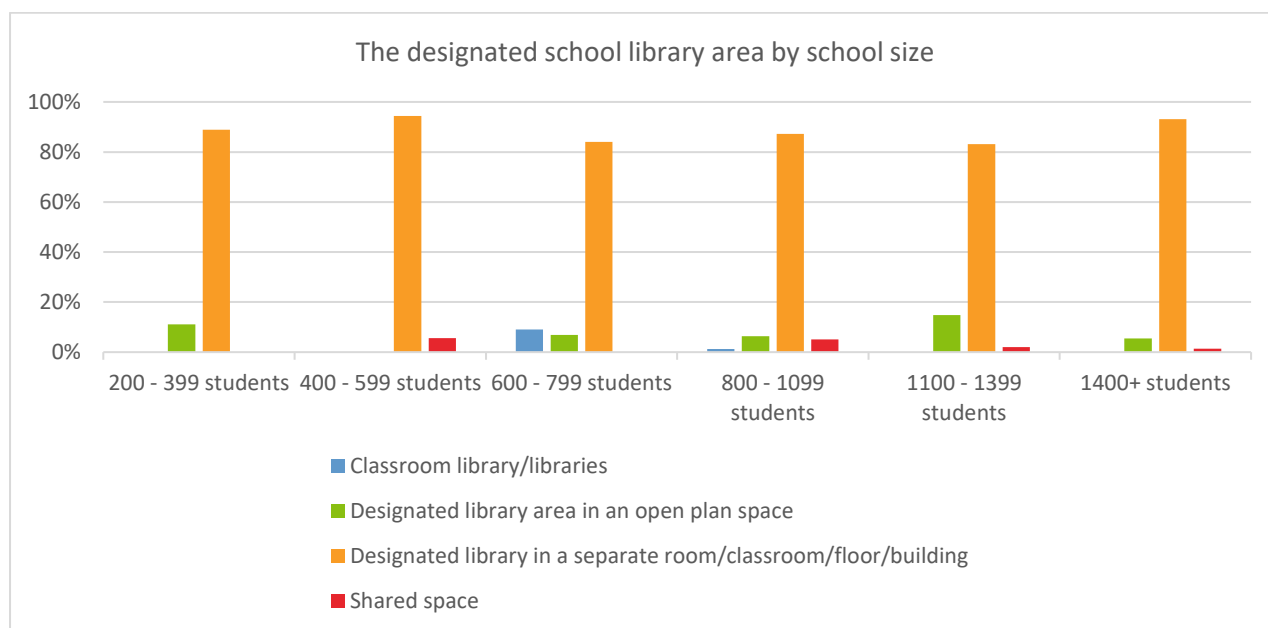
“Other” responses included National Literacy Trust, BookTrust, and LIPSSEE.

8.0 Secondary school libraries in the United Kingdom

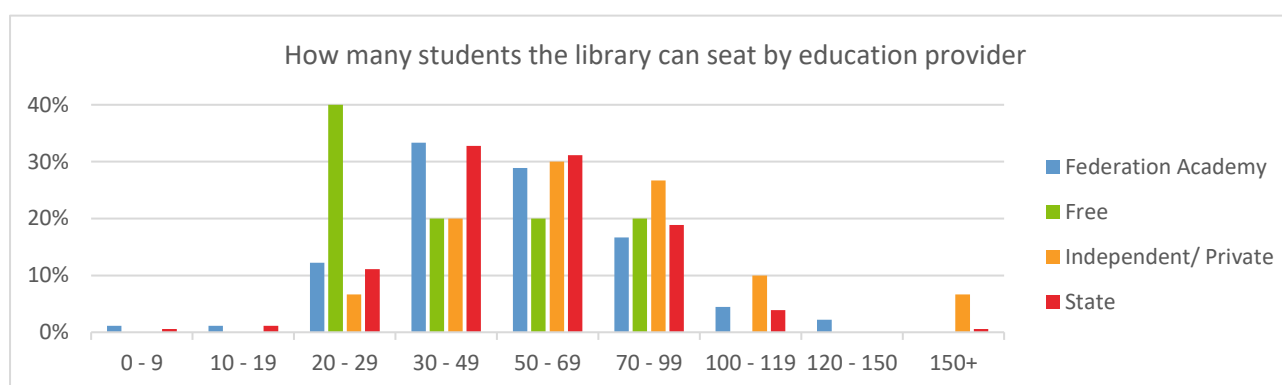
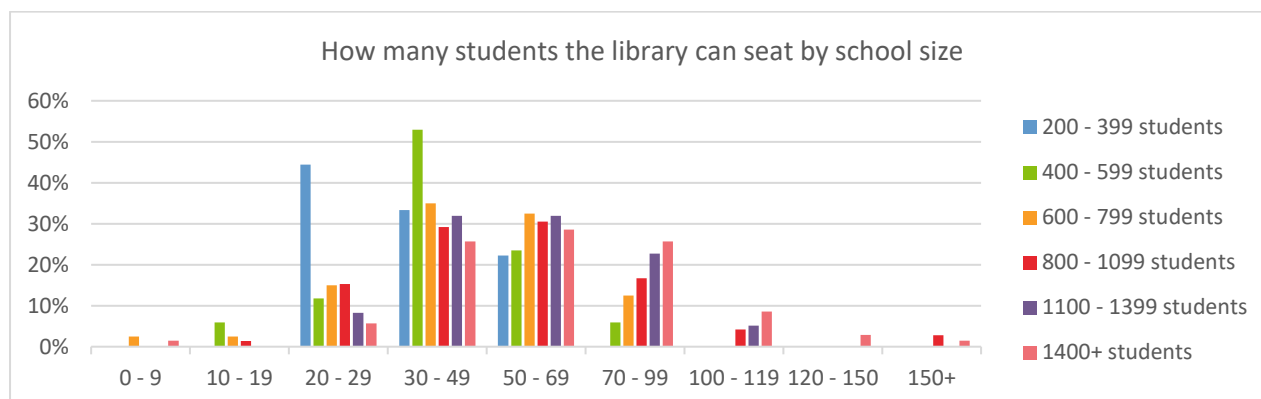
8.1 The secondary school library space

When looking at the school library space by school size, the majority of secondary school respondents indicated that they have a designated library in a separate room/classroom/floor/building.

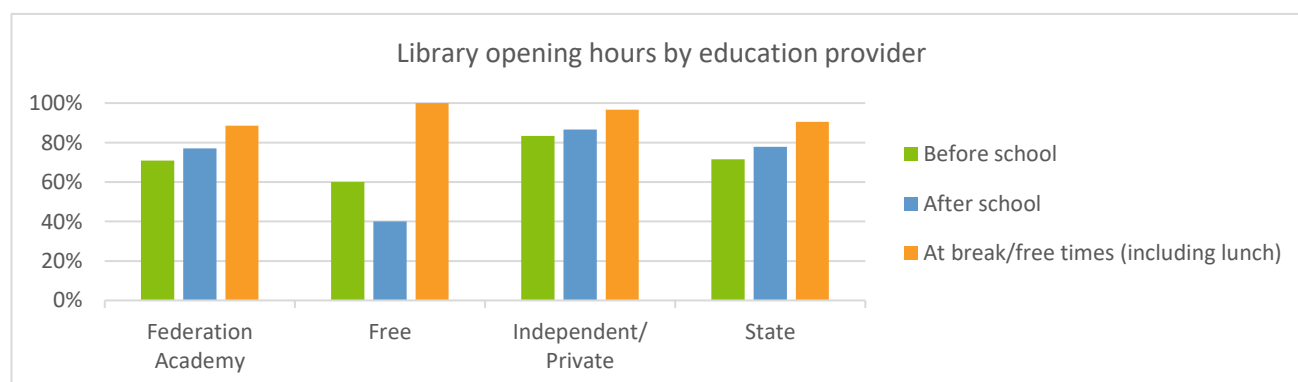
When looking at the school library space by education provider, 80% of Federation Academy schools, 100% of Free schools, 100% of Independent/Private schools, and 89% of State schools reported that they have a designated library in a separate room/classroom/floor/building.



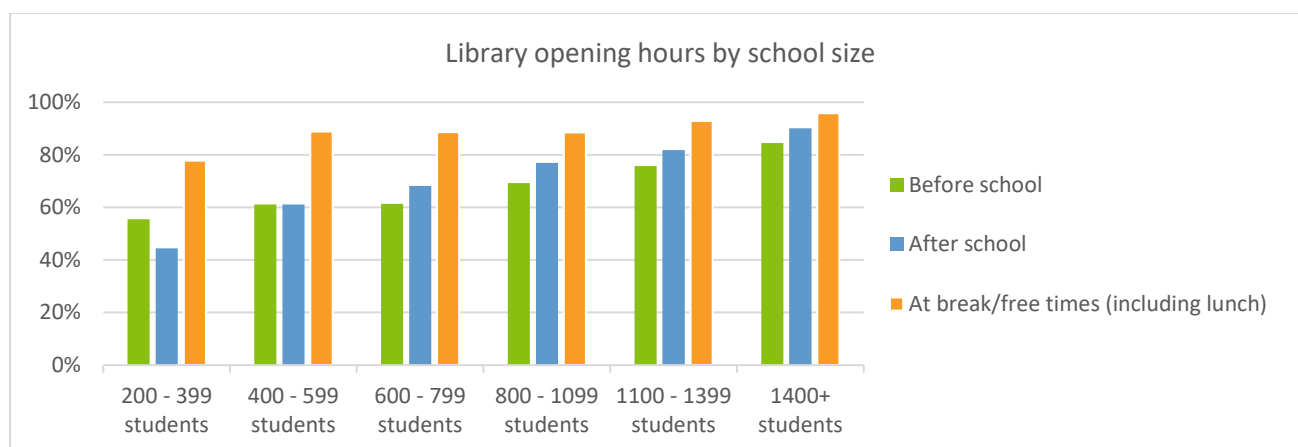
When asked how many students their library can seat, secondary school respondents reported the following:



Participants were asked about the hours their school library is open. In the secondary school category, a high percentage of respondents reported being open at break/free times. Further details can be seen below.

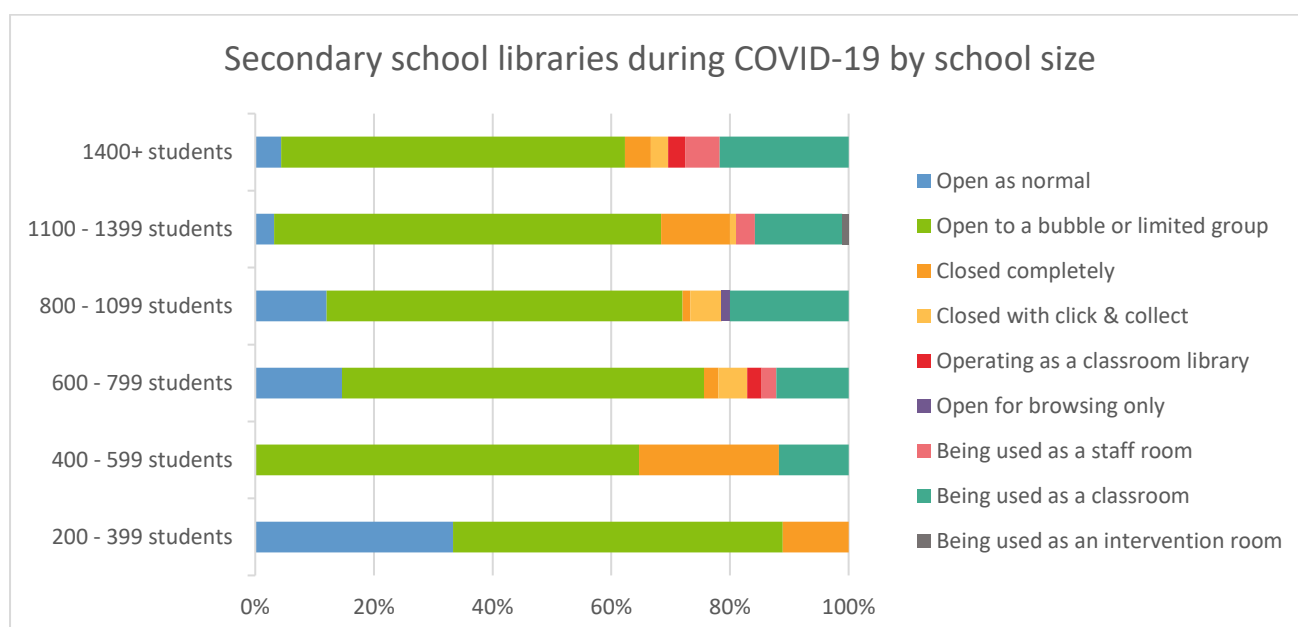


	Before school	After school	At break/free times
Federation Academy	71%	77%	89%
Free	60%	40%	100%
Independent/Private	83%	87%	97%
State	72%	78%	91%



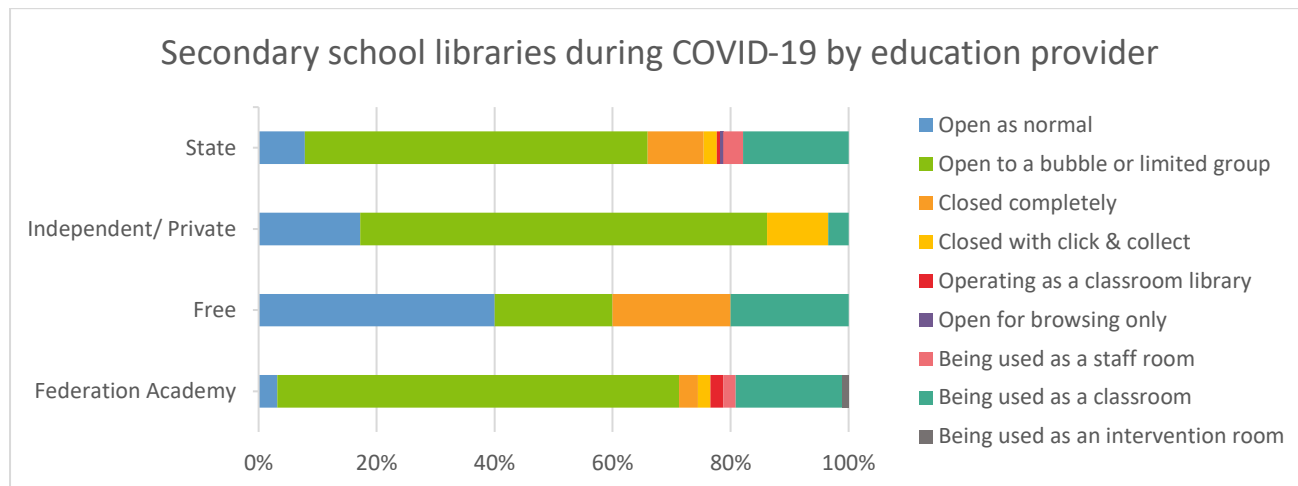
	Before school	After school	At break/free times
200 - 399 students	56%	44%	78%
400 - 599 students	61%	61%	89%
600 - 799 students	61%	68%	89%
800 - 1099 students	69%	77%	88%
1100 - 1399 students	76%	82%	93%
1400+ students	85%	90%	96%

When asked about the impact of COVID-19 on school library opening hours by school size, 56% - 65% of secondary school respondents reported being open to a bubble or limited group.



When looking at the impact of COVID-19 on school library opening hours by education provider, 68% of respondents from Federation Academy schools, 69% from Independent schools, and 58% from State schools reported being open to a bubble or limited group.

40% of respondents from Free schools reported being open as normal.

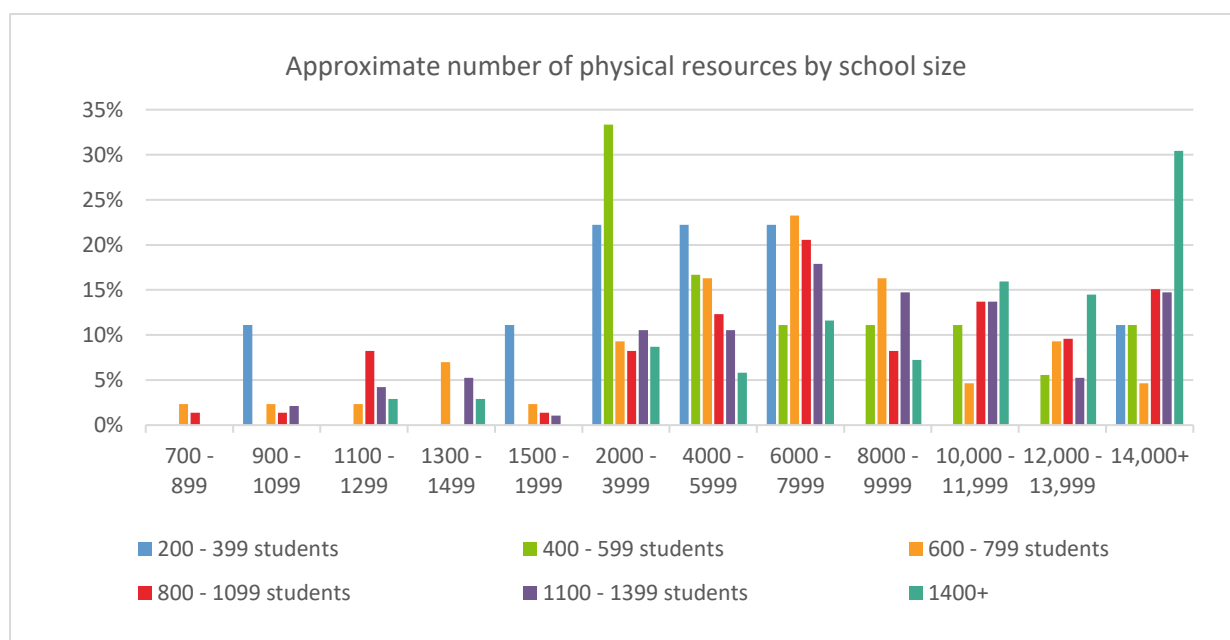


Many schools reporting that they were open to a bubble or group reported that they had a rota to allow different groups into the library at different times.

8.2 Secondary school library collections

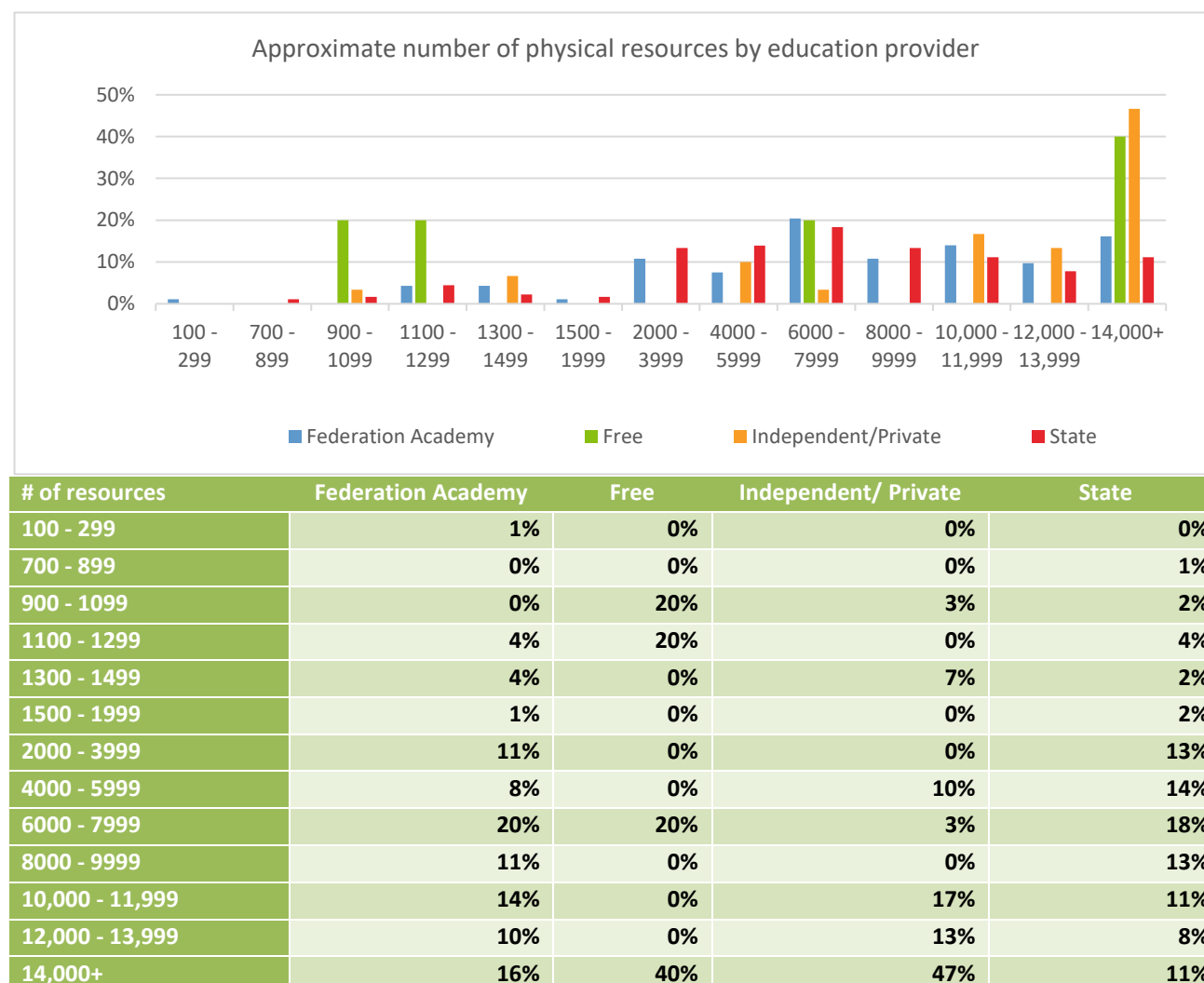
Participants were asked about their school library collections.

When looking at the approximate number of physical resources by school size, secondary school respondents reported the following:

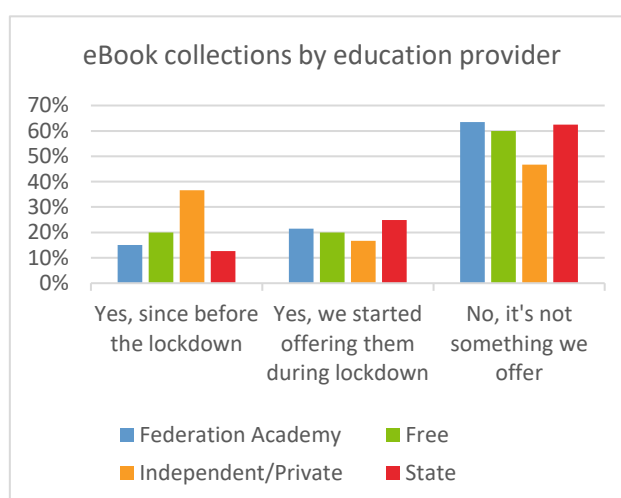
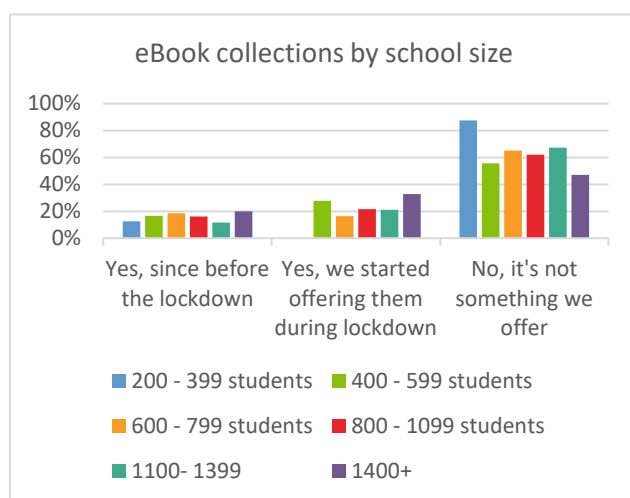


	200 - 399 students	400 – 599 students	600 – 799 students	800 – 1099 students	1100 - 1399 students	1400+ students
700 - 899	0%	0%	2%	1%	0%	0%
900 - 1099	11%	0%	2%	1%	2%	0%
1100 - 1299	0%	0%	2%	8%	4%	3%
1300 - 1499	0%	0%	7%	0%	5%	3%
1500 - 1999	11%	0%	2%	1%	1%	0%
2000 - 3999	22%	33%	9%	8%	11%	9%
4000 - 5999	22%	17%	16%	12%	11%	6%
6000 - 7999	22%	11%	23%	21%	18%	12%
8000 - 9999	0%	11%	16%	8%	15%	7%
10,000 - 11,999	0%	11%	5%	14%	14%	16%
12,000 - 13,999	0%	6%	9%	10%	5%	14%
14,000+	11%	11%	5%	15%	15%	30%

When looking at physical resources by education provider, secondary school respondents reported the following:

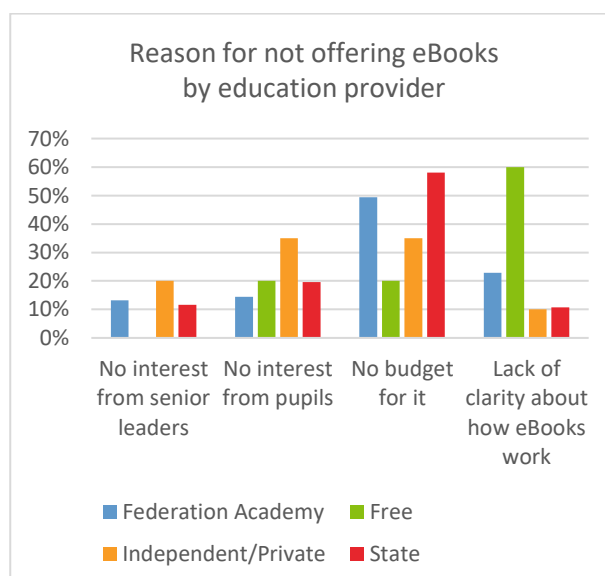
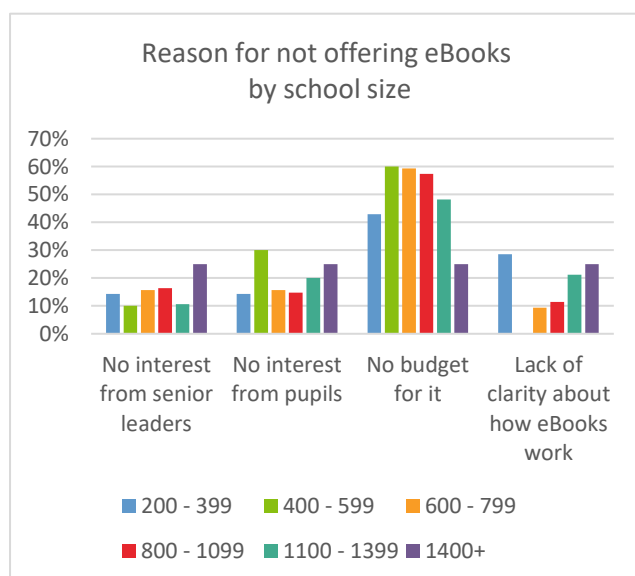


When asked about eBook collections, 63% of Federation Academy schools, 60% of Free schools, 47% of Independent schools, and 62% of State schools reported that they do not offer eBooks. The breakdown of responses by school size and education provider can be seen in the charts below.



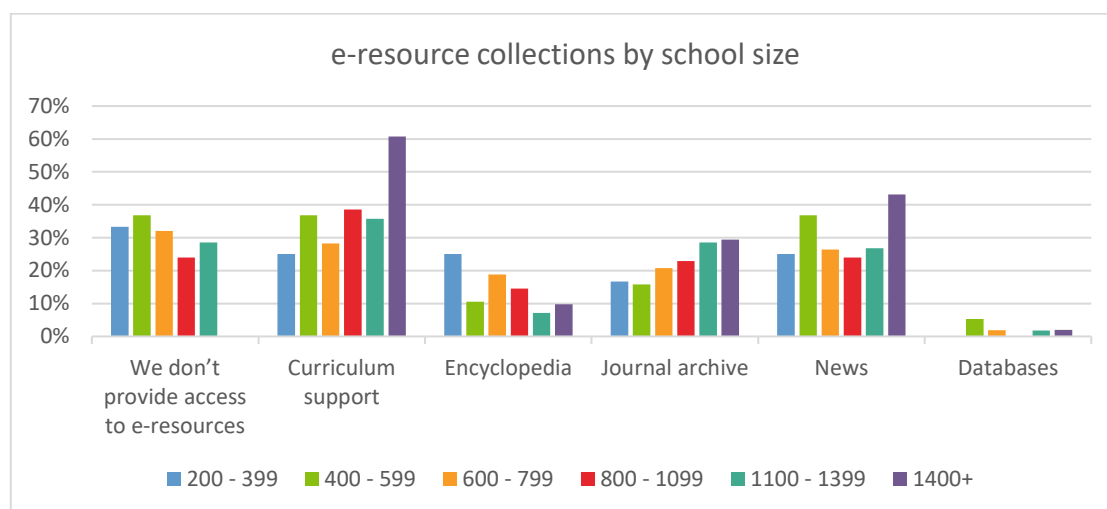
When asked the reasons for not offering eBooks, the highest percentage of secondary school respondents in all school size categories reported that they didn't have budget for it.

When looking at the reason for not offering eBooks by education provider, 49% of Federation Academy school respondents, and 58% of State school respondents reported a lack of budget. 60% of Free schools reported that they had a lack of clarity about how eBooks work. Independent/Private school respondents reported lack of budget (35%) and no interest from pupils (35%) as the top two reasons for not offering eBooks.

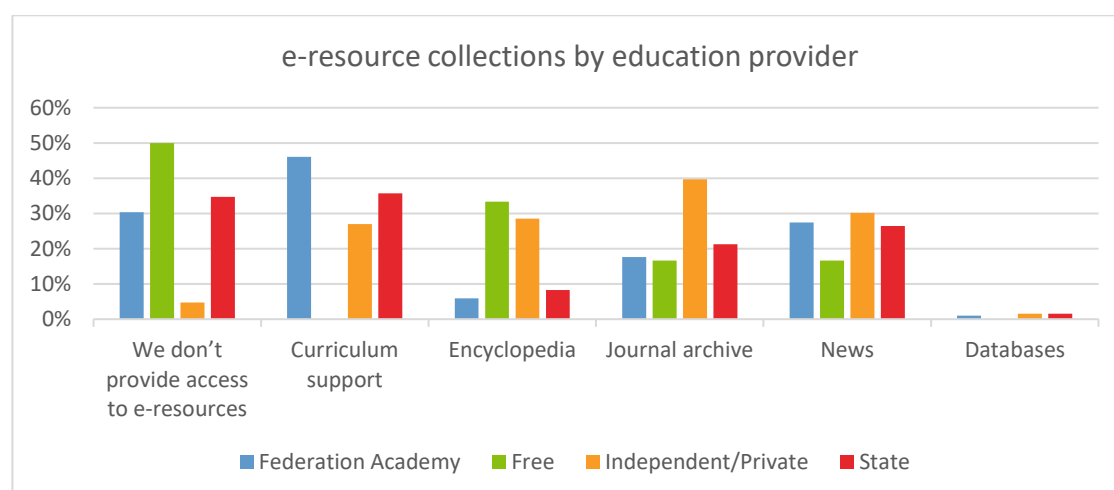


Other reasons provided include difficulty getting school approval, unreliable IT infrastructure, lack of student online access, screen-time concerns, and in the process of setting up eBooks.

Participants were asked about other e-resources offered by the library. Secondary school participants reported the following:



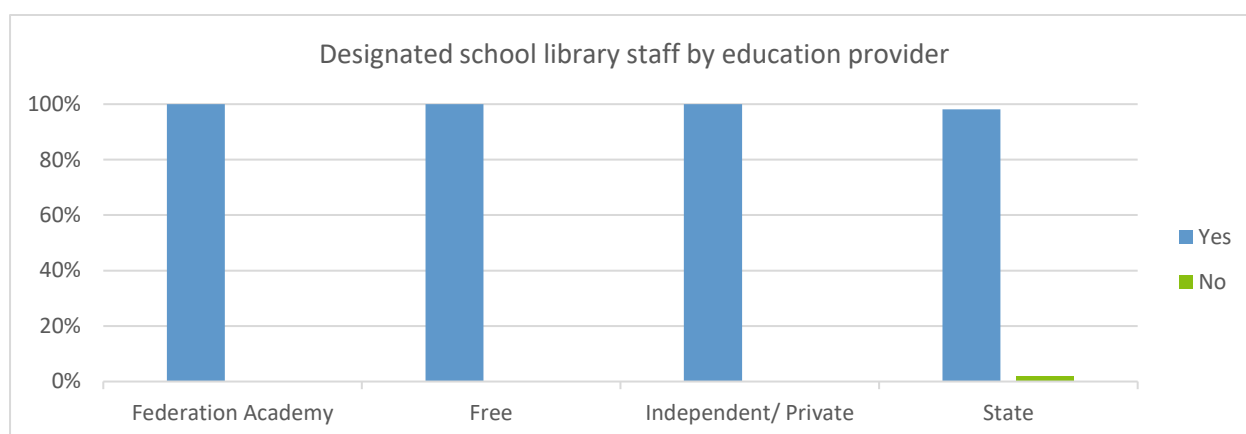
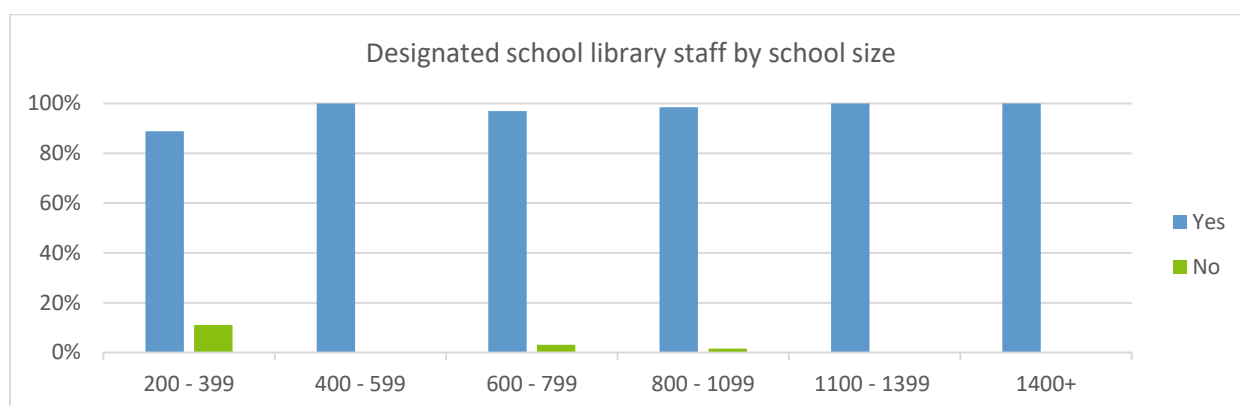
	200 – 399 students	400 – 599 students	600 – 799 students	800 – 1099 students	1100 – 1399 students	1400+ students
We don't provide access to e-resources	33%	37%	32%	24%	29%	0%
Curriculum support	25%	37%	28%	39%	36%	61%
Encyclopedia	25%	11%	19%	15%	7%	10%
Journal archive	17%	16%	21%	23%	29%	29%
News	25%	37%	26%	24%	27%	43%
Databases	0%	5%	2%	0%	2%	2%



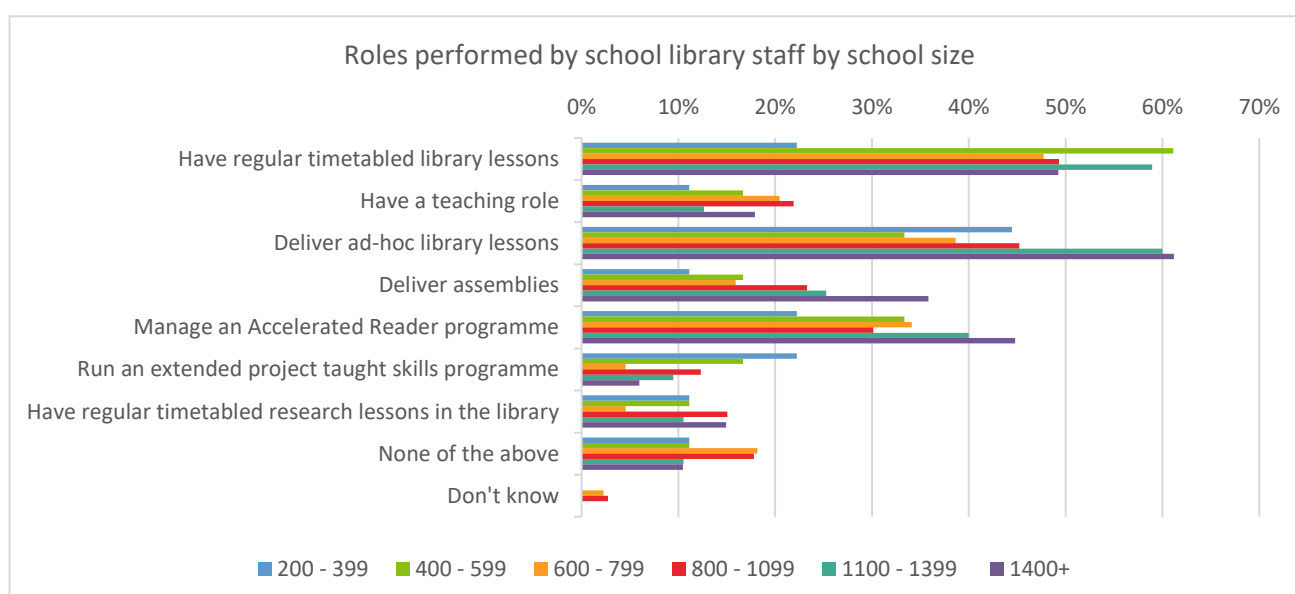
	Federation Academy	Free	Independent/Private	State
We don't provide access to e-resources	30%	50%	5%	35%
Curriculum support	46%	0%	27%	36%
Encyclopedia	6%	33%	29%	8%
Journal archive	18%	17%	40%	21%
News	27%	17%	30%	26%
Databases	1%	0%	2%	2%

8.3 Secondary school library staffing

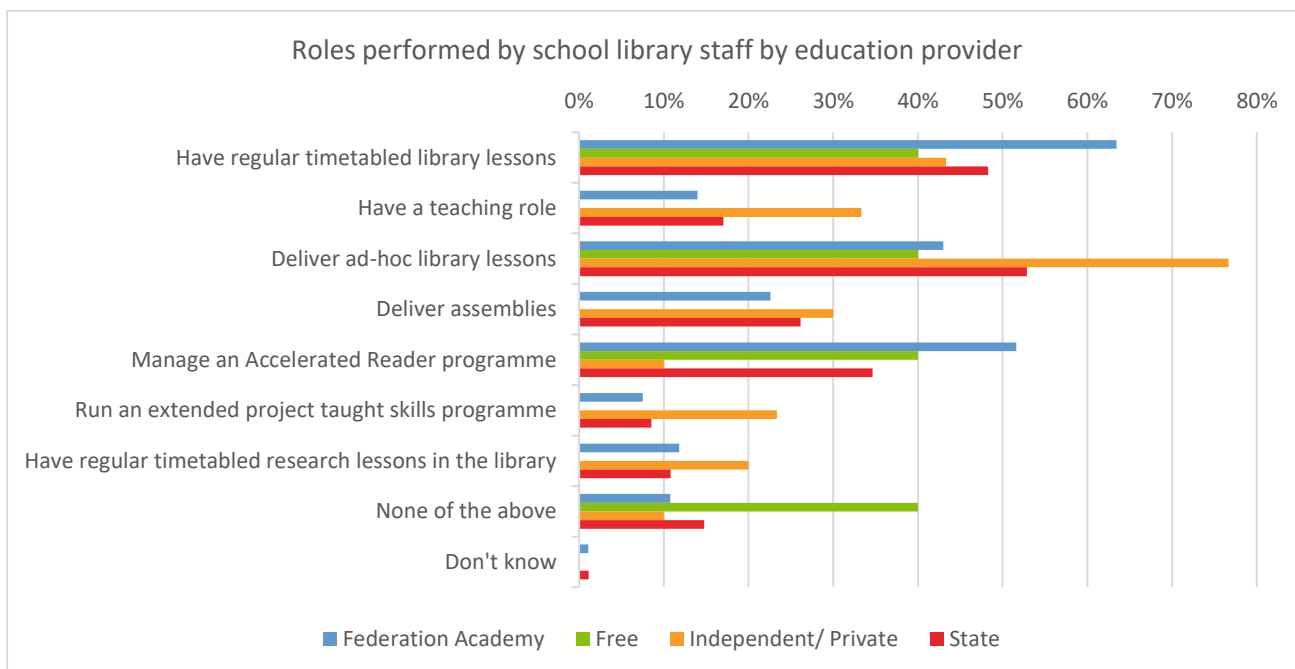
Participants were asked if their school library has designated staff. As can be seen in the charts below, the majority of secondary school respondents said “yes”.



Participants were asked about the main roles performed by school staff. Secondary school respondents reported the following:



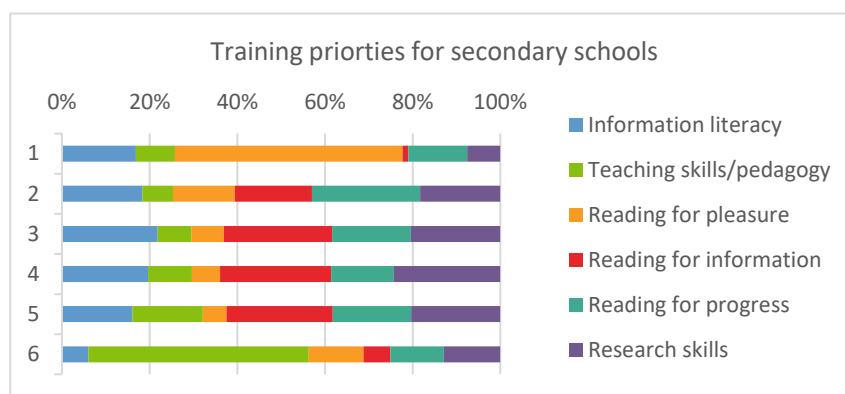
	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Have regular timetabled library lessons	22%	61%	48%	49%	59%	49%
Have a teaching role	11%	17%	20%	22%	13%	18%
Deliver ad-hoc library lessons	44%	33%	39%	45%	60%	61%
Deliver assemblies	11%	17%	16%	23%	25%	36%
Manage an Accelerated Reader programme	22%	33%	34%	30%	40%	45%
Run an extended project taught skills programme	22%	17%	5%	12%	9%	6%
Have regular timetabled research lessons in the library	11%	11%	5%	15%	11%	15%
None of the above	11%	11%	18%	18%	11%	10%
Don't know	0%	0%	2%	3%	0%	0%



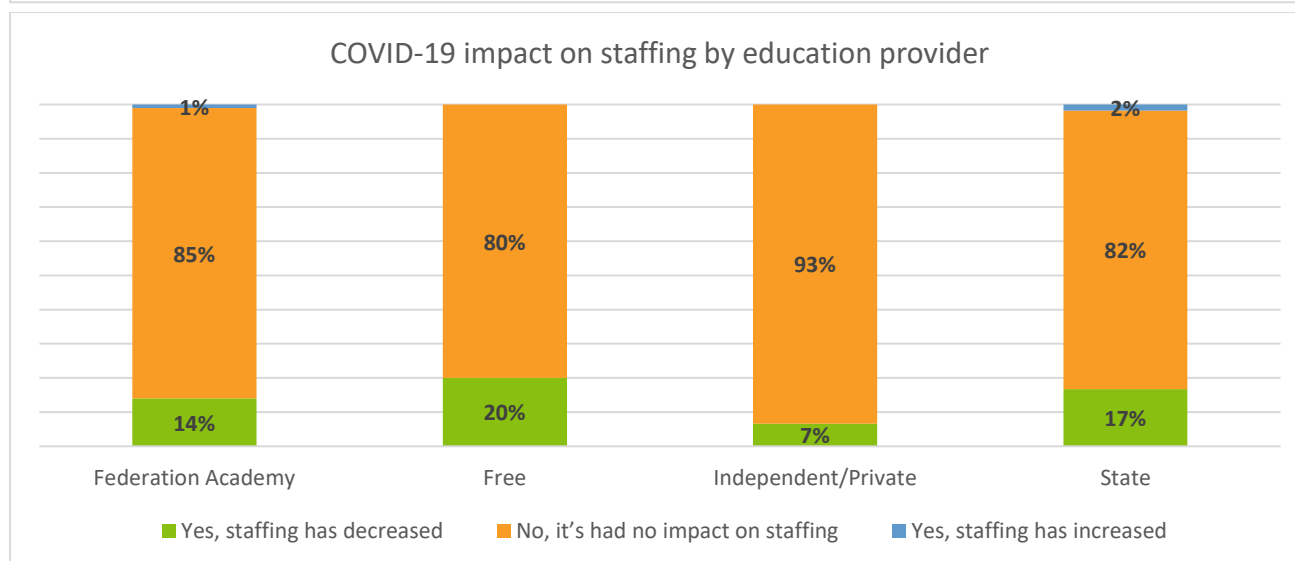
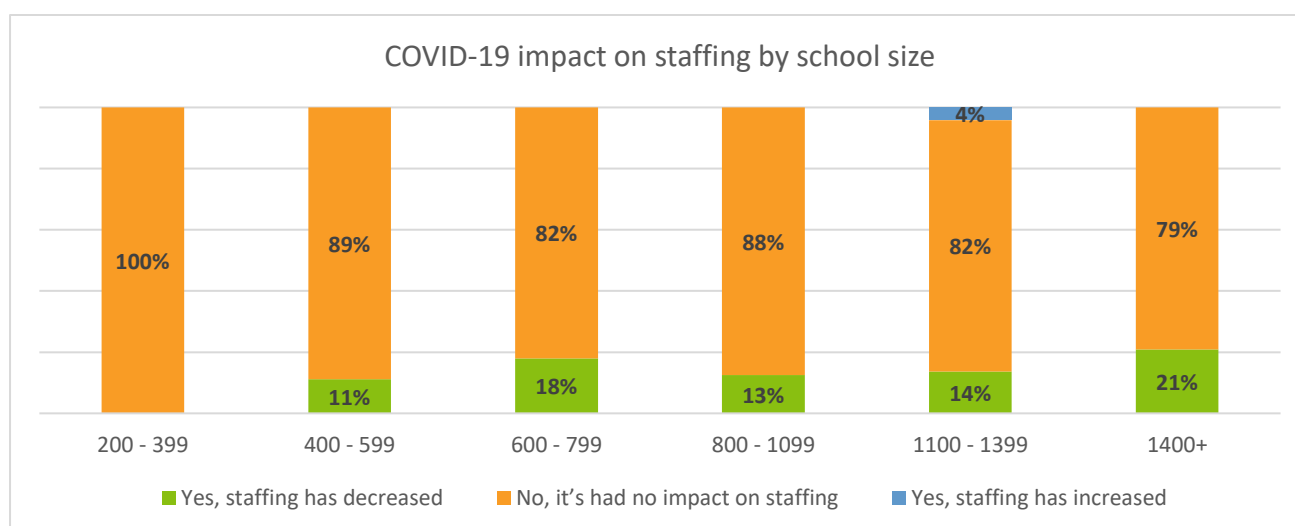
	Federation Academy	Free	Independent/Private	State
Have regular timetabled library lessons	63%	40%	43%	48%
Have a teaching role	14%	0%	33%	17%
Deliver ad-hoc library lessons	43%	40%	77%	53%
Deliver assemblies	23%	0%	30%	26%
Manage an Accelerated Reader programme	52%	40%	10%	35%
Run an extended project taught skills programme	8%	0%	23%	9%
Have regular timetabled research lessons in the library	12%	0%	20%	11%
None of the above	11%	40%	10%	15%
Don't know	1%	0%	0%	1%

Participants were asked to number their training priorities from 1 to 6. Based on the highest percentage of respondents for each number ranking, training priorities for secondary schools are as follows:

1. Reading for pleasure
2. Reading for progress
3. Information Literacy
4. Research skills
5. Reading for information
6. Teaching skills/pedagogy



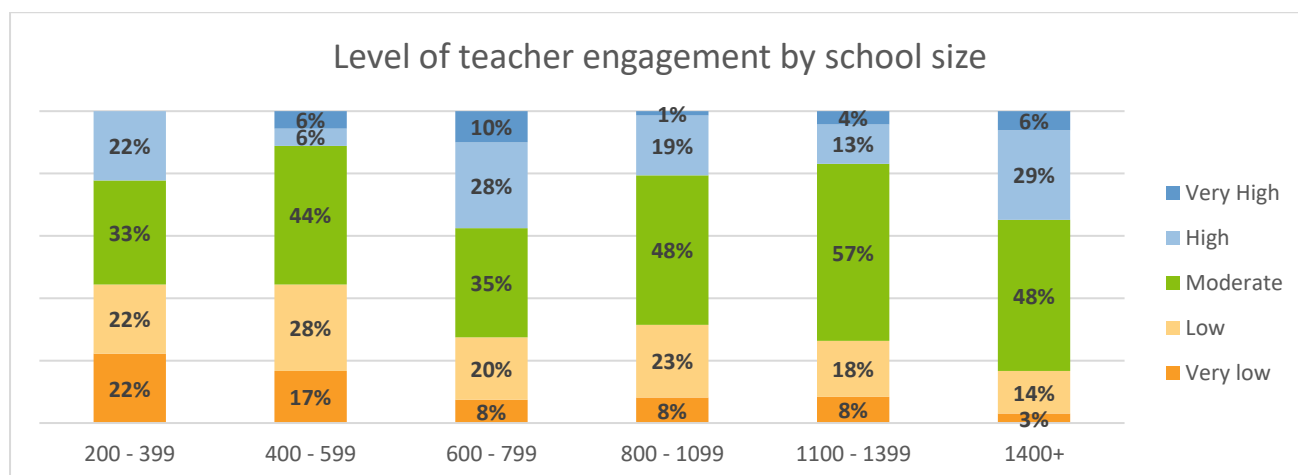
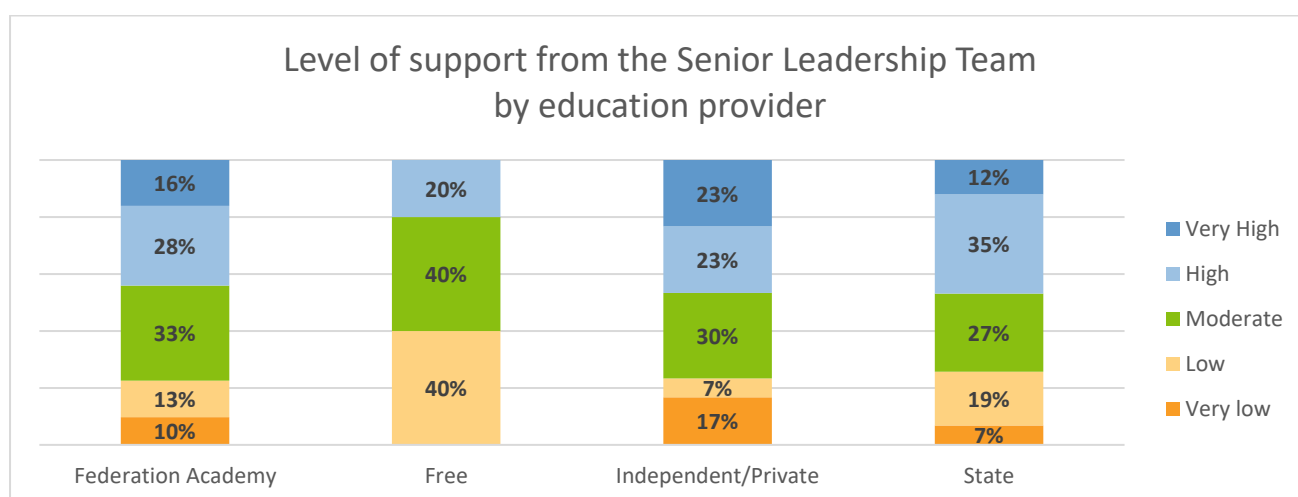
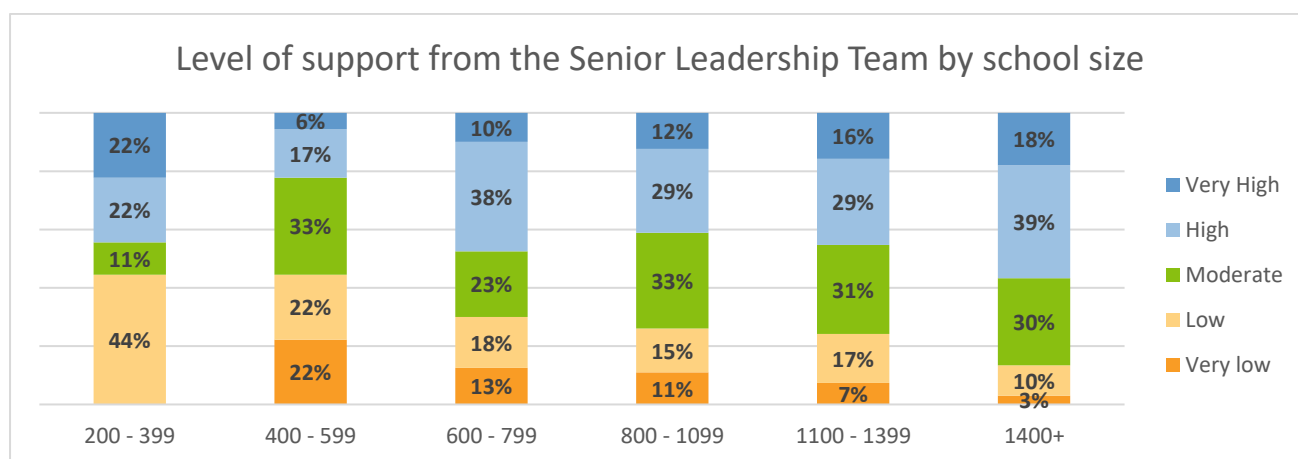
Participants were asked about the impact of COVID-19 on staffing. As can be seen in the charts below, the majority of primary school respondents reported no change in staffing.



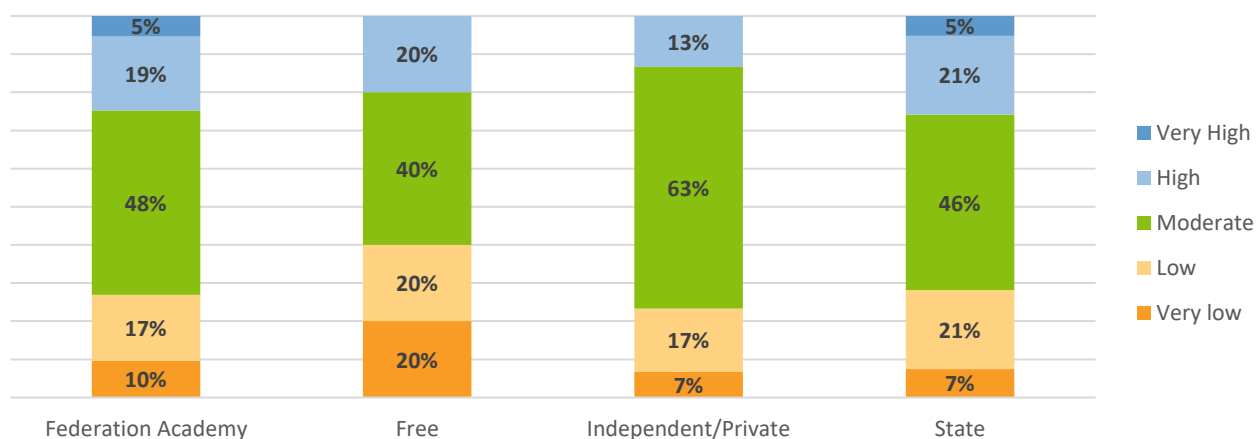
8.4 Secondary school library engagement and support

Participants were asked about the level of support they have from the Senior Leadership Team, the level of teacher engagement with the library, and the level of student engagement with the library.

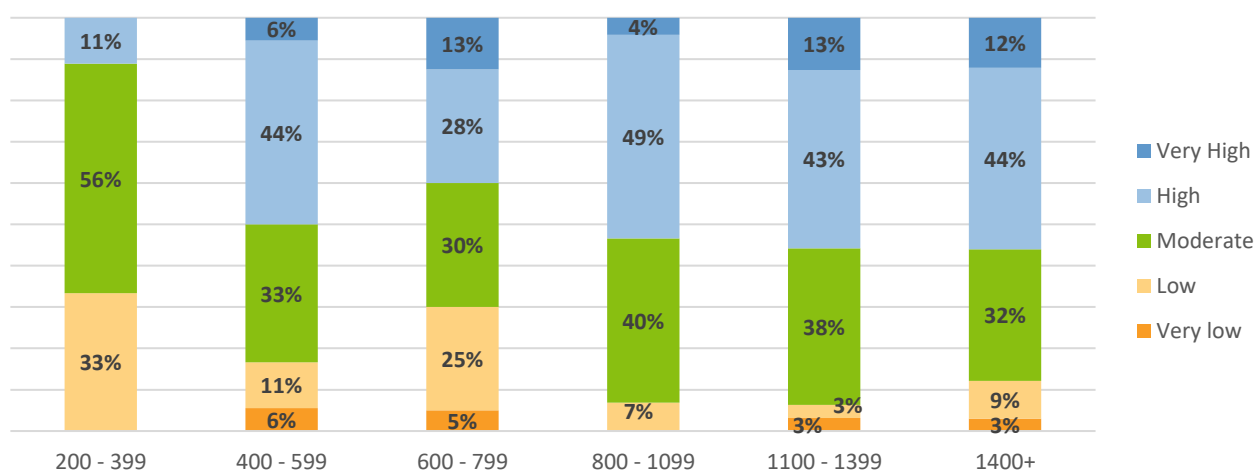
The following charts show secondary school responses by school size and education provider.



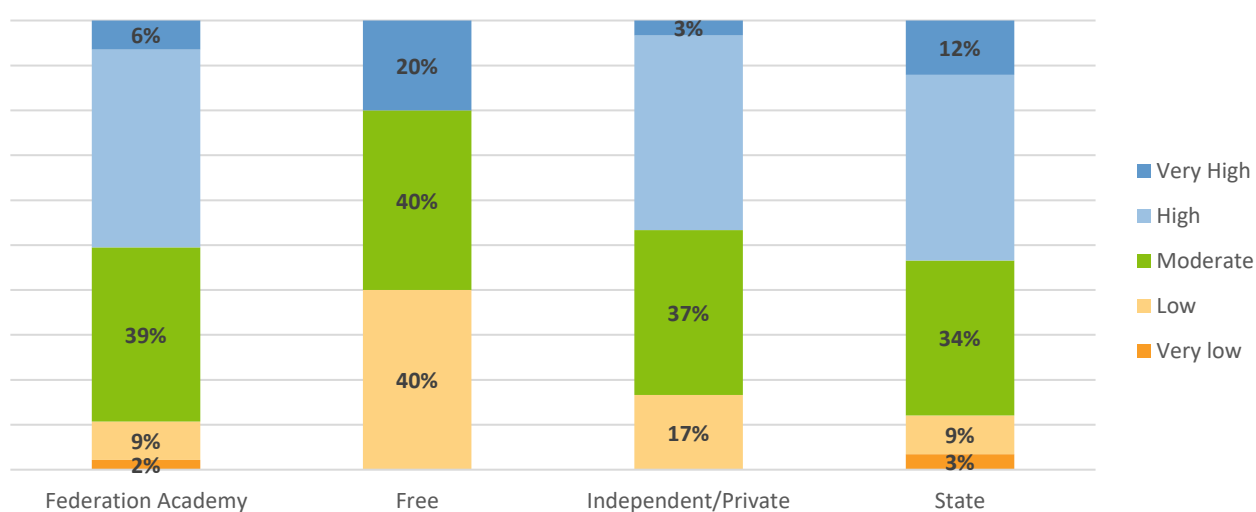
Level of teacher engagement by education provider



Level of student engagement by school size

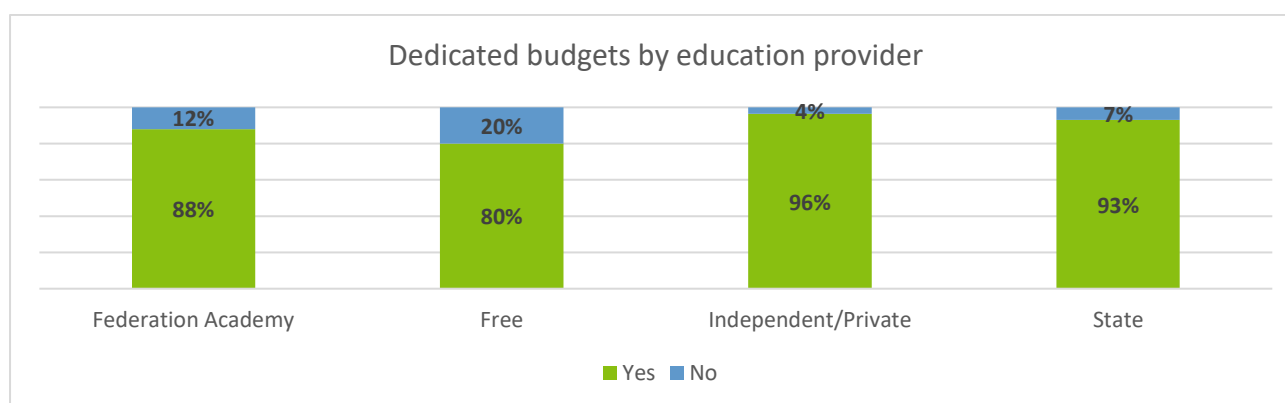
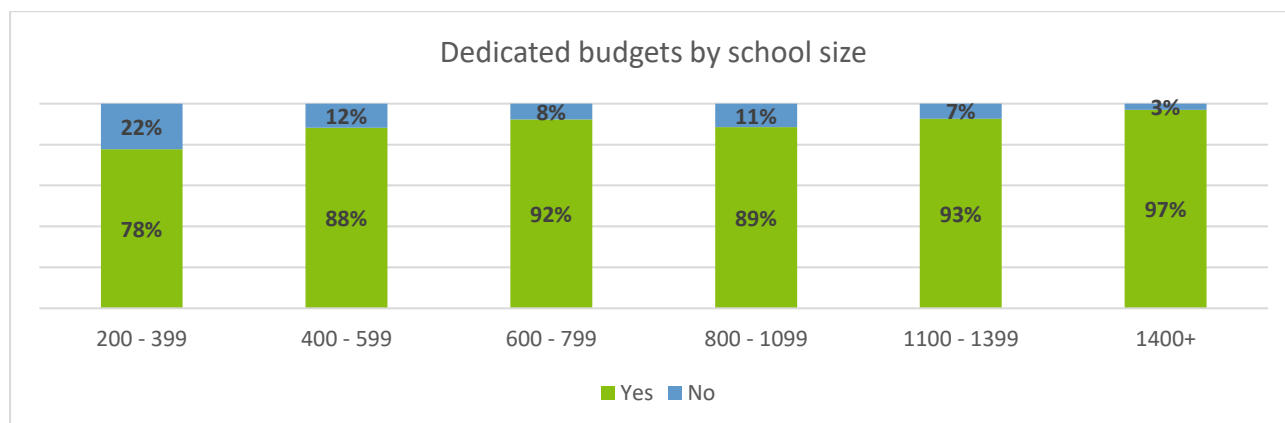


Level of student engagement by education provider



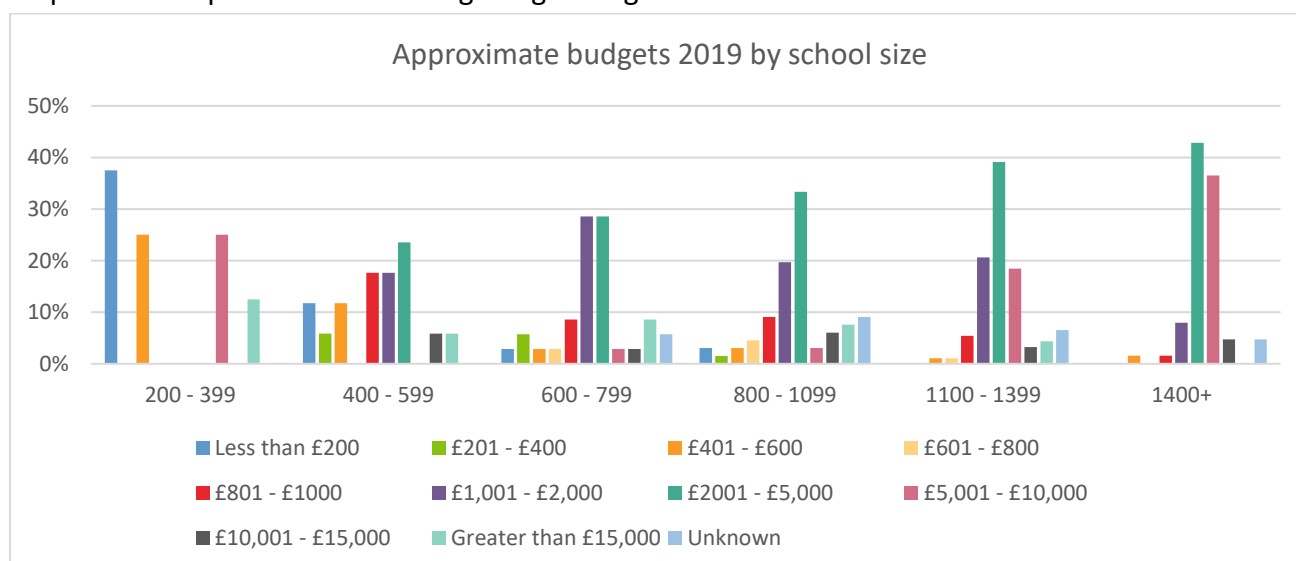
8.5 Secondary school library budgets

Participants were asked if their library has a dedicated budget. 88% of Federation Academy, 80% Free, 96% of Independent, and 93% of State school respondents reported that they do. Further details can be seen in the charts below.

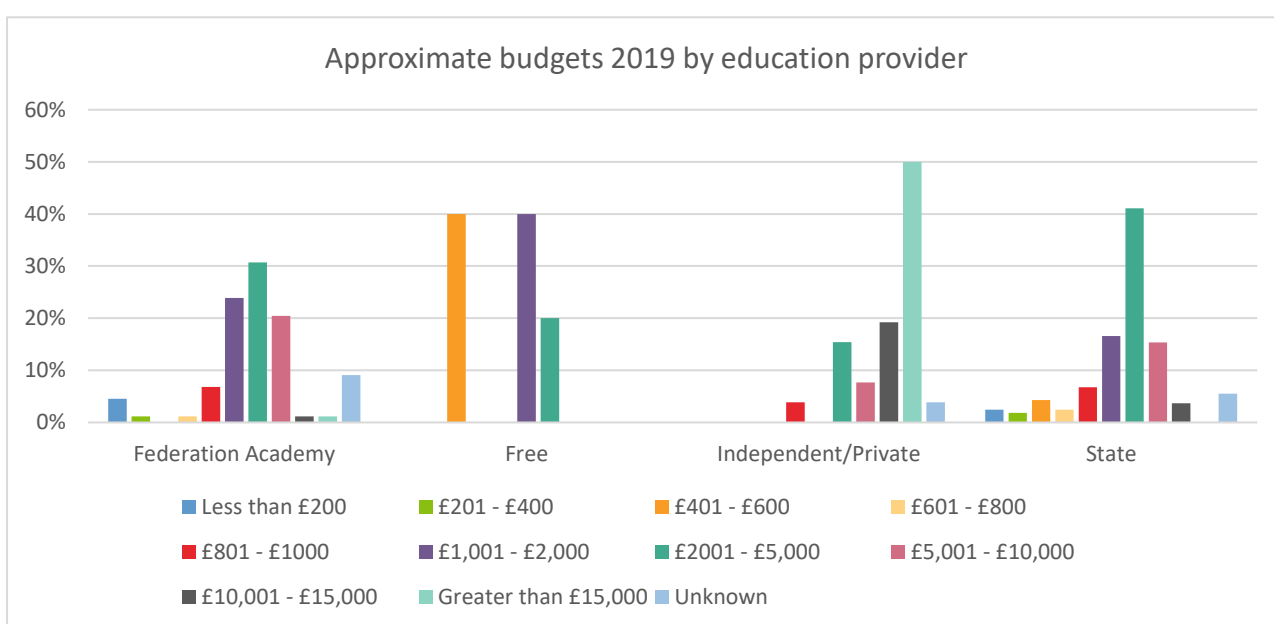


Participants were asked what their school library budget was in 2019 and 2020.

When looking at 2019 budgets by school size and education provider, secondary school respondents reported the following budget ranges:

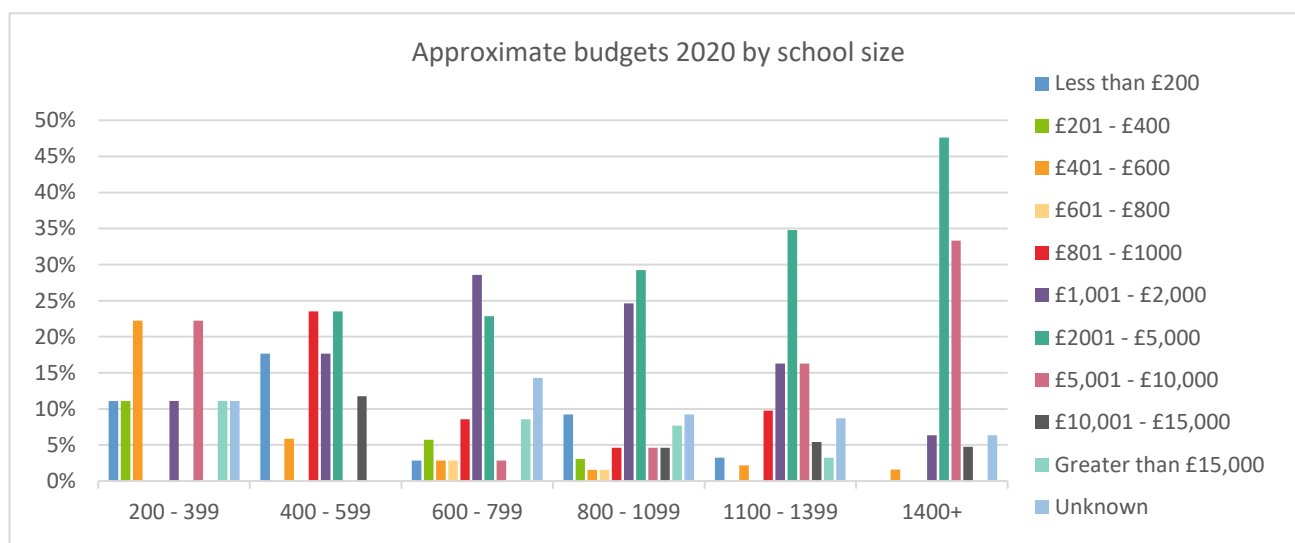


2019 Budgets	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than £200	38%	12%	3%	3%	0%	0%
£201 - £400	0%	6%	6%	2%	0%	0%
£401 - £600	25%	12%	3%	3%	1%	2%
£601 - £800	0%	0%	3%	5%	1%	0%
£801 - £1000	0%	18%	9%	9%	5%	2%
£1,001 - £2,000	0%	18%	29%	20%	21%	8%
£2001 - £5,000	0%	24%	29%	33%	39%	43%
£5,001 - £10,000	25%	0%	3%	3%	18%	37%
£10,001 - £15,000	0%	6%	3%	6%	3%	5%
Greater than £15,000	13%	6%	9%	8%	4%	0%
Unknown	0%	0%	6%	9%	7%	5%

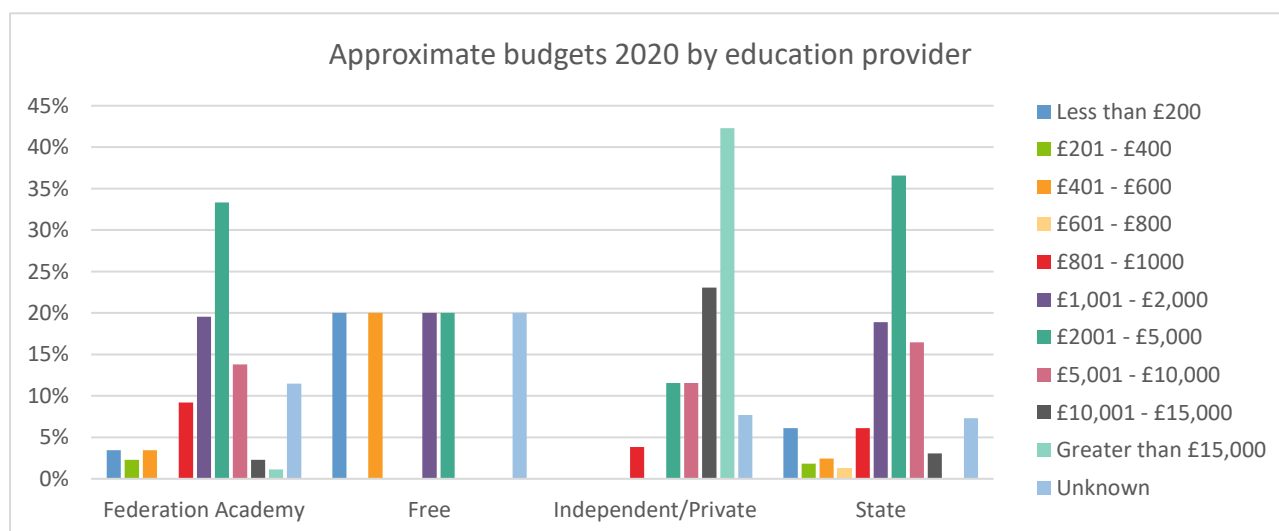


2019 Budgets	Federation Academy	Free	Independent/Private	State
Less than £200	5%	0%	0%	2%
£201 - £400	1%	0%	0%	2%
£401 - £600	0%	40%	0%	4%
£601 - £800	1%	0%	0%	2%
£801 - £1000	7%	0%	4%	7%
£1,001 - £2,000	24%	40%	0%	17%
£2001 - £5,000	31%	20%	15%	41%
£5,001 - £10,000	20%	0%	8%	15%
£10,001 - £15,000	1%	0%	19%	4%
Greater than £15,000	1%	0%	50%	0%
Unknown	9%	0%	4%	6%

When looking at 2020 budgets by school size and education provider, secondary school respondents reported the following budget ranges:

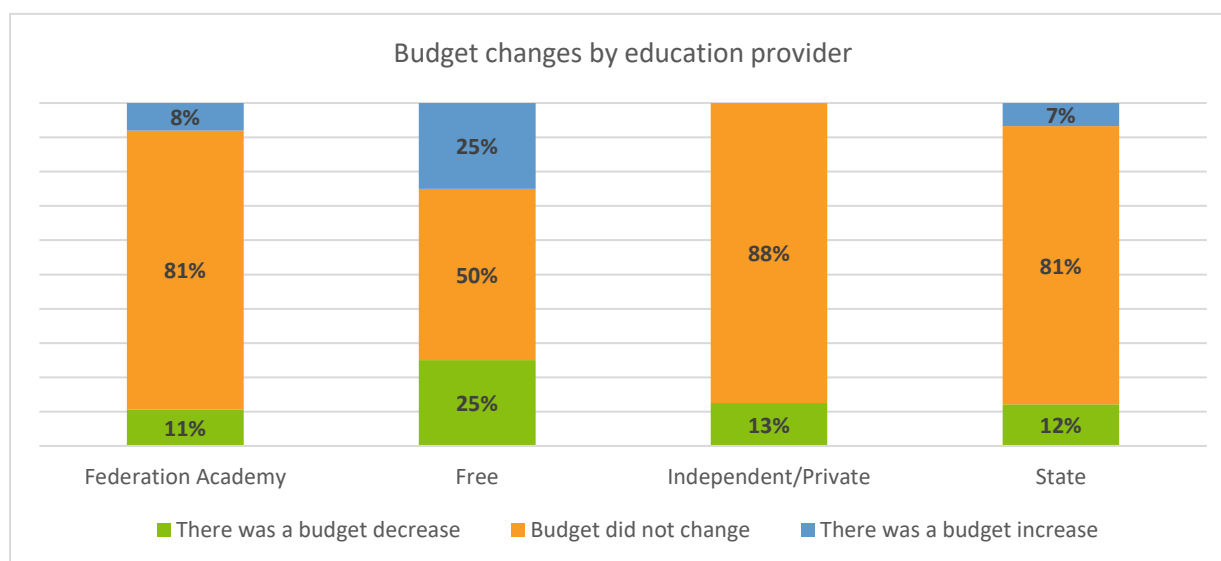
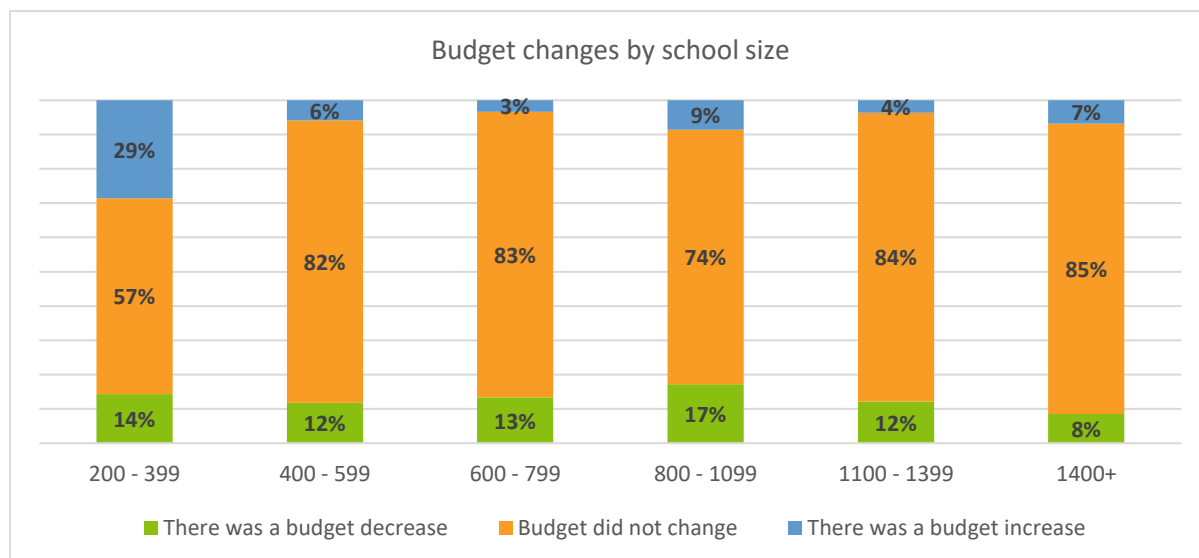


2020 Budgets	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than £200	11%	18%	3%	9%	3%	0%
£201 - £400	11%	0%	6%	3%	0%	0%
£401 - £600	22%	6%	3%	2%	2%	2%
£601 - £800	0%	0%	3%	2%	0%	0%
£801 - £1000	0%	24%	9%	5%	10%	0%
£1,001 - £2,000	11%	18%	29%	25%	16%	6%
£2001 - £5,000	0%	24%	23%	29%	35%	48%
£5,001 - £10,000	22%	0%	3%	5%	16%	33%
£10,001 - £15,000	0%	12%	0%	5%	5%	5%
Greater than £15,000	11%	0%	9%	8%	3%	0%
Unknown	11%	0%	14%	9%	9%	6%



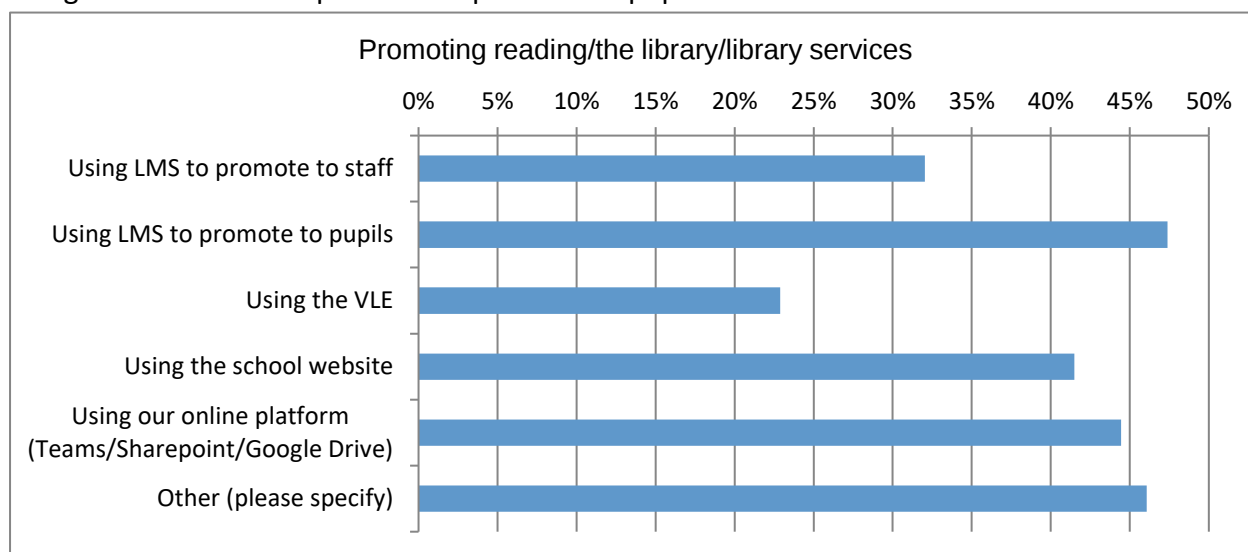
2020 Budgets	Federation Academy	Free	Independent/Private	State
Less than £200	3%	20%	0%	6%
£201 - £400	2%	0%	0%	2%
£401 - £600	3%	20%	0%	2%
£601 - £800	0%	0%	0%	1%
£801 - £1000	9%	0%	4%	6%
£1,001 - £2,000	20%	20%	0%	19%
£2001 - £5,000	33%	20%	12%	37%
£5,001 - £10,000	14%	0%	12%	16%
£10,001 - £15,000	2%	0%	23%	3%
Greater than £15,000	1%	0%	42%	0%
Unknown	11%	20%	8%	7%

Further analysis of budgets from 2019 – 2020 can be seen in the budget changes charts below.



8.6 Secondary school library promotions and response to current events

Participants were asked how they are promoting reading, their library or library services. 47% of secondary school respondents reported that they are using the LMS to promote to pupils; 44% are using the school online platform to promote to pupils.



“Other” responses included displays in the staffroom, social media, library newsletter, visiting classrooms with books, TV screens around the school, competitions, talking directly to students, during literacy or English lessons in the library, direct email, posters, and assemblies.

Participants were asked how they responded/reacted to or highlighted a range of current issues in their library. Responses can be seen in the table below.

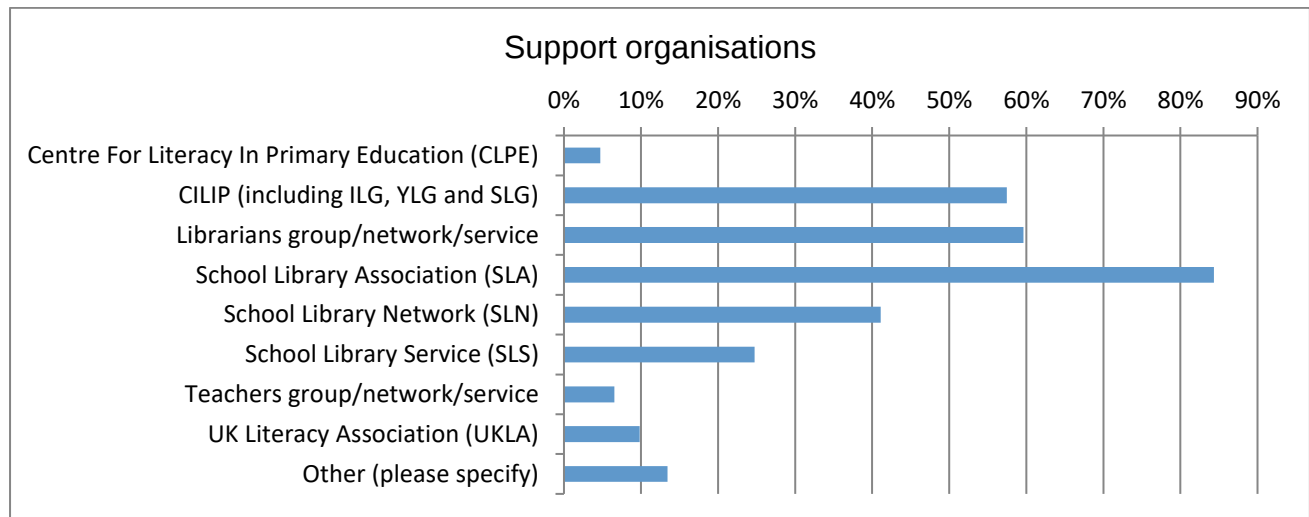
	School library display (physical or virtual)	Delivered an assembly	Created a lesson or activity around it	Created a booklist	Conversations with individual pupils	No response/reaction
The Black Lives Matter movement	58%	14%	15%	58%	32%	16%
Representation for All (characters and authors of BAME heritage)	52%	6%	11%	55%	29%	20%
Climate change protests	36%	8%	9%	28%	30%	36%
Gender equality in resources/curriculum	45%	9%	8%	43%	34%	28%

“Other” responses included tailoring the DEAR program, book purchasing, author visits, advising teachers of resources available to help teach these topics, through the LMS, reading groups, email, and posters.

8.7 Professional support groups for secondary schools

Participants were asked which organisation(s) they use for support. The top 3 for secondary school respondents were:

- School Library Association (SLA) – 84%
- Librarians group/network/service – 60%
- Chartered Institute of Library and Information Professionals (CILIP) (including ILG, YLG and SLG) – 57%

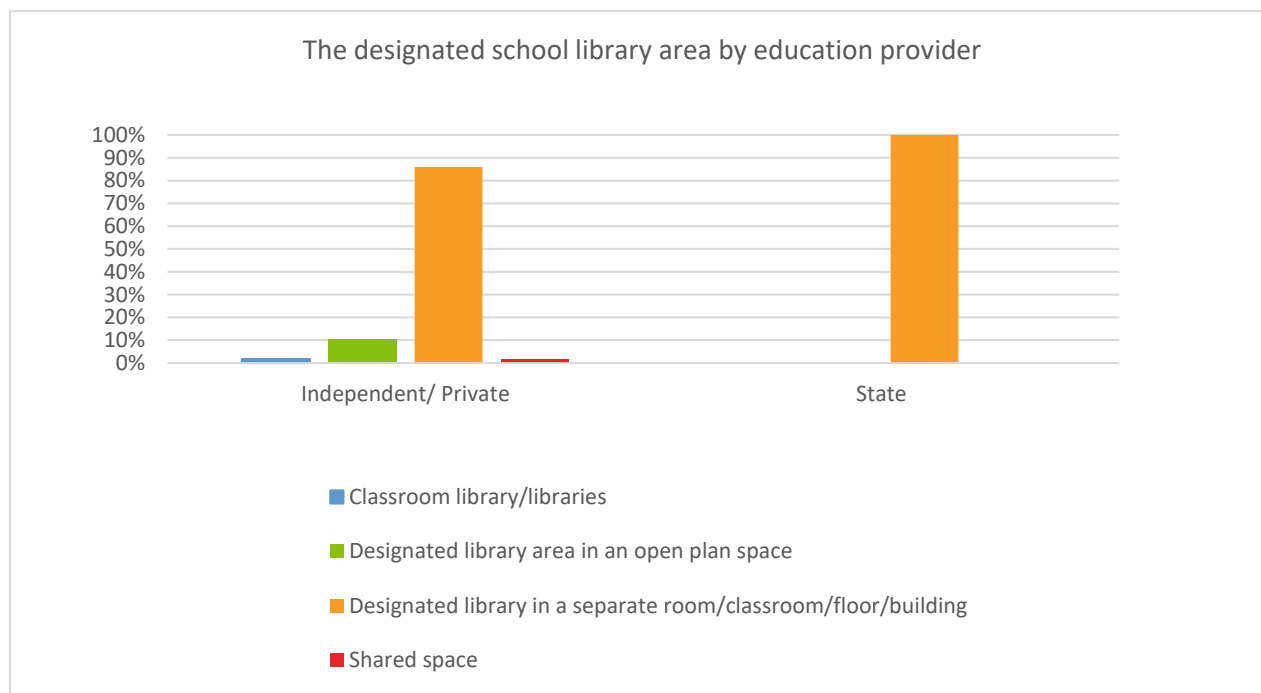
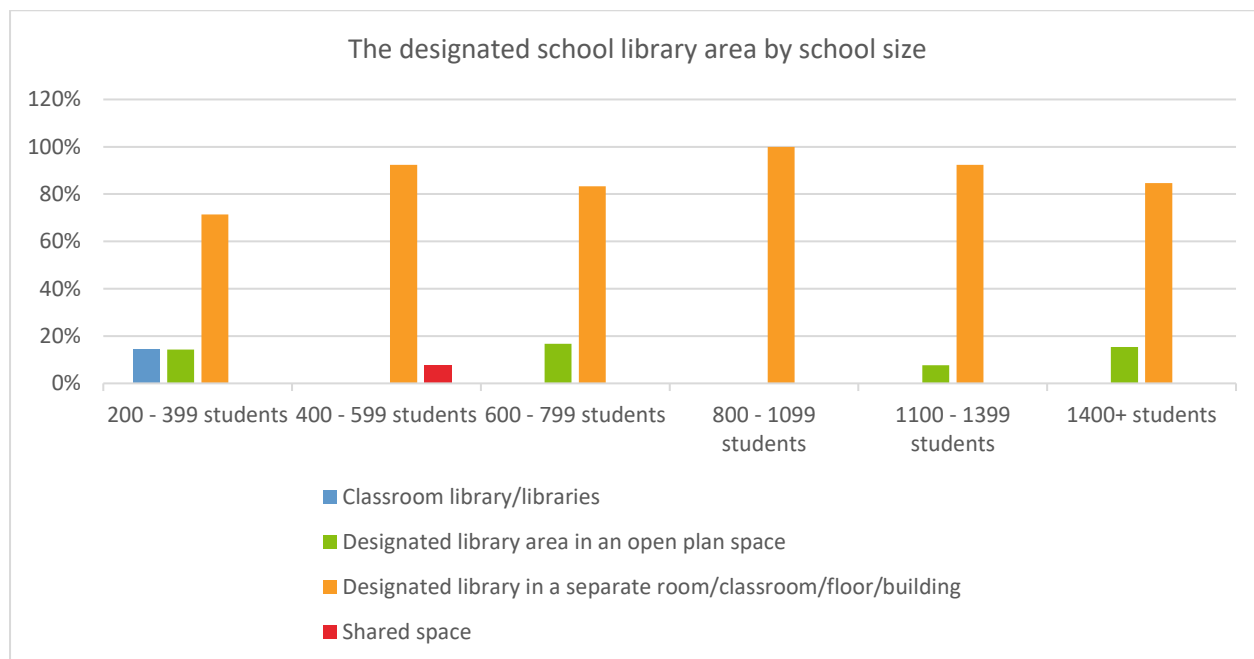


“Other” responses included Twitter, BookTrust, Literacy Trust, lovreading4kids, Peters’ book reviews, Facebook, Scottish Book Trust, Unison, Herts Children’s book group, American Association of School Librarians, and LIPSSEE.

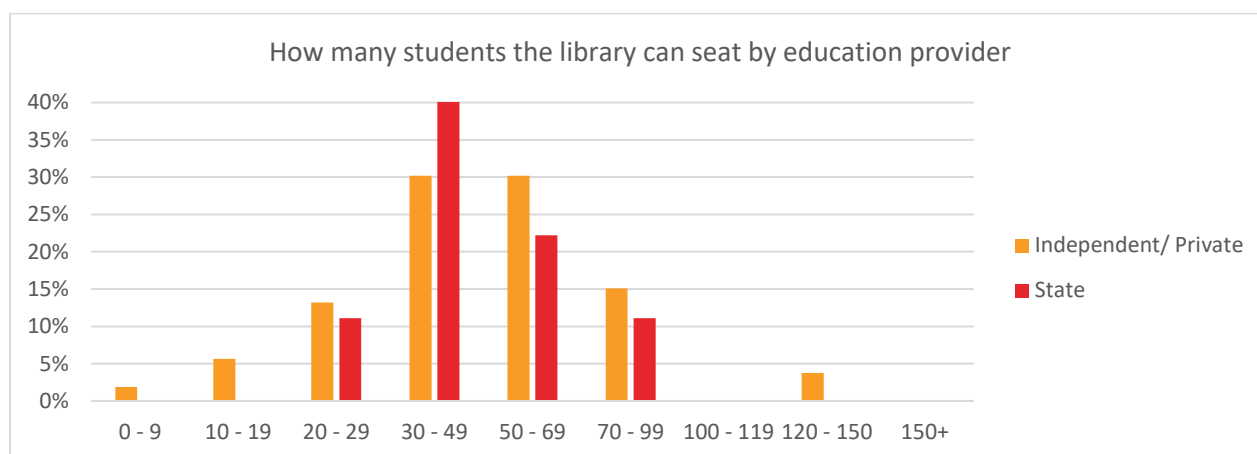
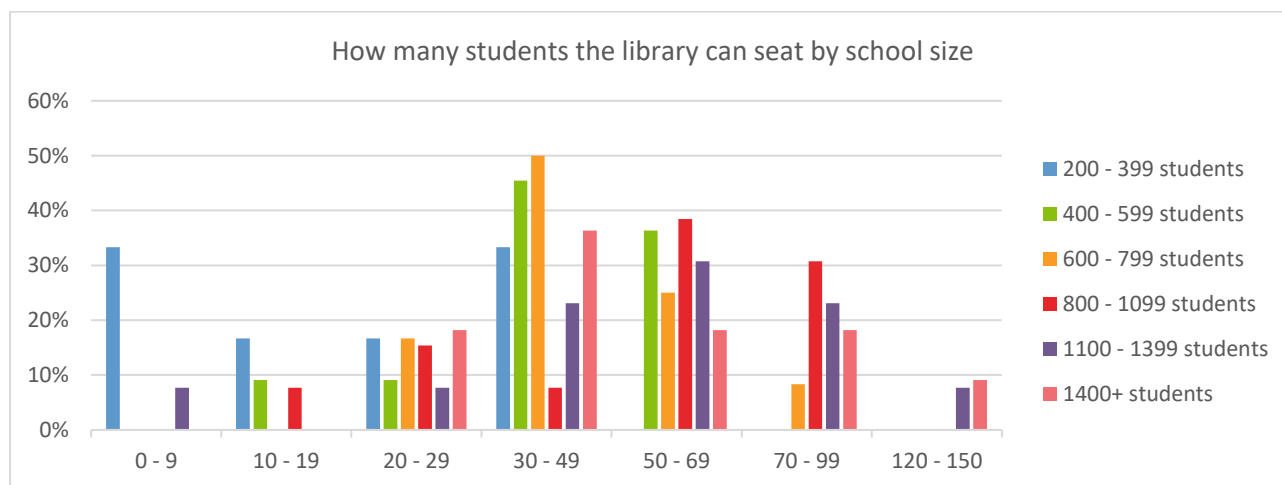
9.0 All-through school libraries in the United Kingdom

9.1 The all-through school library space

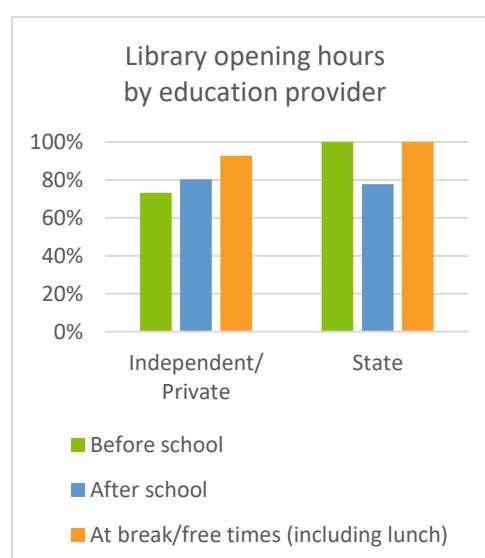
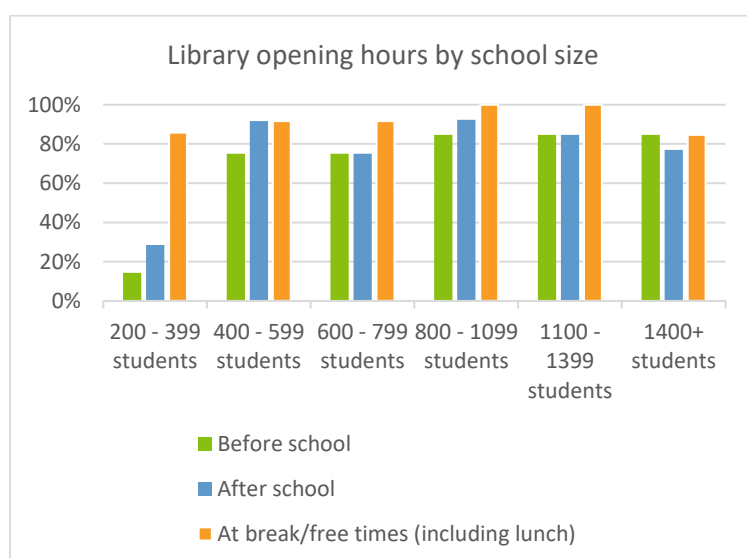
When looking at the school library space by school size and education provider, the majority of all-through school respondents indicated that they have a designated library in a separate room/classroom/floor/building.



When asked how many students their library can seat, all through school respondents reported the following:



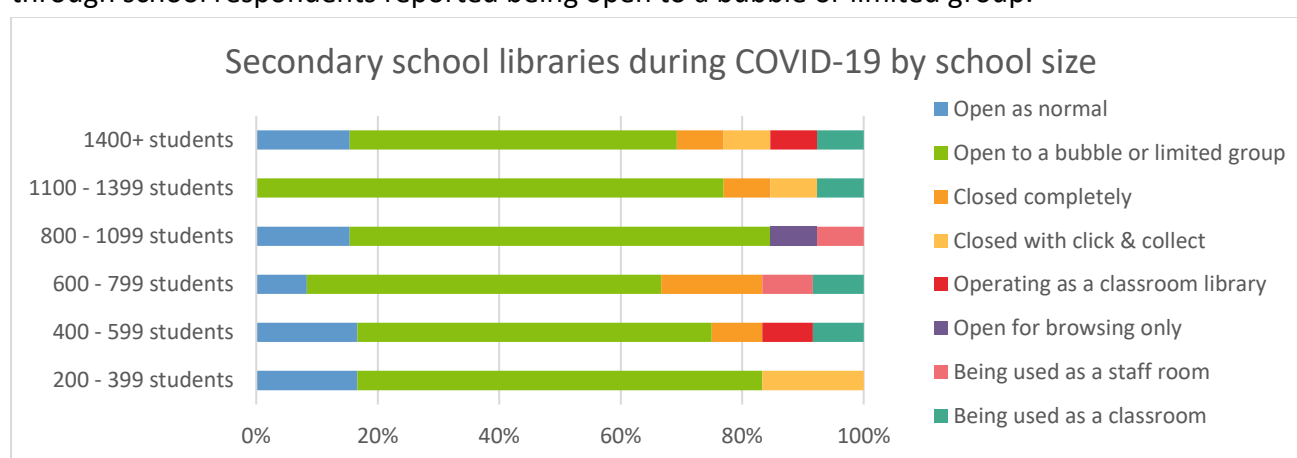
Participants were asked about the hours their school library was open. In the all-through school category, a high percentage of respondents reported being open at break/free times. Further details can be seen below.



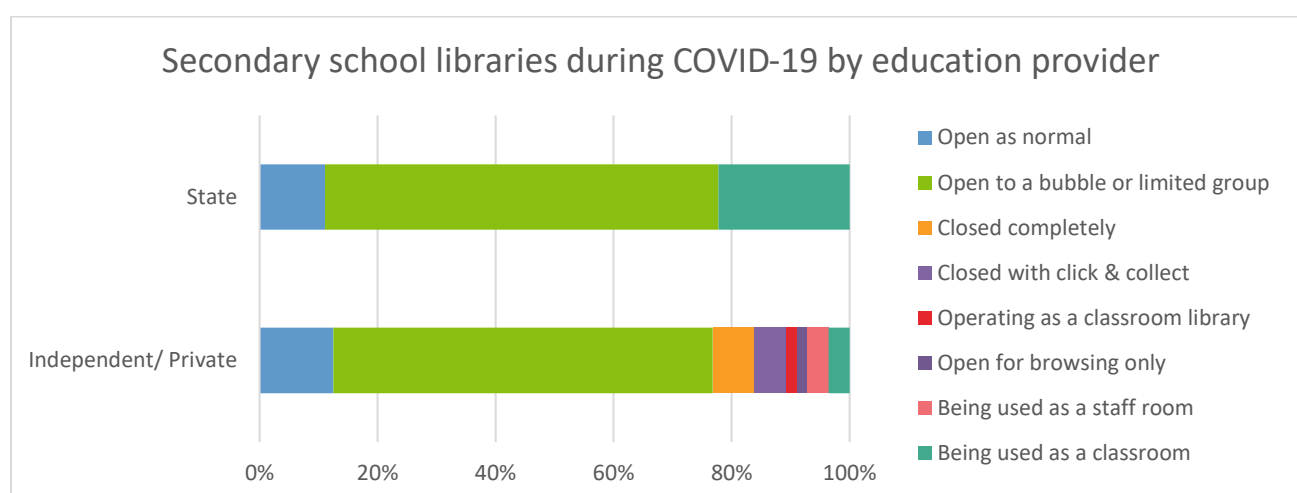
	200 - 399 students	400 - 599 students	600 - 799 students	800 - 1099 students	1100 - 1399 students	1400+ students
Before school	14%	75%	75%	85%	85%	85%
After school	29%	92%	75%	92%	85%	77%
At break/free times (including lunch)	86%	92%	92%	100%	100%	85%

	Independent/ Private	State
Before school	73%	100%
After school	80%	78%
At break/free times (including lunch)	93%	100%

When asked about the impact of COVID-19 on school library opening hours, 54% - 77% of all-through school respondents reported being open to a bubble or limited group.



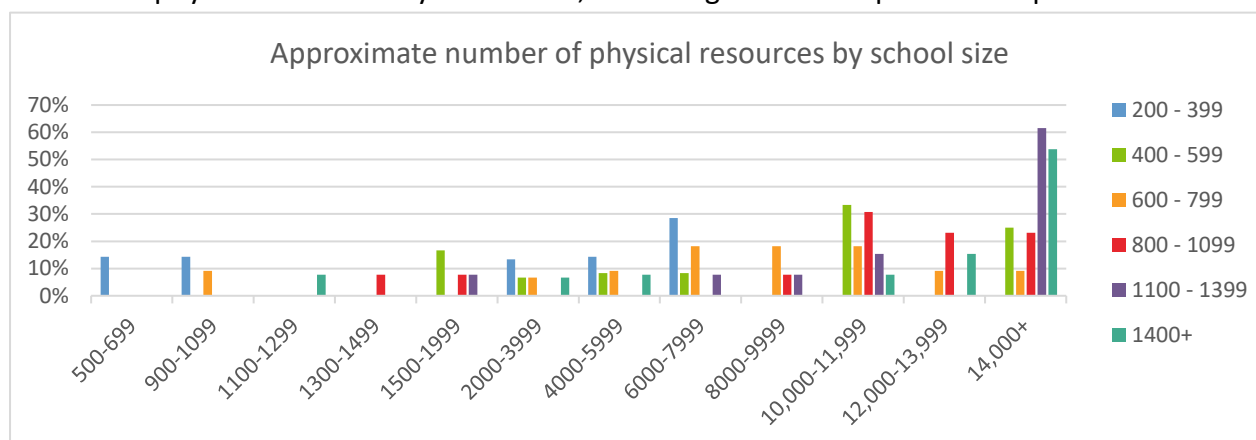
When looking at the impact of COVID-19 on school library opening hours by education provider, 64% of respondents from Independent schools and 67% from State schools reported being open to a bubble or limited group.



Many schools reporting that they were open to a bubble or group explained that they had a rota to allow different groups into the library at different times.

9.2 All-through school library collections

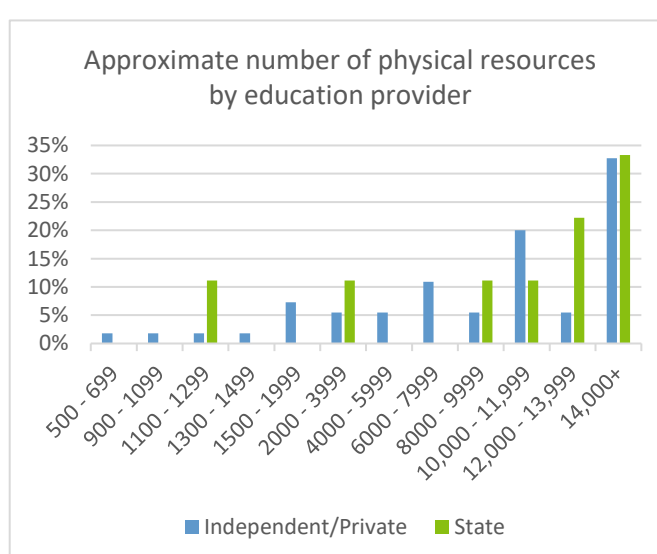
Participants were asked about their school library collections. When looking at the approximate number of physical resources by school size, all-through school respondents reported the following:



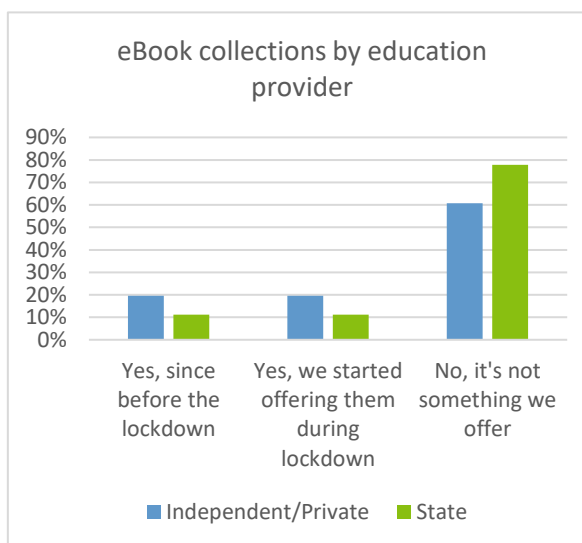
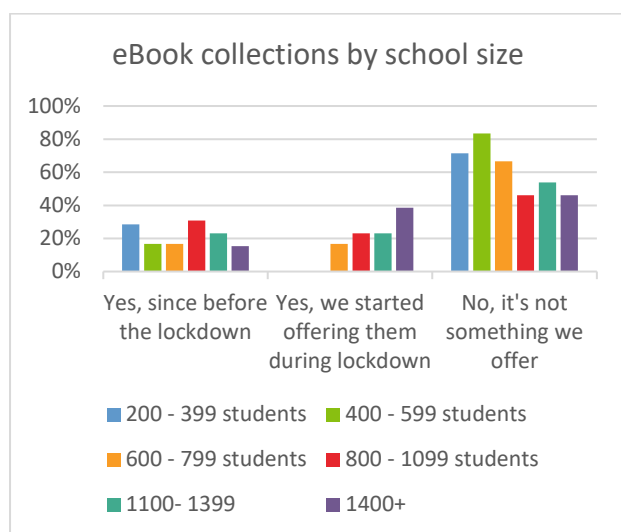
# of resources	200 – 399 students	400 – 599 students	600 – 799 students	800 – 1099 students	1100 – 1399 students	1400+ students
500-699	14%	0%	0%	0%	0%	0%
900-1099	14%	0%	9%	0%	0%	0%
1100-1299	0%	0%	0%	0%	0%	8%
1300-1499	0%	0%	0%	8%	0%	0%
1500-1999	0%	17%	0%	8%	8%	0%
2000-3999	13%	7%	7%	0%	0%	7%
4000-5999	14%	8%	9%	0%	0%	8%
6000-7999	29%	8%	18%	0%	8%	0%
8000-9999	0%	0%	18%	8%	8%	0%
10,000-11,999	0%	33%	18%	31%	15%	8%
12,000-13,999	0%	0%	9%	23%	0%	15%
14,000+	0%	25%	9%	23%	62%	54%

When looking at the approximate number of physical resources by education provider, all-through school respondents reported the following:

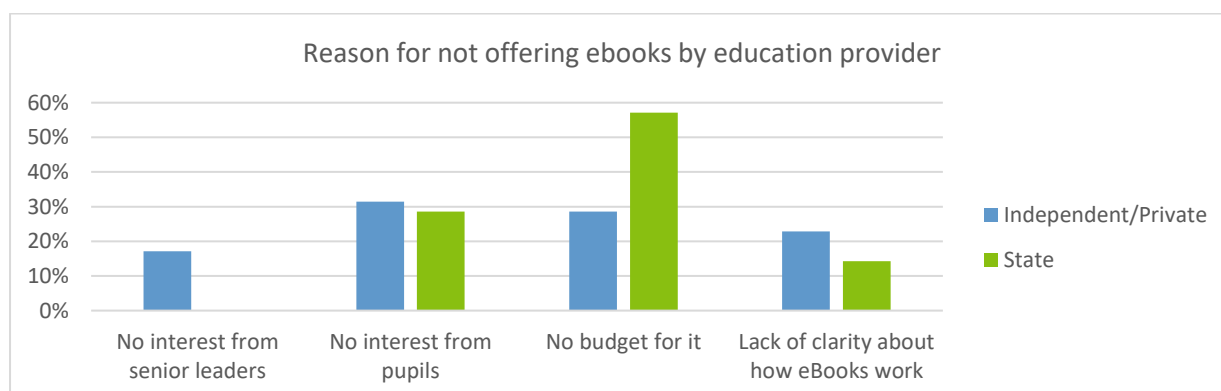
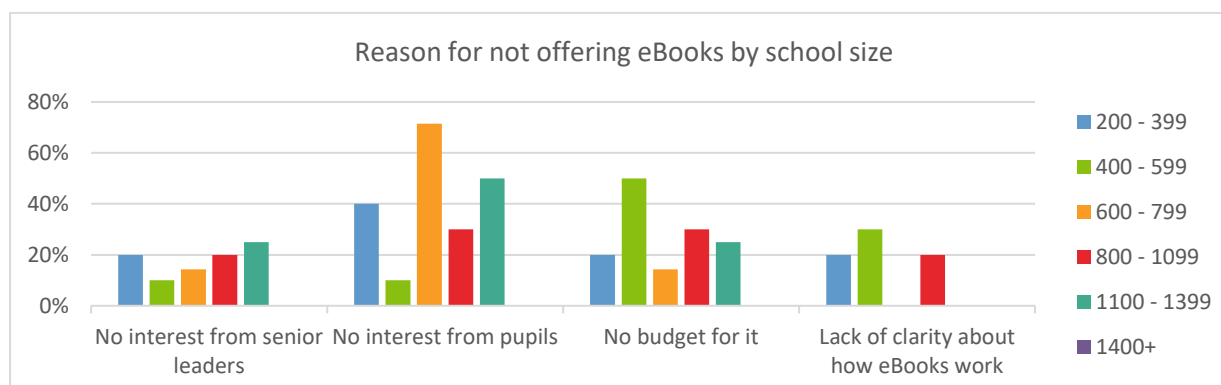
	Independent/ Private	State
500 - 699	2%	0%
900 - 1099	2%	0%
1100 - 1299	2%	11%
1300 - 1499	2%	0%
1500 - 1999	7%	0%
2000 - 3999	5%	11%
4000 - 5999	5%	0%
6000 - 7999	11%	0%
8000 - 9999	5%	11%
10,000 - 11,999	20%	11%
12,000 - 13,999	5%	22%
14,000+	33%	33%



When asked about eBook collections, 61% of Independent schools and 78% of State schools reported that they do not offer eBooks. The breakdown of responses by school size and education provider can be seen in the charts below.

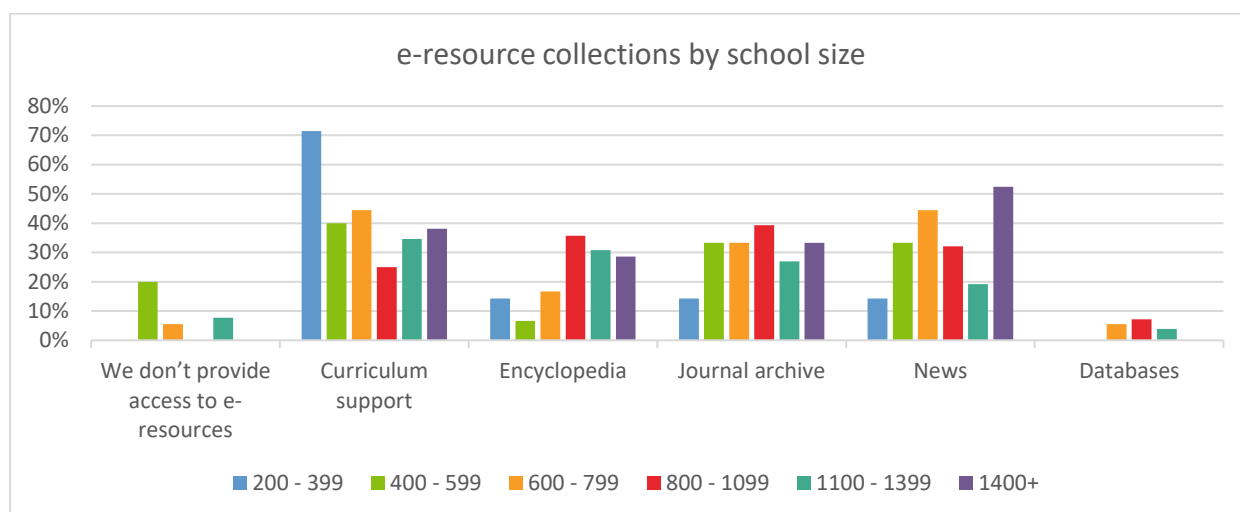


When looking at the reason for not offering eBooks by education provider, 31% of State school respondents reported no interest from pupils; 29% reported a lack of budget. 57% of Independent/Private school respondents reported lack of budget.

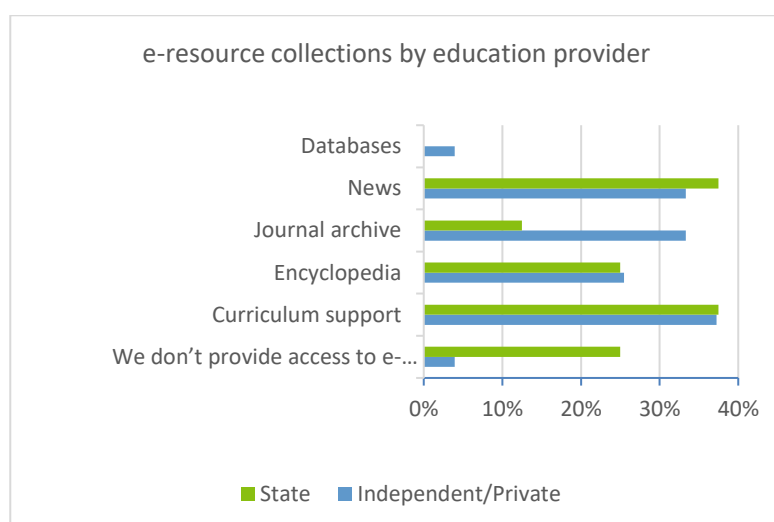


Other reasons provided include: screen-time concerns, eBook availability at public libraries, in the process of setting up eBooks, legal issues, and lack of time to investigate eBook options.

Participants were asked about other e-resources offered by the library. All-through school participants reported the following:



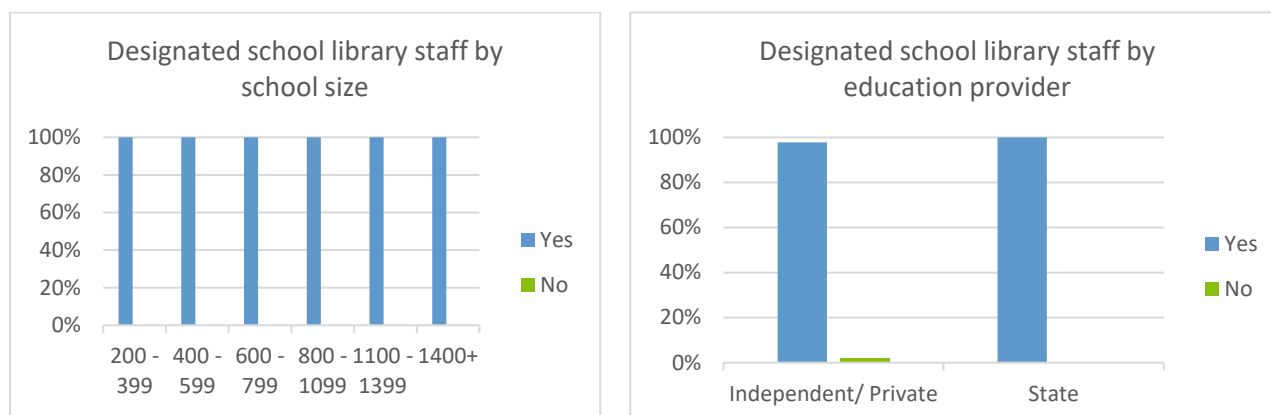
	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
We don't provide access to e-resources	0%	20%	6%	0%	8%	0%
Curriculum support	71%	40%	44%	25%	35%	38%
Encyclopedia	14%	7%	17%	36%	31%	29%
Journal archive	14%	33%	33%	39%	27%	33%
News	14%	33%	44%	32%	19%	52%
Databases	0%	0%	6%	7%	4%	0%



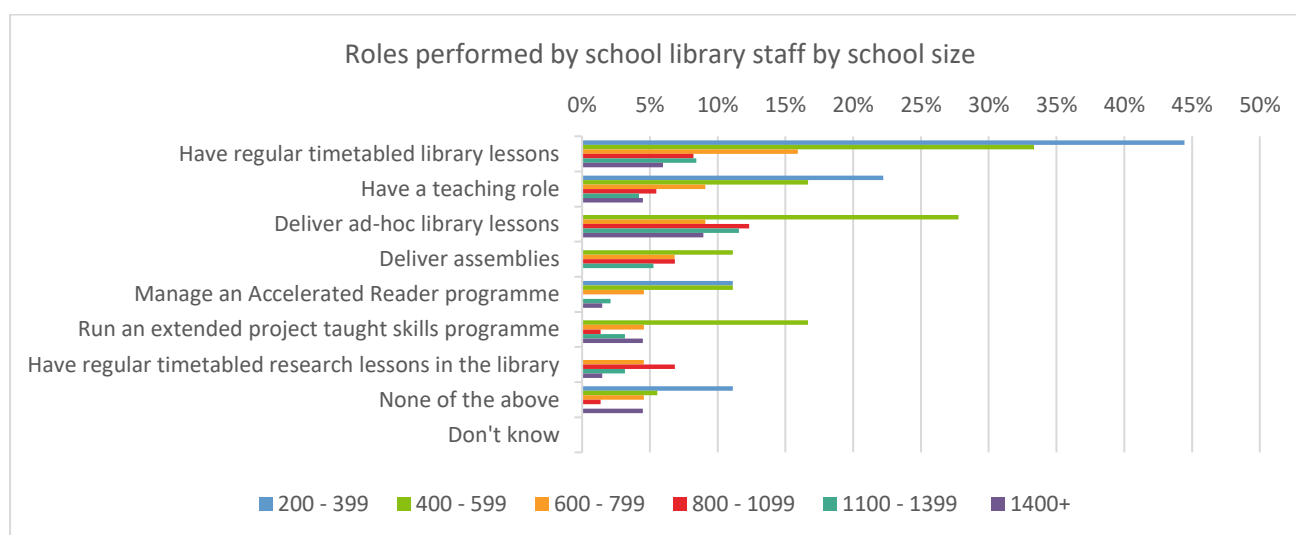
	Independent/ Private	State
We don't provide access to e-resources	4%	25%
Curriculum support	37%	38%
Encyclopedia	25%	25%
Journal archive	33%	13%
News	33%	38%
Databases	4%	0%

9.3 All-through school library staffing

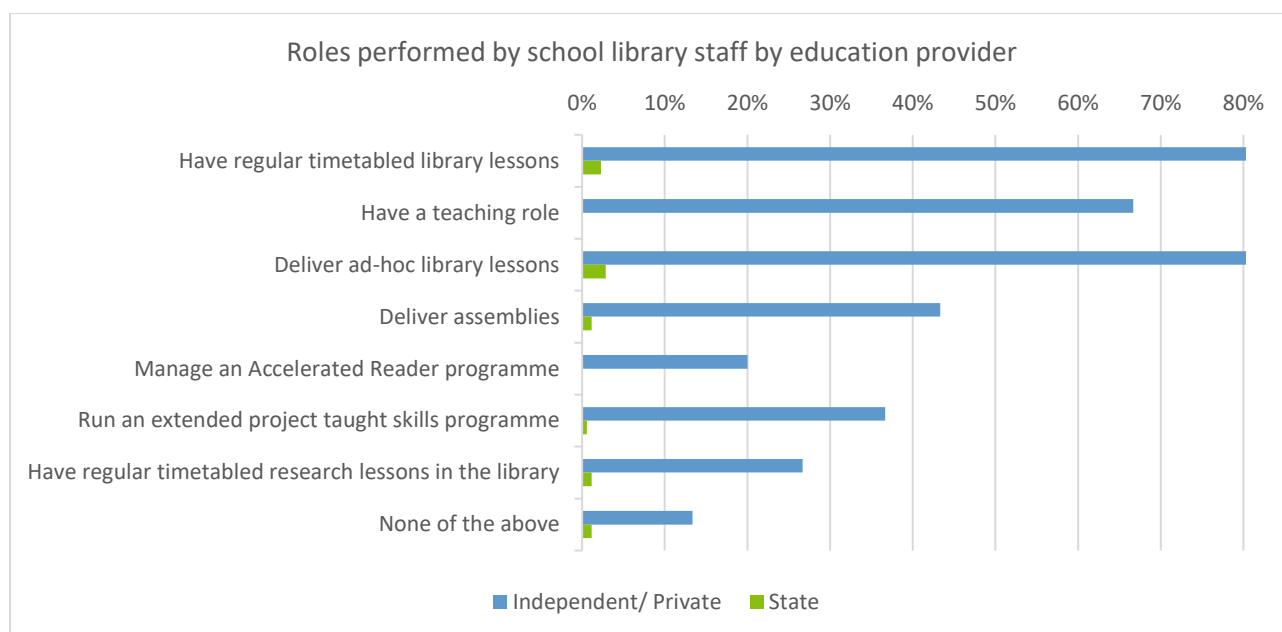
Participants were asked if their school library has designated staff. As can be seen in the charts below, the majority of all-through school respondents said “yes”.



Participants were asked about the main roles performed by school staff. All-through schools reported the following:



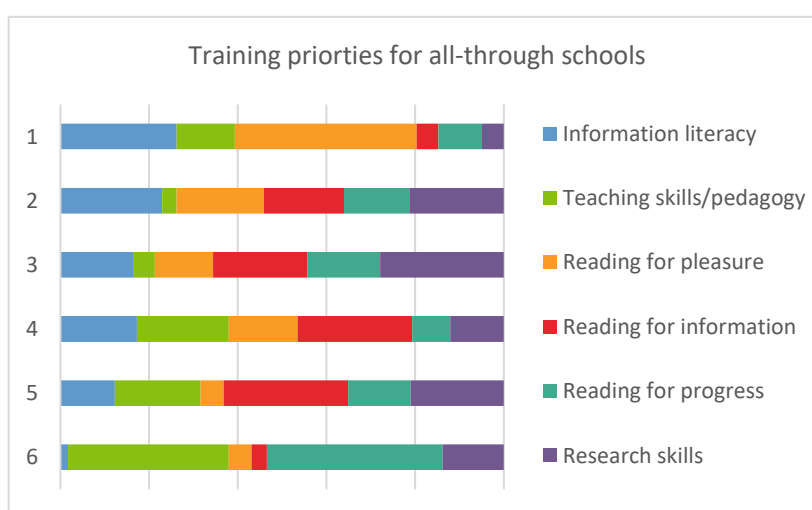
	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Have regular timetabled library lessons	44%	33%	16%	8%	8%	6%
Have a teaching role	22%	17%	9%	5%	4%	4%
Deliver ad-hoc library lessons	0%	28%	9%	12%	12%	9%
Deliver assemblies	0%	11%	7%	7%	5%	0%
Manage an Accelerated Reader programme	11%	11%	5%	0%	2%	1%
Run an extended project taught skills programme	0%	17%	5%	1%	3%	4%
Have regular timetabled research lessons in the library	0%	0%	5%	7%	3%	1%
None of the above	11%	6%	5%	1%	0%	4%



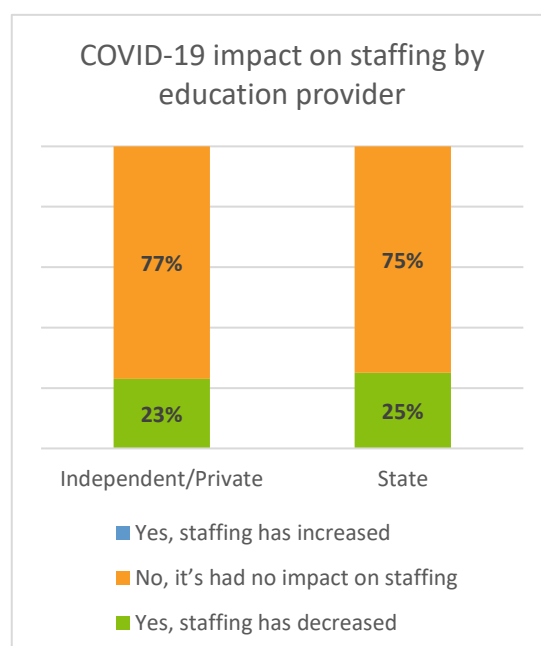
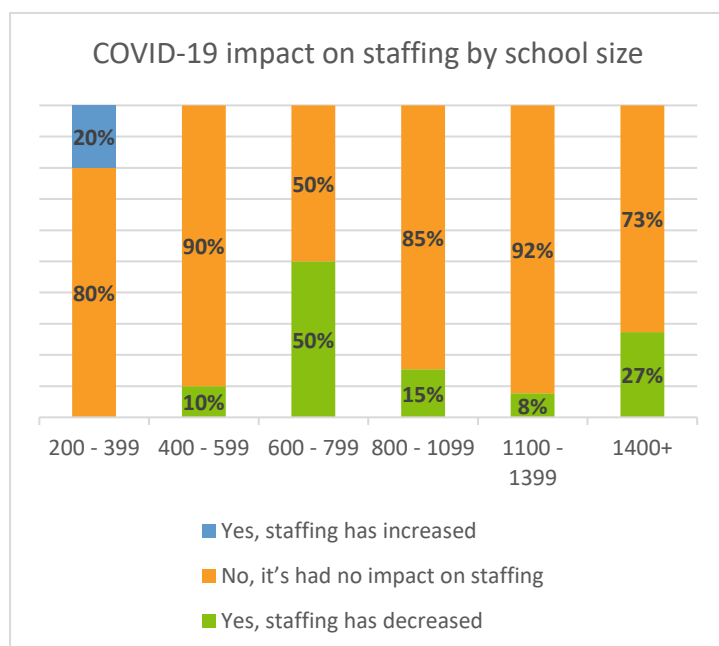
	Independent/ Private	State
Have regular timetabled library lessons	100%	2%
Have a teaching role	67%	0%
Deliver ad-hoc library lessons	93%	3%
Deliver assemblies	43%	1%
Manage an Accelerated Reader programme	20%	0%
Run an extended project taught skills programme	37%	1%
Have regular timetabled research lessons in the library	27%	1%
None of the above	13%	1%

Participants were asked to number their training priorities from 1 to 6. Based on the highest percentage of respondents for each number ranking, training priorities for all-through schools are as follows:

1. Reading for pleasure
2. Information literacy
3. Research skills
4. Teaching skills/pedagogy
5. Reading for information
6. Reading for progress



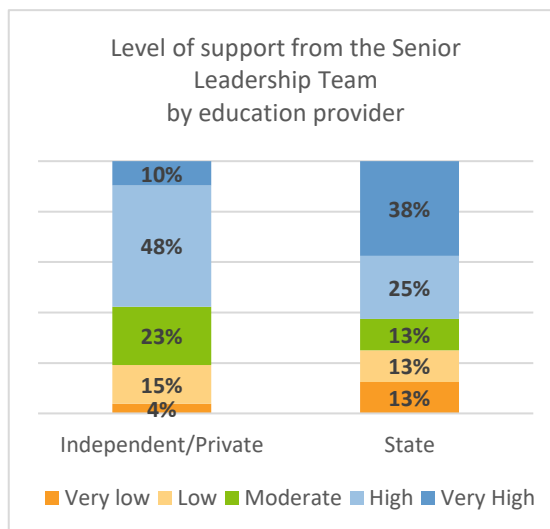
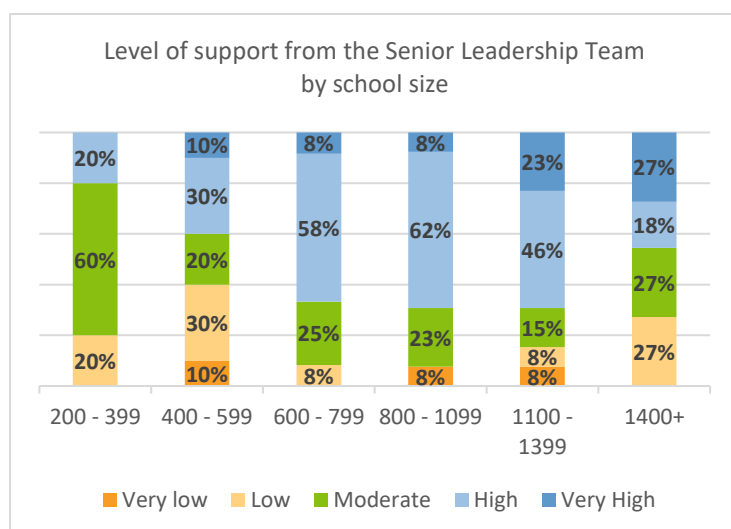
Participants were asked about the impact of COVID-19 on staffing. As can be seen in the charts below, the majority of all-through school respondents reported no change in staffing.

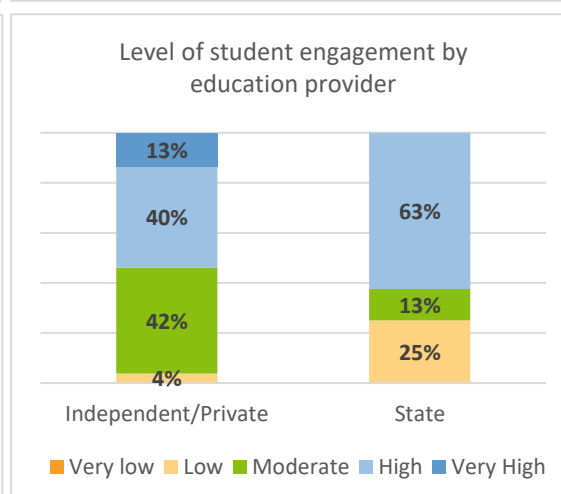
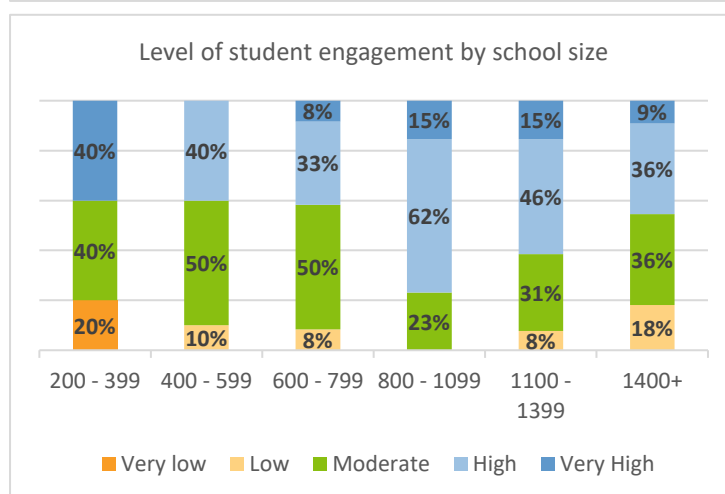
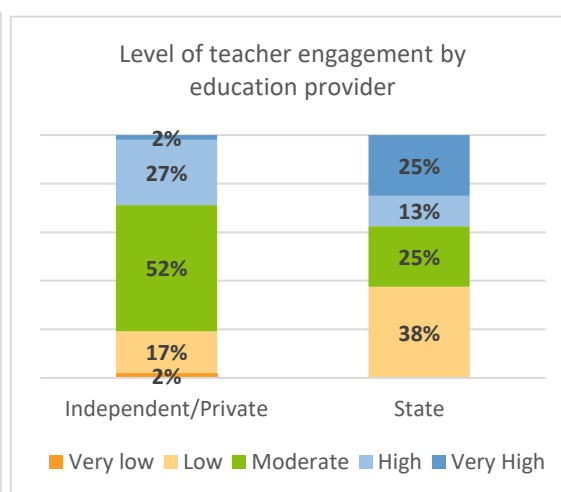
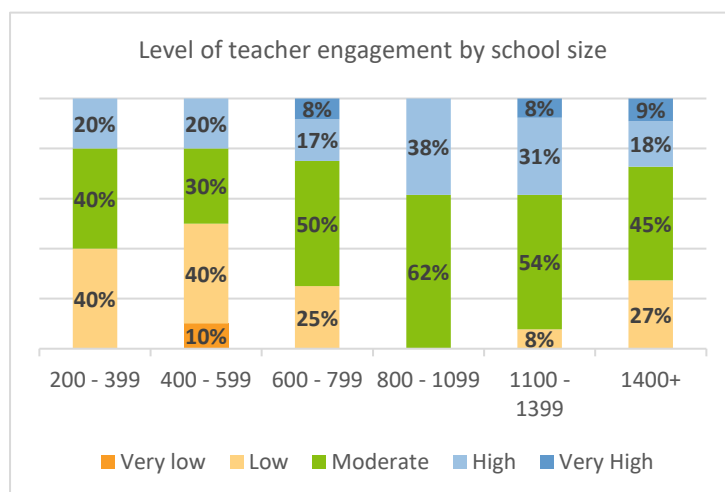


9.4 All-through school library engagement and support

Participants were asked about the level of support they have from the Senior Leadership Team, the level of teacher engagement with the library, and the level of student engagement with the library.

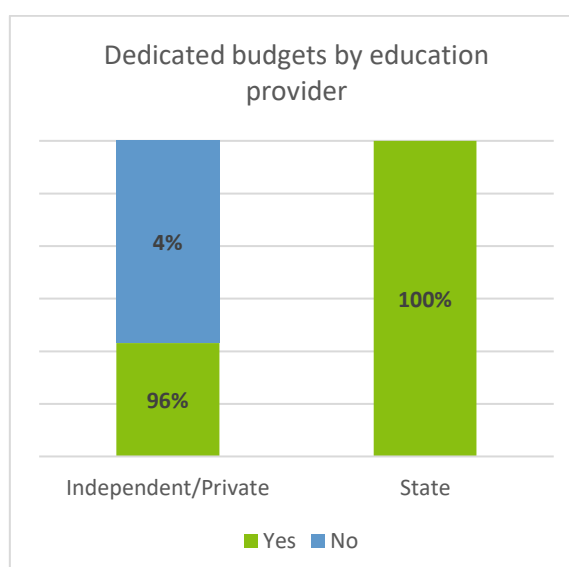
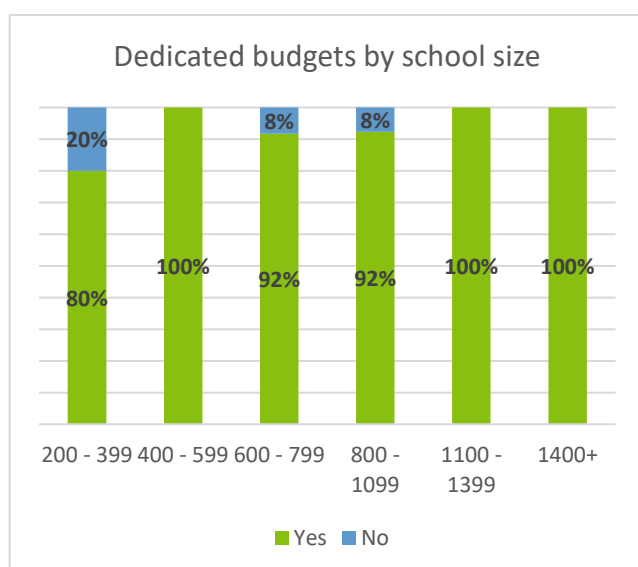
The following charts show all-through school responses by school size and education provider.





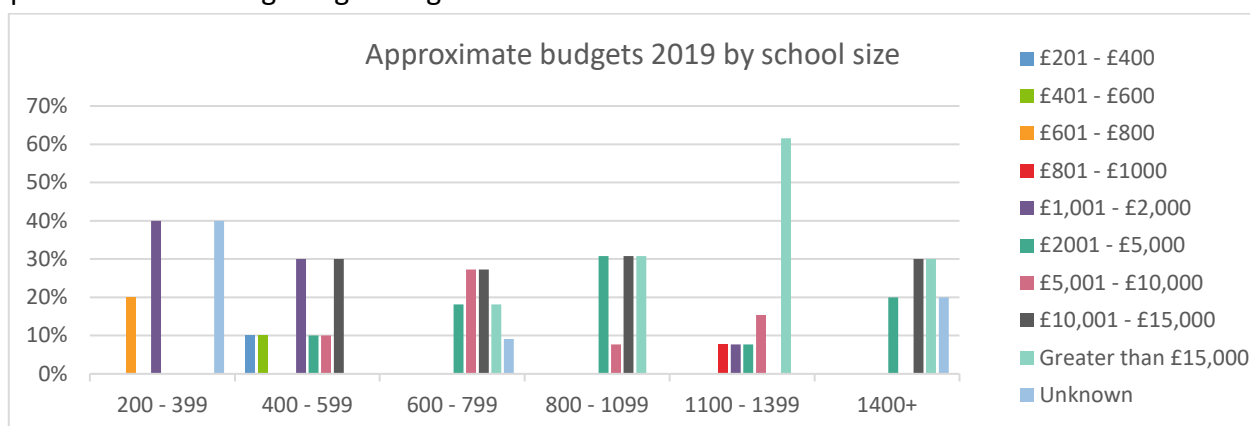
9.5 All-through school library budgets

Participants were asked if their library have a dedicated budget. The majority of all-through school respondents reported that they do. Further details can be seen in the charts below.



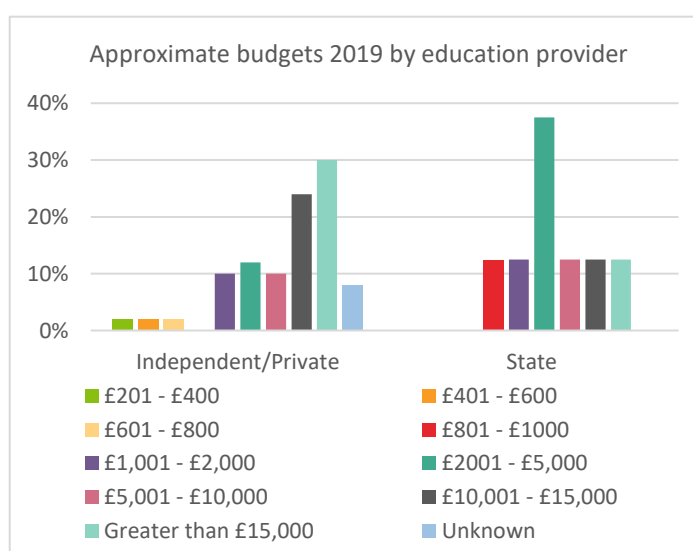
Participants were asked what their school library budget was in 2019 and 2020.

When looking at 2019 budgets by school size and education provider, all-through respondents reported the following budget ranges:

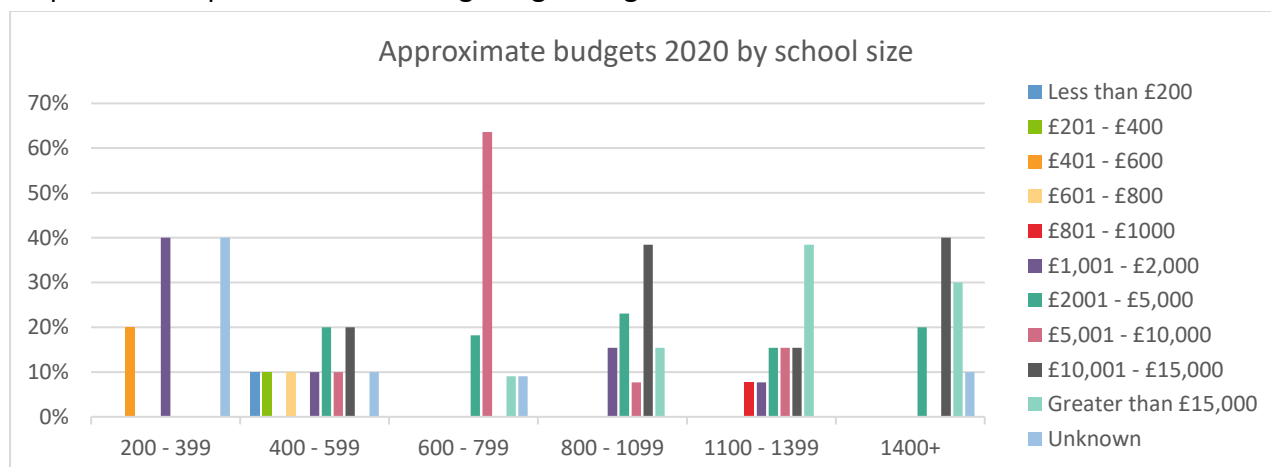


Budgets	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
£201 - £400	0%	10%	0%	0%	0%	0%
£401 - £600	0%	10%	0%	0%	0%	0%
£601 - £800	20%	0%	0%	0%	0%	0%
£801 - £1000	0%	0%	0%	0%	8%	0%
£1,001 - £2,000	40%	30%	0%	0%	8%	0%
£2001 - £5,000	0%	10%	18%	31%	8%	20%
£5,001 - £10,000	0%	10%	27%	8%	15%	0%
£10,001 - £15,000	0%	30%	27%	31%	0%	30%
Greater than £15,000	0%	0%	18%	31%	62%	30%
Unknown	40%	0%	9%	0%	0%	20%

Budgets	Independent/ Private	State
Less than £200	0%	0%
£201 - £400	2%	0%
£401 - £600	2%	0%
£601 - £800	2%	0%
£801 - £1000	0%	13%
£1,001 - £2,000	10%	13%
£2001 - £5,000	12%	38%
£5,001 - £10,000	10%	13%
£10,001 - £15,000	24%	13%
Greater than £15,000	30%	13%
Unknown	8%	0%

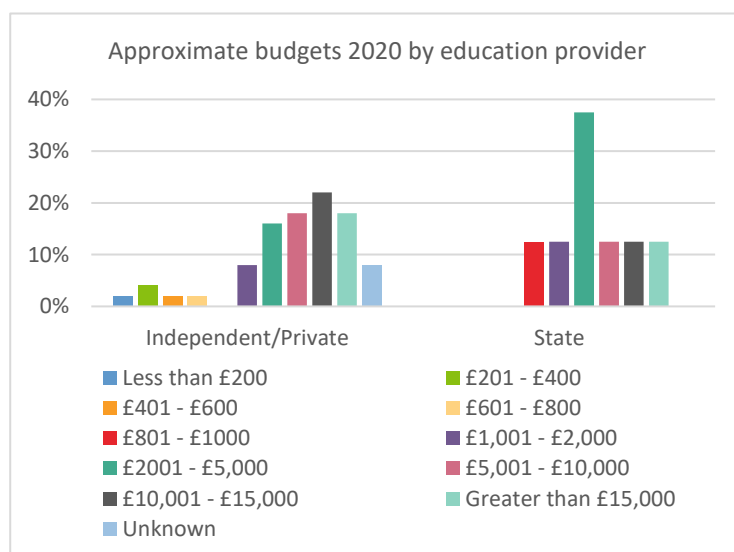


When looking at 2020 budgets by school size and education provider, all-through school respondents reported the following budget ranges:

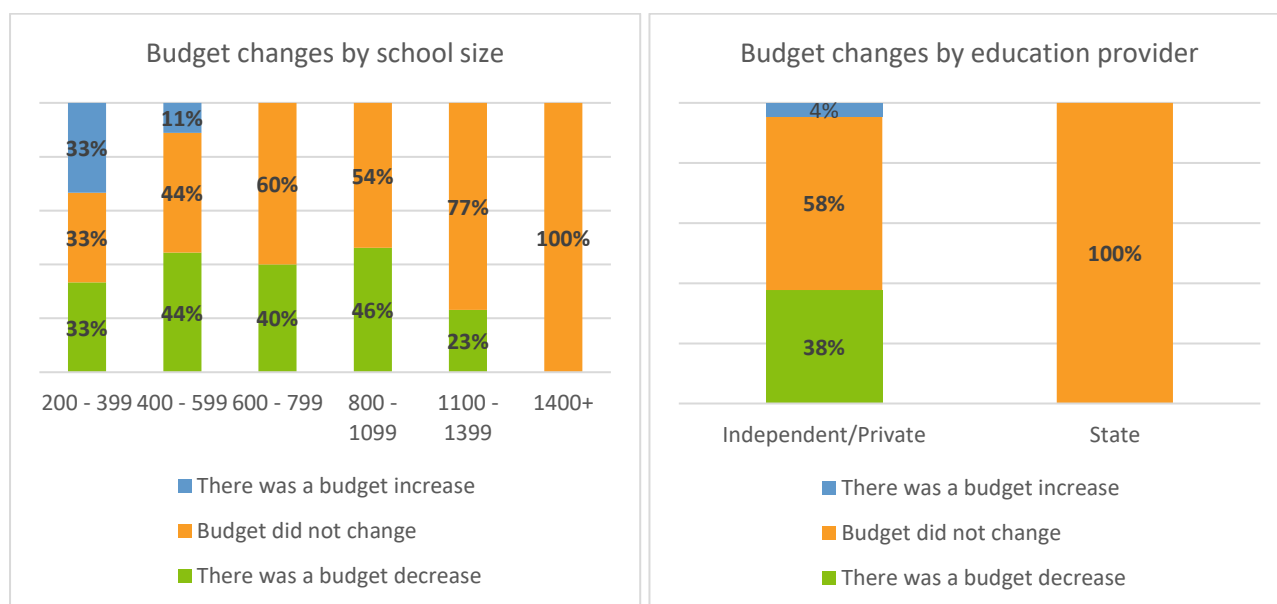


Budgets	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than £200	0%	10%	0%	0%	0%	0%
£201 - £400	0%	10%	0%	0%	0%	0%
£401 - £600	20%	0%	0%	0%	0%	0%
£601 - £800	0%	10%	0%	0%	0%	0%
£801 - £1000	0%	0%	0%	0%	8%	0%
£1,001 - £2,000	40%	10%	0%	15%	8%	0%
£2001 - £5,000	0%	20%	18%	23%	15%	20%
£5,001 - £10,000	0%	10%	64%	8%	15%	0%
£10,001 - £15,000	0%	20%	0%	38%	15%	40%
Greater than £15,000	0%	0%	9%	15%	38%	30%
Unknown	40%	10%	9%	0%	0%	10%

Budgets	Independent/ Private	State
Less than £200	2%	0%
£201 - £400	4%	0%
£401 - £600	2%	0%
£601 - £800	2%	0%
£801 - £1000	0%	13%
£1,001 - £2,000	8%	13%
£2001 - £5,000	16%	38%
£5,001 - £10,000	18%	13%
£10,001 - £15,000	22%	13%
Greater than £15,000	18%	13%
Unknown	8%	0%



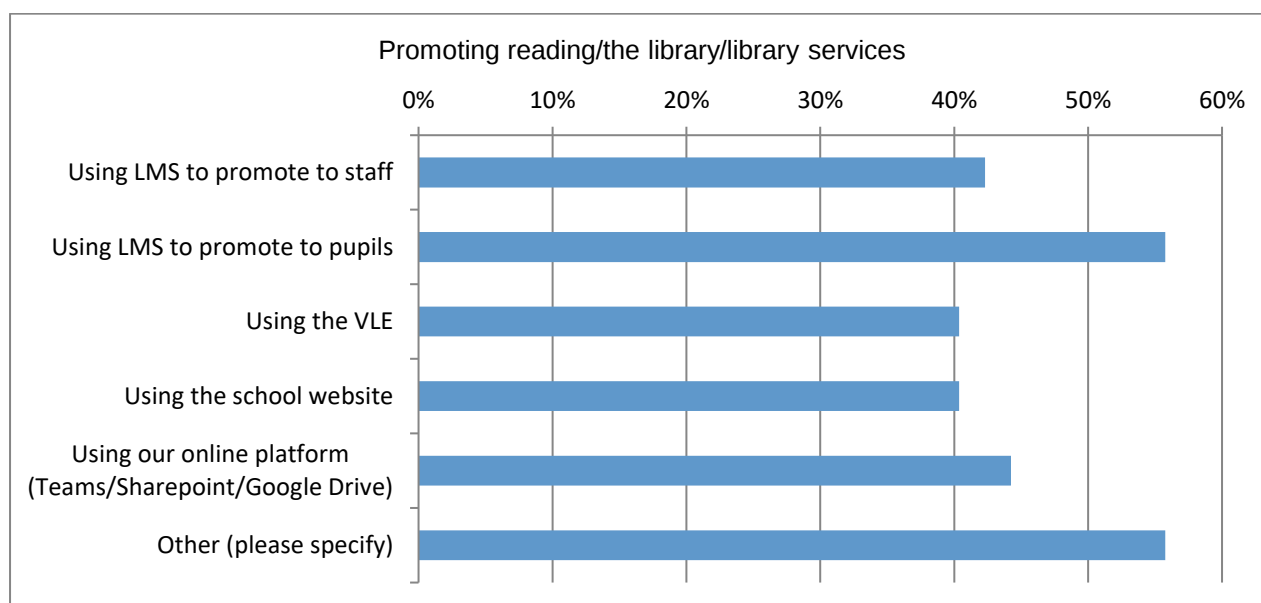
Further analysis of budgets from 2019 – 2020 can be seen in the budget changes charts below.



9.6 All-through school library promotions and response to current events

Participants were asked how they were promoting reading, their library or library services.

Responses can be seen in the chart below.



“Other” responses included social media, games, displays, newsletter, emails to staff and students, online questionnaires, mobile libraries, online author workshops, plasma screens, via English staff, and library lessons.

Participants were asked how they responded/reacted to or highlighted a range of current issues in their library. Responses can be seen in the table below.

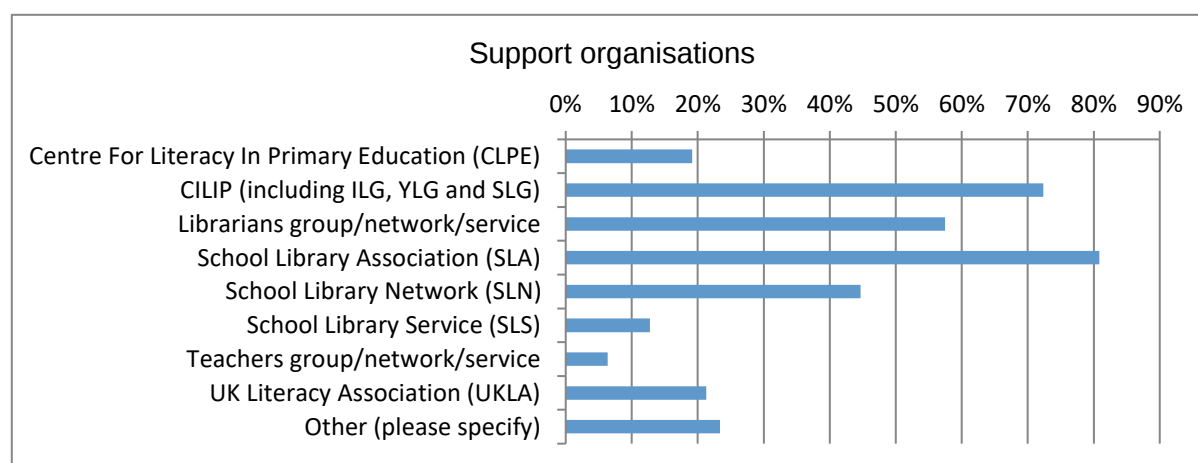
	School library display (physical or virtual)	Delivered an assembly	Created a lesson or activity around it	Created a booklist	Conversations with individual pupils	No response/reaction
The Black Lives Matter movement	68%	11%	19%	60%	26%	15%
Representation for All (characters and authors of BAME heritage)	55%	9%	9%	52%	23%	18%
Climate change protests	52%	11%	20%	26%	41%	24%
Gender equality in resources/curriculum	52%	7%	11%	43%	35%	22%

“Other” responses included classroom discussions, Diversity Working Group (staff), Eco Committee (staff and students), collection development, and online discussions.

9.7 Professional support groups for all-through schools

Participants were asked which organisation(s) they use for support. The top 3 for all-through school respondents were:

- School Library Association (SLA) – 81%
- Chartered Institute of Library and Information Professionals (CILIP) (including ILG, YLG and SLG) – 72%
- Librarians group/network/service – 57%



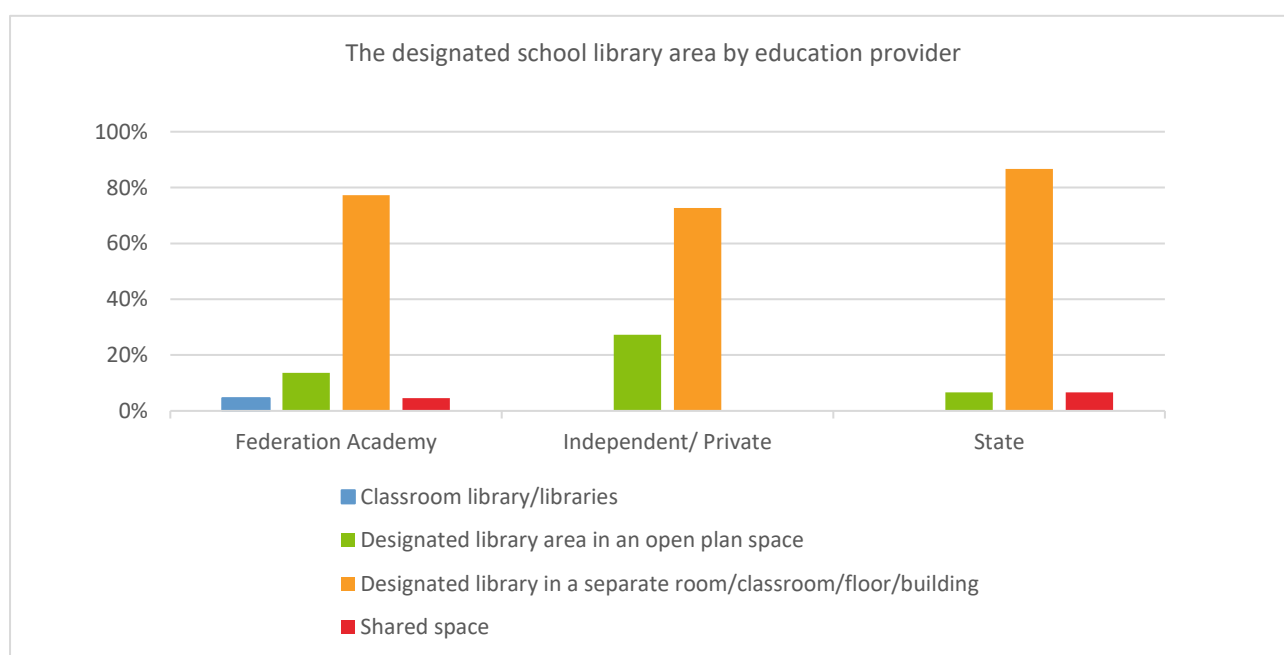
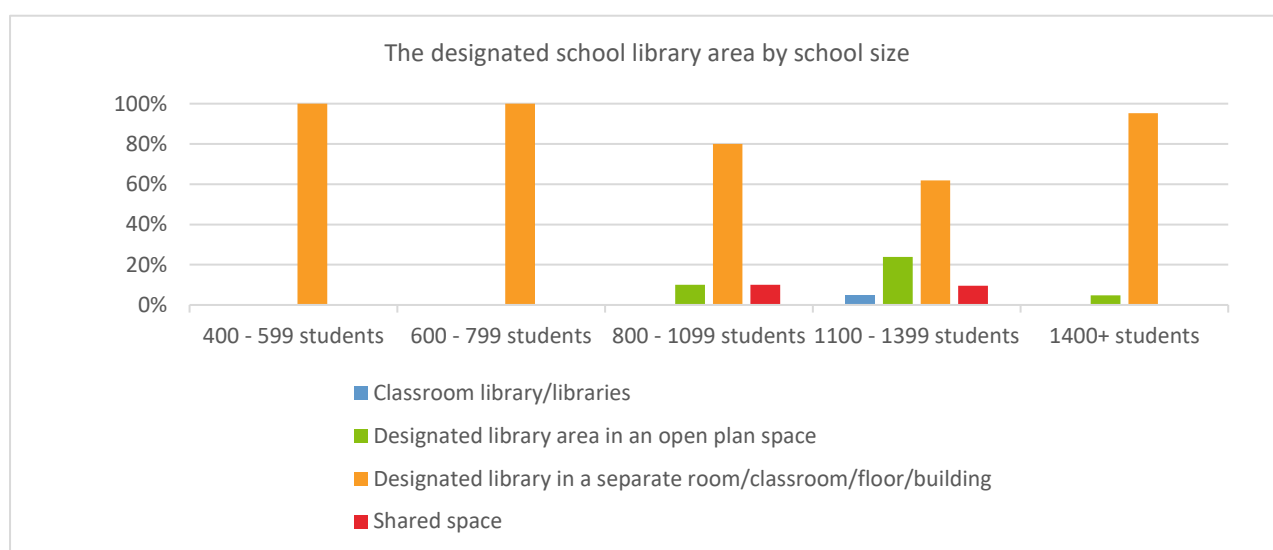
“Other” responses included National Literacy Trust, BookTrust, ECIS MAIS, IBBY UK, Reading Agency, Empathy Lab, and Dyslexia Association.

10.0 Secondary & 6th form/6th form school libraries in the United Kingdom

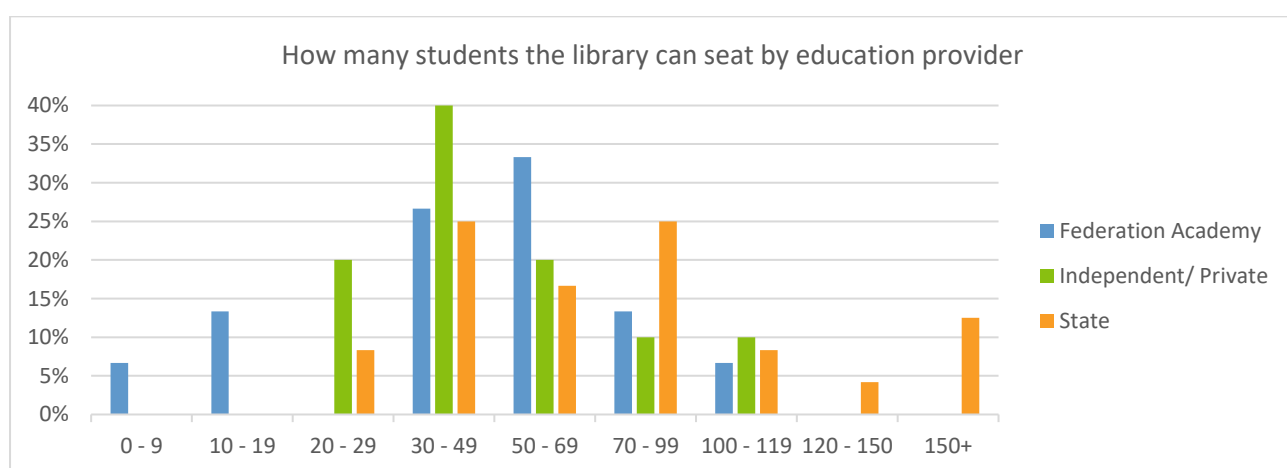
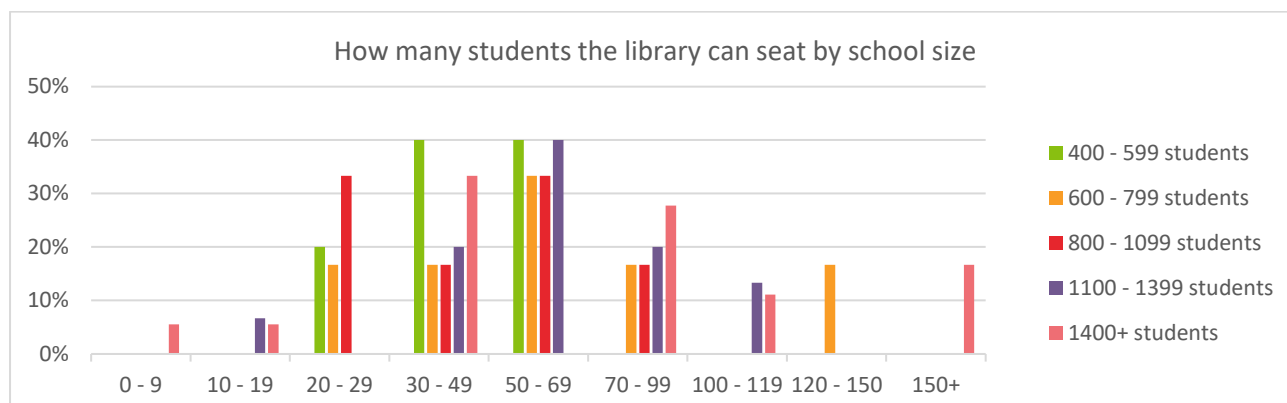
10.1 The secondary & 6th form/6th form school library space

When looking at the school library space by school size, the majority of secondary & 6th form/6th form school respondents indicated that they have a designated library in a separate room/classroom/ floor/building.

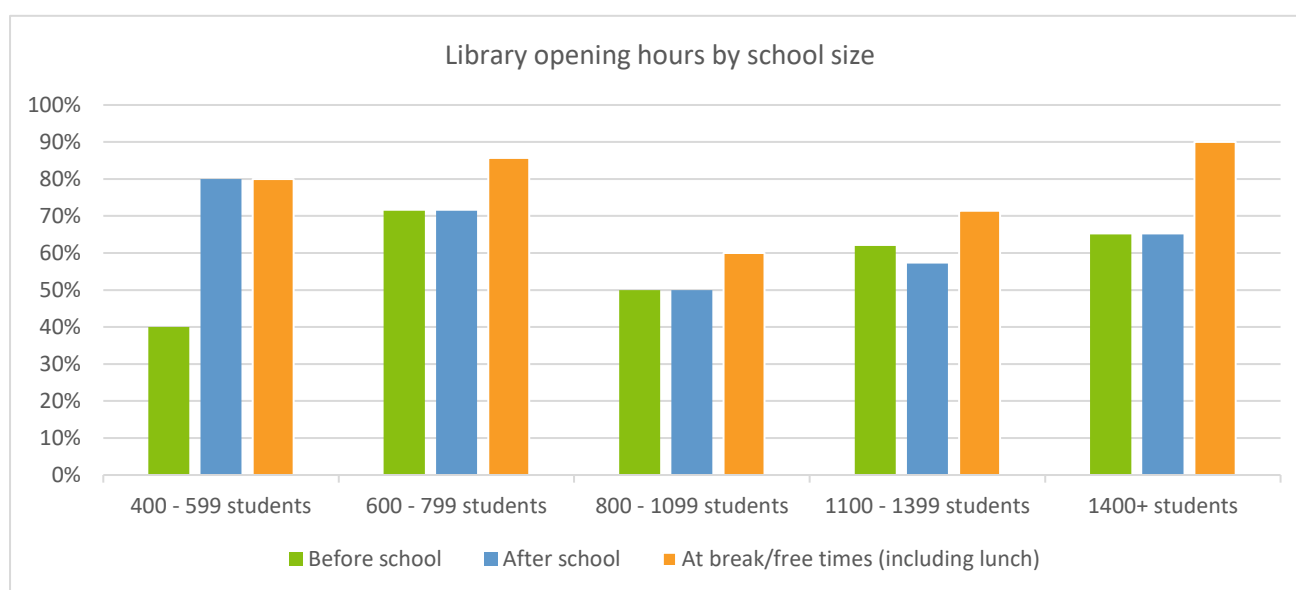
When looking at the school library space by education provider, 77% of Federation Academy schools, 73% of Independent/Private schools and 87% of State schools reported that they have a designated library in a separate room/classroom/ floor/building.



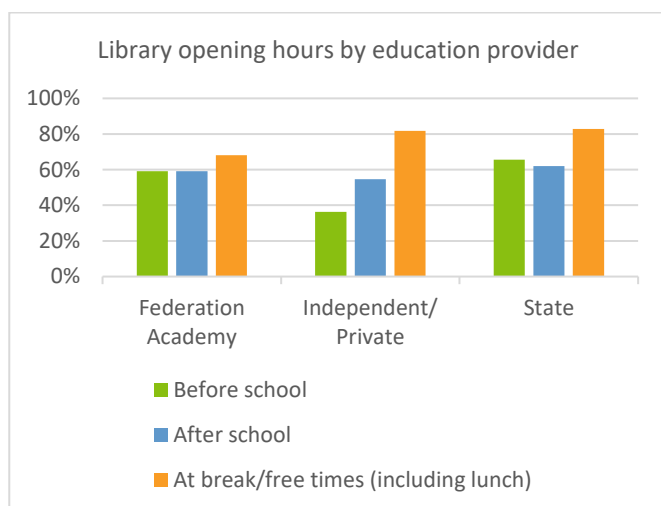
When asked how many students their library can seat, secondary & 6th form/6th form respondents reported the following:



Participants were asked about the hours their school library is open. In the secondary & 6th form/6th form school category, a high percentage of respondents reported being open at break/free times. Further details can be seen below.

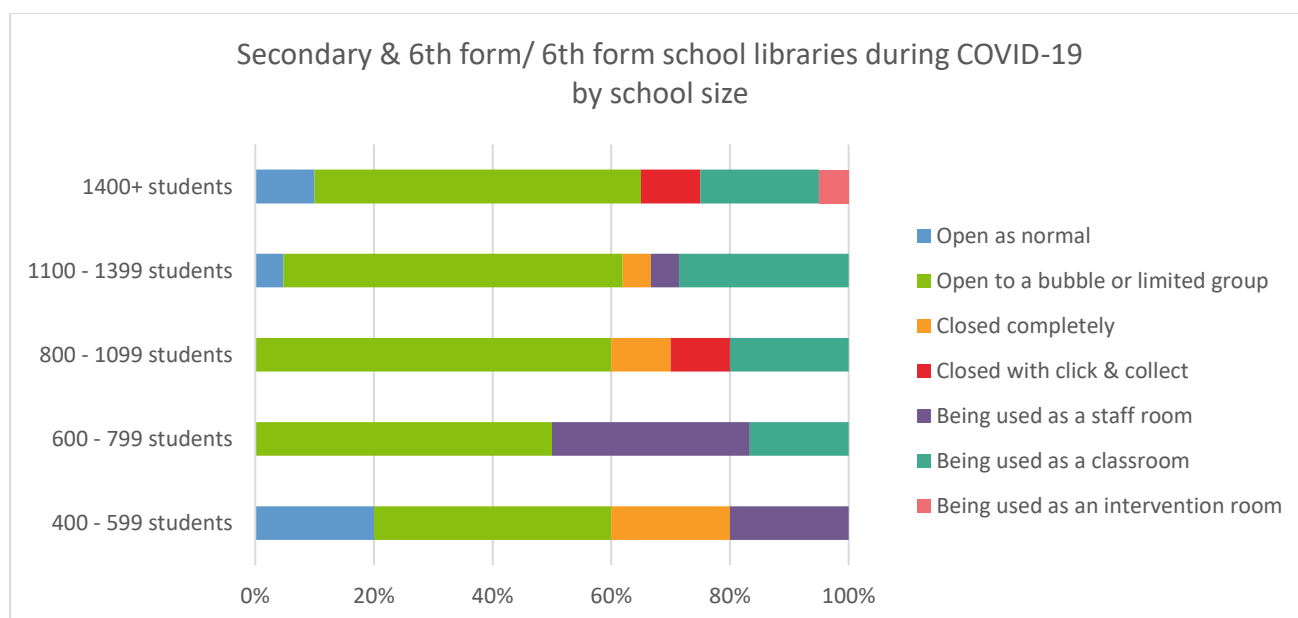


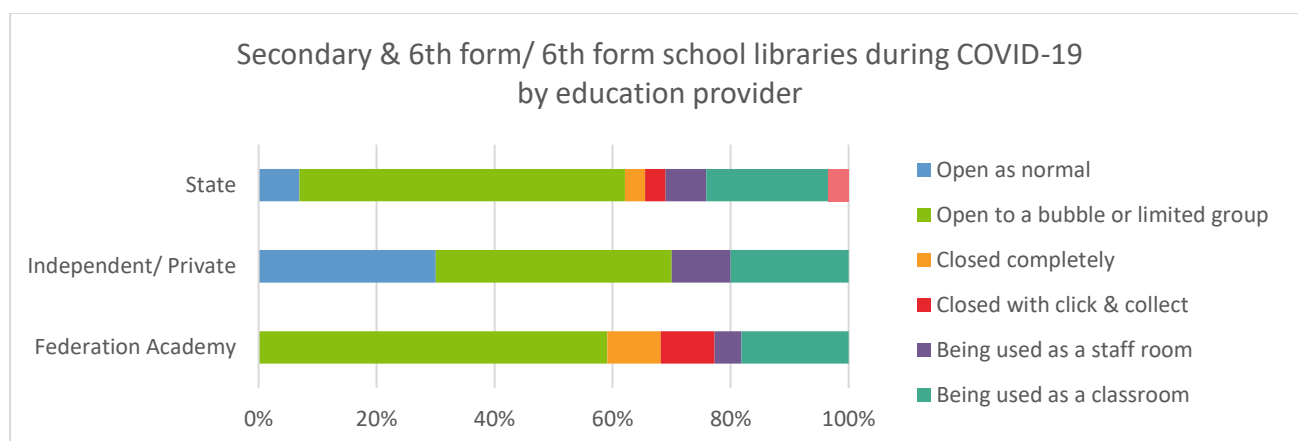
	400 - 599 students	600 - 799 students	800 - 1099 students	1100 - 1399 students	1400+ students
Before school	40%	71%	50%	62%	65%
After school	80%	71%	50%	57%	65%
At break/free times (including lunch)	80%	86%	60%	71%	90%



	Federation Academy	Independent/ Private	State
Before school	59%	36%	66%
After school	59%	55%	62%
At break/free times (including lunch)	68%	82%	83%

When asked about the impact of COVID-19 on school library opening hours, 40% - 60% of secondary & 6th form/6th form school respondents reported being open to a bubble or limited group.



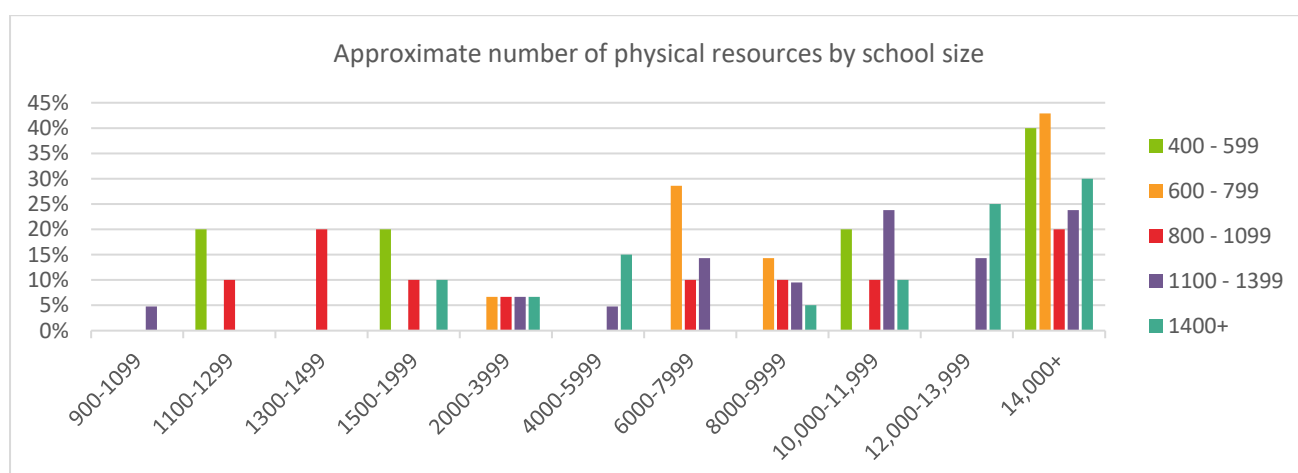


Many schools reporting that they were open to a bubble or group explained that they had a rota to allow different groups into the library at different times.

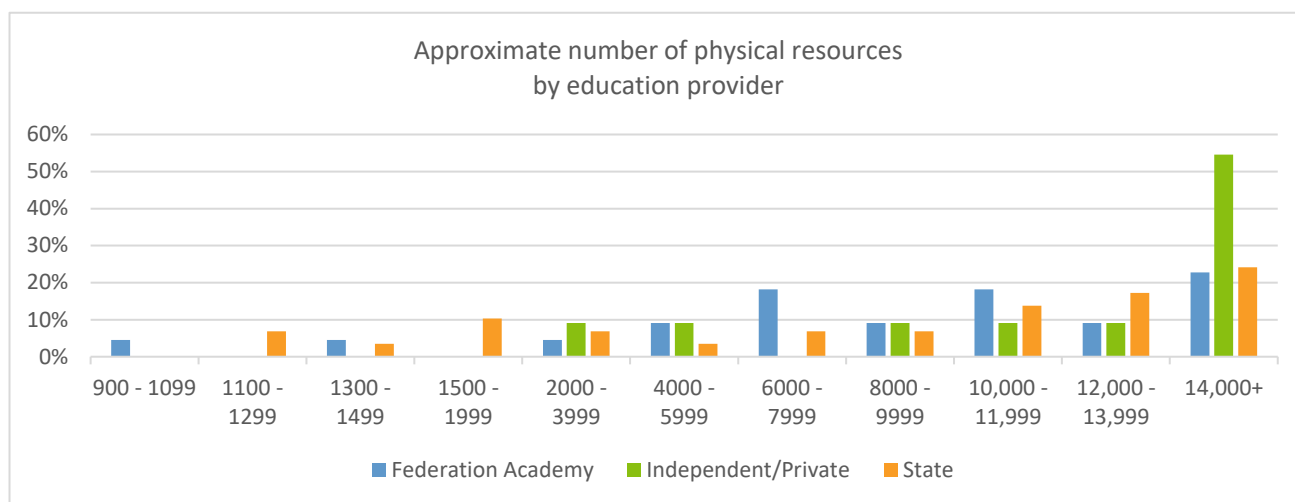
10.2 Secondary & 6th form/6th form school library collections

Participants were asked about their school library collections.

When looking at the approximate number of physical resources by school size and education provider, secondary & 6th form/6th form school respondents reported the following:

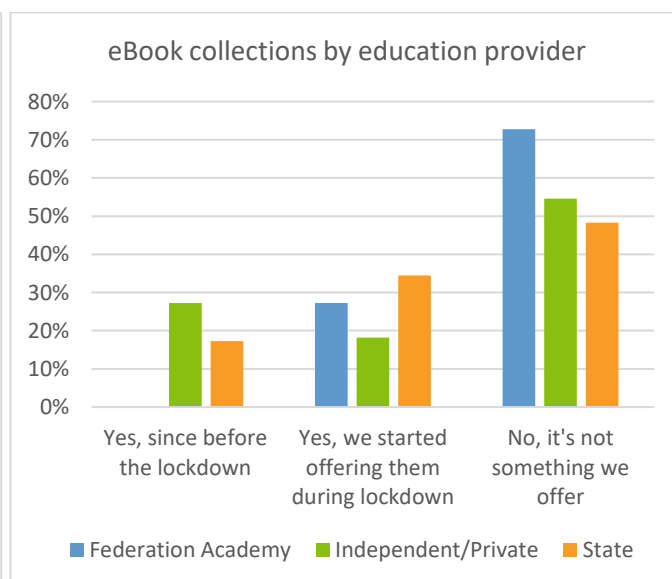
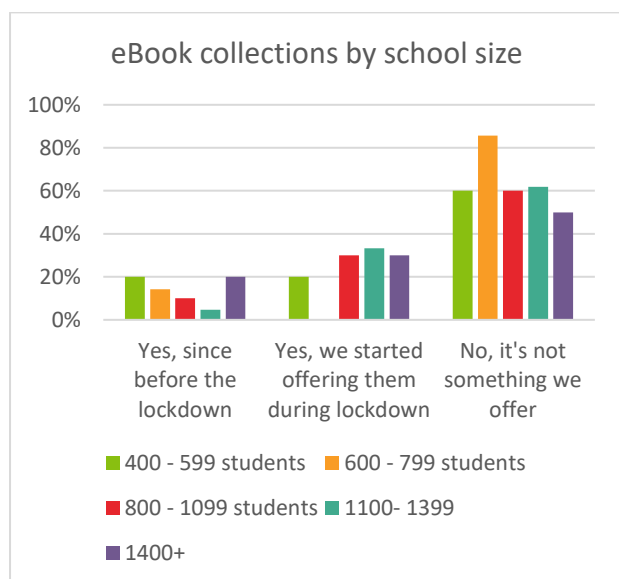


	400 - 599 students	600 - 799 students	800 - 1099 students	1100 - 1399 students	1400+ students
900-1099	0%	0%	0%	5%	0%
1100-1299	20%	0%	10%	0%	0%
1300-1499	0%	0%	20%	0%	0%
1500-1999	20%	0%	10%	0%	10%
2000-3999	0%	7%	7%	7%	7%
4000-5999	0%	0%	0%	5%	15%
6000-7999	0%	29%	10%	14%	0%
8000-9999	0%	14%	10%	10%	5%
10,000-11,999	20%	0%	10%	24%	10%
12,000-13,999	0%	0%	0%	14%	25%
14,000+	40%	43%	20%	24%	30%

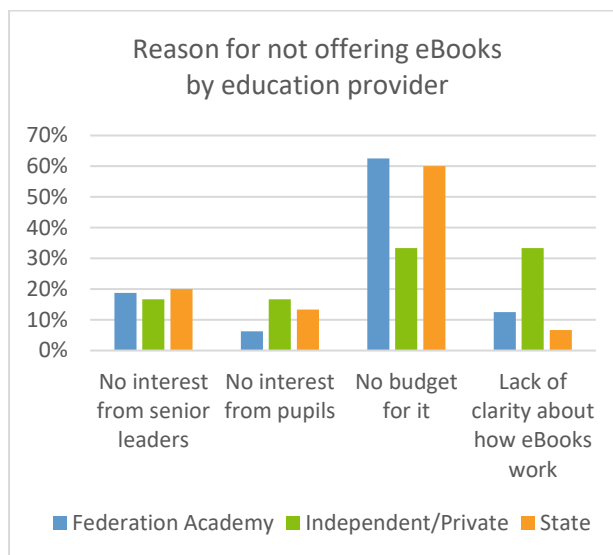
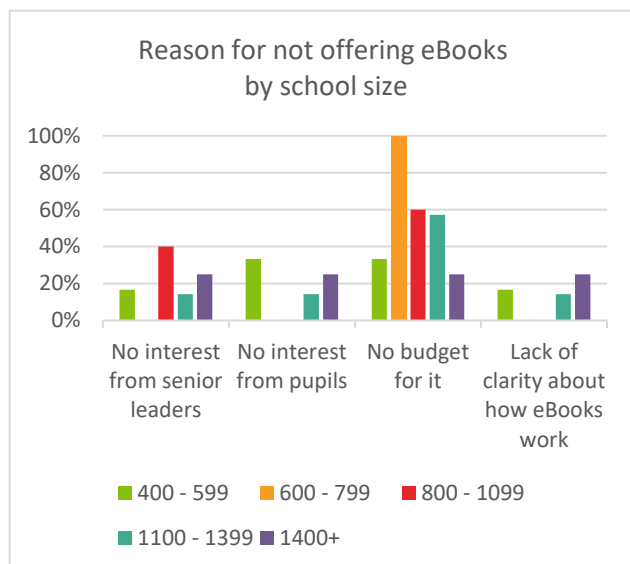


	Federation Academy	Independent/ Private	State
900 - 1099	5%	0%	0%
1100 - 1299	0%	0%	7%
1300 - 1499	5%	0%	3%
1500 - 1999	0%	0%	10%
2000 - 3999	5%	9%	7%
4000 - 5999	9%	9%	3%
6000 - 7999	18%	0%	7%
8000 - 9999	9%	9%	7%
10,000 - 11,999	18%	9%	14%
12,000 - 13,999	9%	9%	17%
14,000+	23%	55%	24%

When asked about eBook collections, 73% of Federation Academy schools, 55% of Independent schools, and 48% of State schools reported that they do not offer eBooks. The breakdown of responses by school size and education provider can be seen in the charts below.

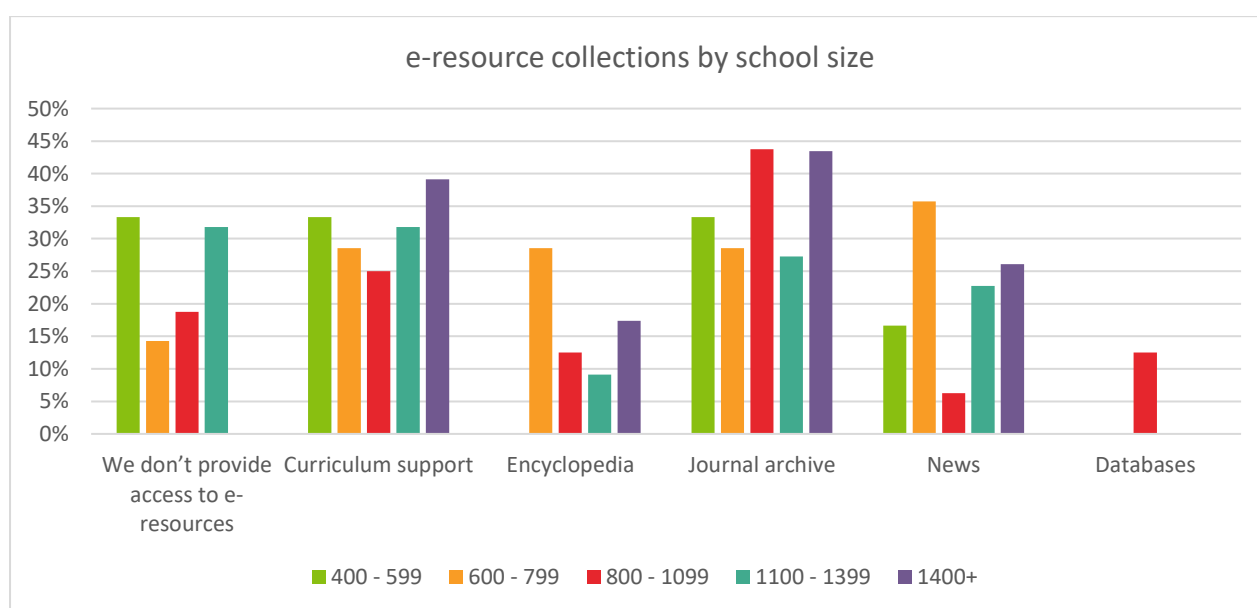


When looking at the reason for not offering eBooks by education provider, 63% of Federation Academy and 60% of State school respondents reported a lack of budget. 33% of Independent/Private school respondents reported a lack of budget; 33% reported a lack of clarity about how eBooks work.

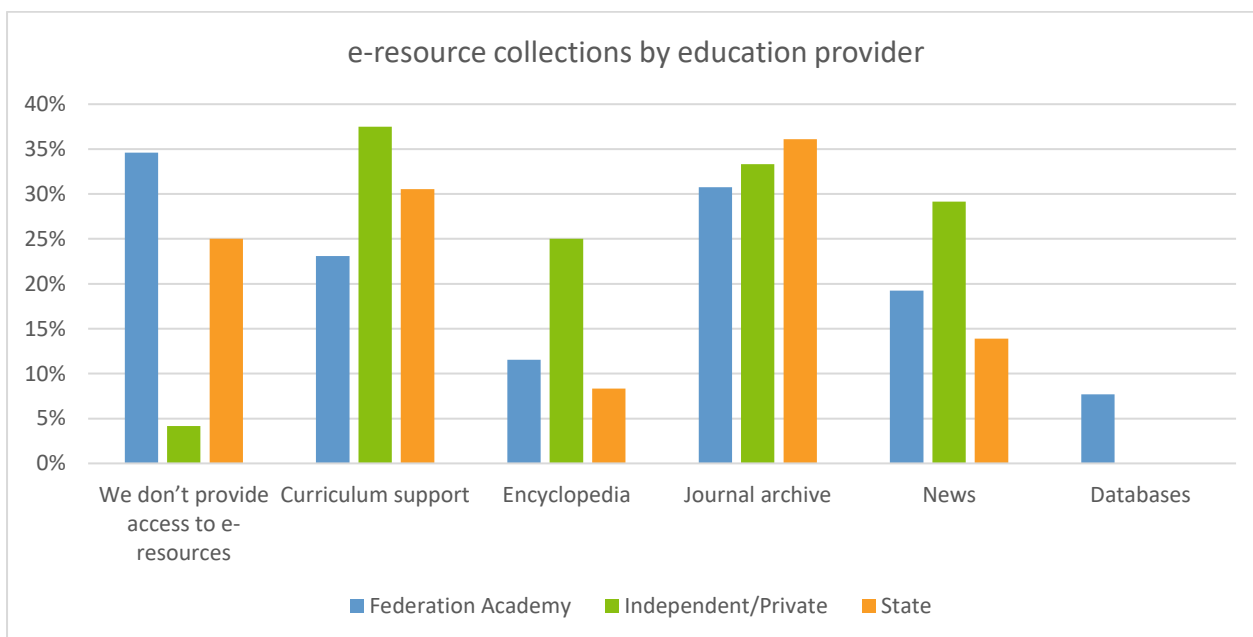


Other reasons provided include lack of student access to electronic devices, lack of time to investigate eBook options, lack of time to manage and set up, currently in the process of implementing eBooks, and eBooks were introduced as a trial and there was no take up from students.

Participants were asked about other e-resources offered by the library. Secondary & 6th form/6th form school participants reported the following:



	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
We don't provide access to e-resources	33%	14%	19%	32%	0%
Curriculum support	33%	29%	25%	32%	39%
Encyclopedia	0%	29%	13%	9%	17%
Journal archive	33%	29%	44%	27%	43%
News	17%	36%	6%	23%	26%
Databases	0%	0%	13%	0%	0%

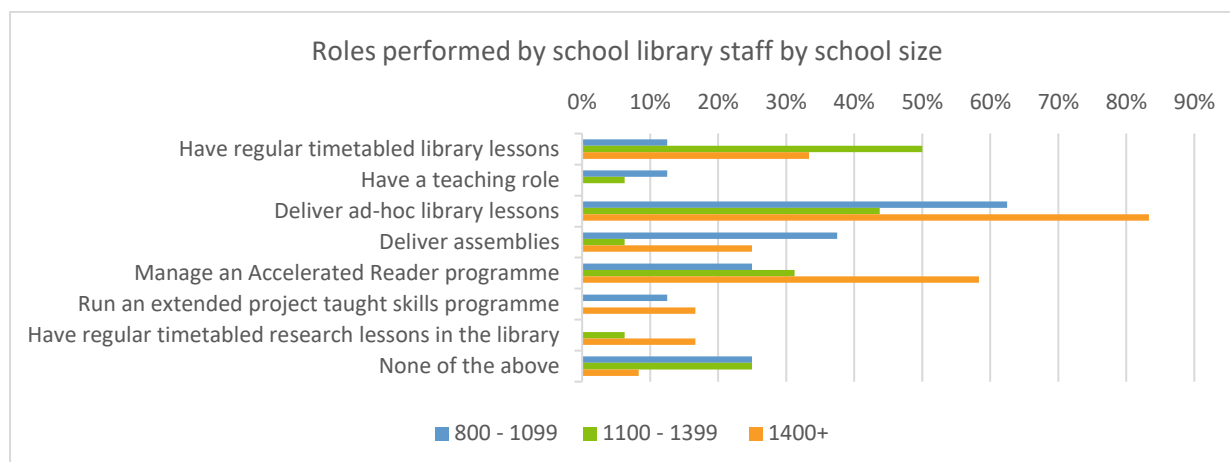


	Federation Academy	Independent/Private	State
We don't provide access to e-resources	35%	4%	25%
Curriculum support	23%	38%	31%
Encyclopedia	12%	25%	8%
Journal archive	31%	33%	36%
News	19%	29%	14%
Databases	8%	0%	0%

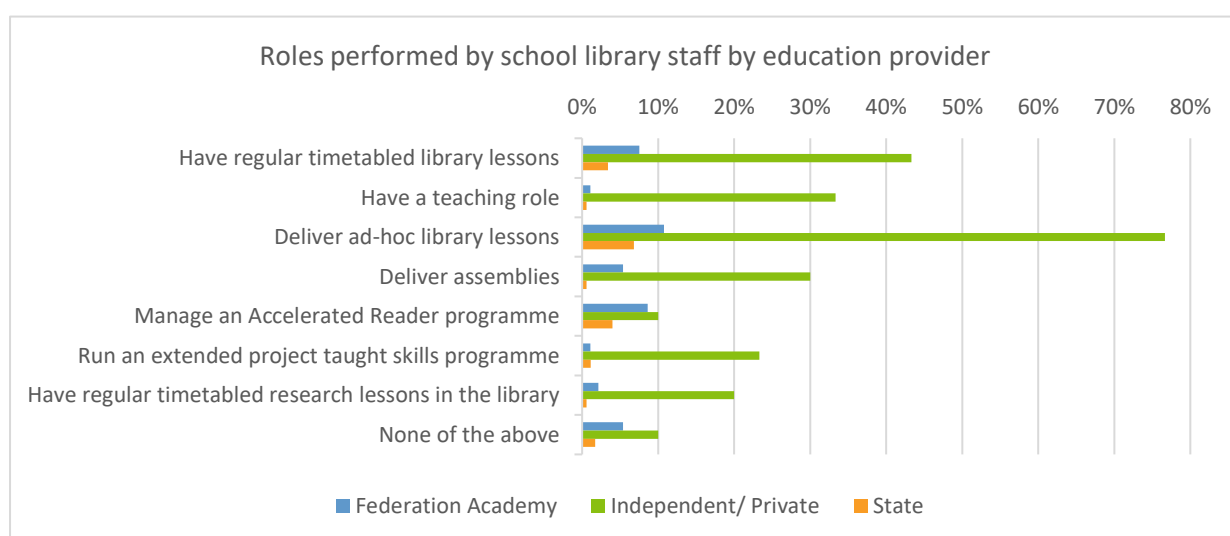
10.3 Secondary & 6th form/6th form school library staffing

Participants were asked if their school library have designated staff. 100% of secondary & 6th form/6th form school respondents said “yes”.

Participants were asked about the main roles performed by school staff. Secondary & 6th form/6th form schools reported the following:



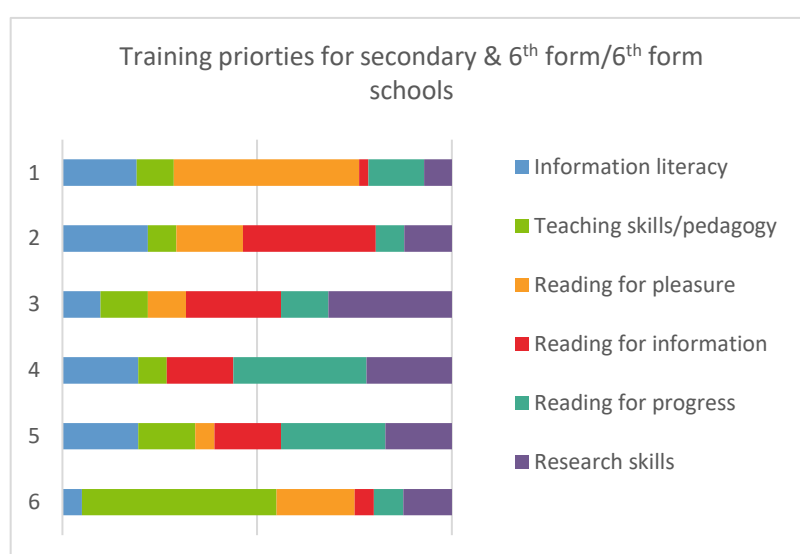
	800 - 1099	1100 - 1399	1400+
Have regular timetabled library lessons	13%	50%	33%
Have a teaching role	13%	6%	0%
Deliver ad-hoc library lessons	63%	44%	83%
Deliver assemblies	38%	6%	25%
Manage an Accelerated Reader programme	25%	31%	58%
Run an extended project taught skills programme	13%	0%	17%
Have regular timetabled research lessons in the library	0%	6%	17%
None of the above	25%	25%	8%



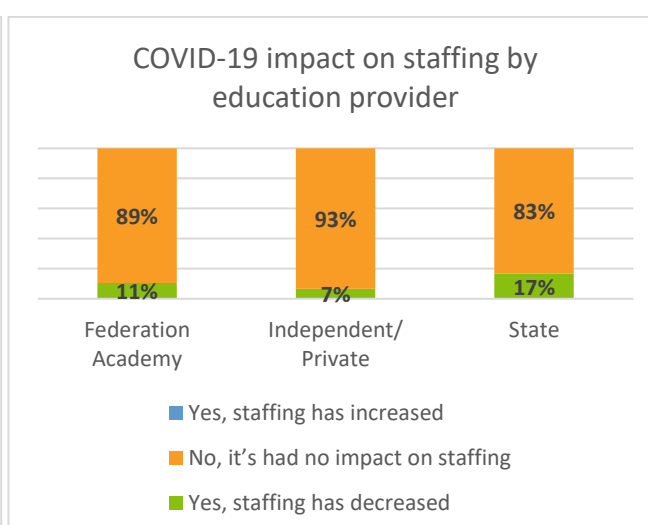
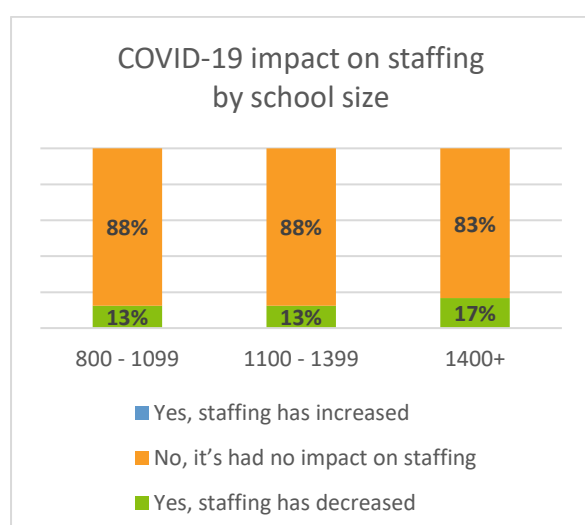
	Federation Academy	Independent/ Private	State
Have regular timetabled library lessons	8%	43%	3%
Have a teaching role	1%	33%	1%
Deliver ad-hoc library lessons	11%	77%	7%
Deliver assemblies	5%	30%	1%
Manage an Accelerated Reader programme	9%	10%	4%
Run an extended project taught skills programme	1%	23%	1%
Have regular timetabled research lessons in the library	2%	20%	1%
None of the above	5%	10%	2%

Participants were asked to number their training priorities from 1 to 6. Based on the highest percentage of respondents for each number ranking, training priorities for secondary & 6th form/6th form schools are as follows:

1. Reading for pleasure
2. Reading for information
3. Research skills
4. Reading for progress
5. Information literacy
6. Teaching skills/pedagogy



Participants were asked about the impact of COVID-19 on staffing. As can be seen in the charts below, the majority of secondary & 6th form/6th form school respondents reported no change in staffing.



10.4 Secondary & 6th form/6th form school library engagement and support

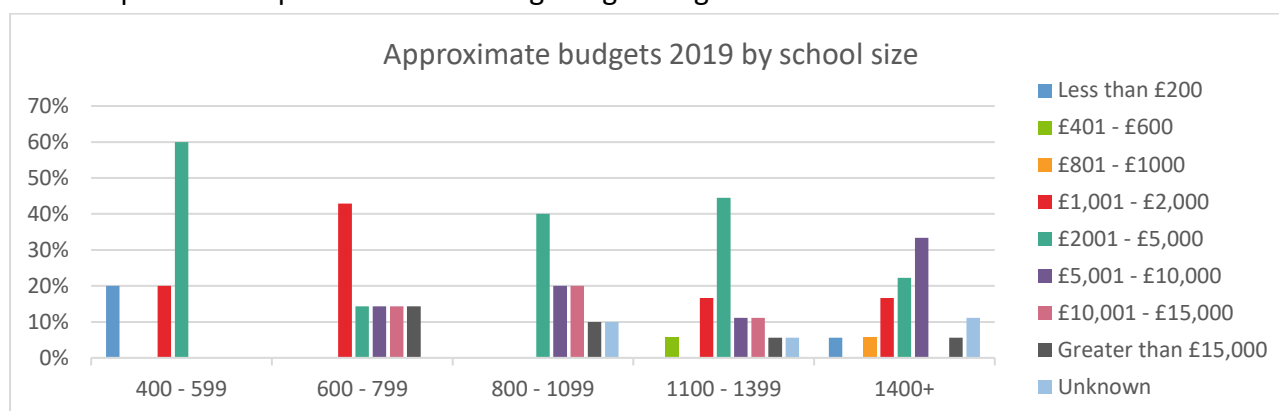
Participants were asked about the level of support they have from the Senior Leadership Team, the level of teacher engagement with the library, and the level of student engagement with the library.

The following charts show secondary & 6th form/6th form school responses by school size and education provider.

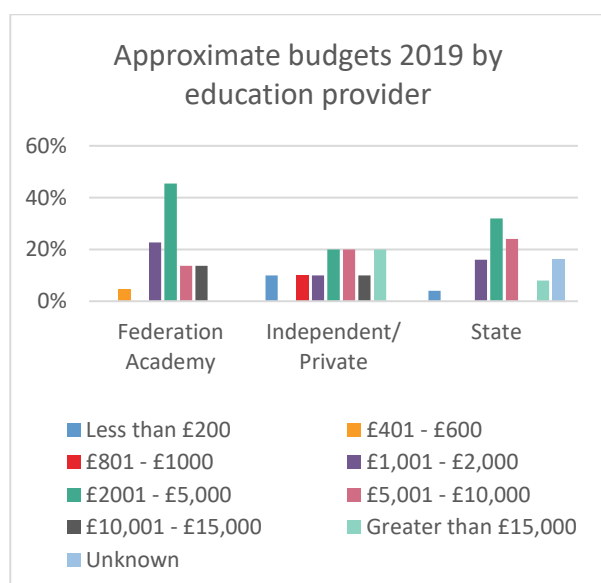


Participants were asked what their school library budget was in 2019 and 2020.

When looking at 2019 budgets by school size and education provider, secondary & 6th form/6th form respondents reported the following budget ranges:

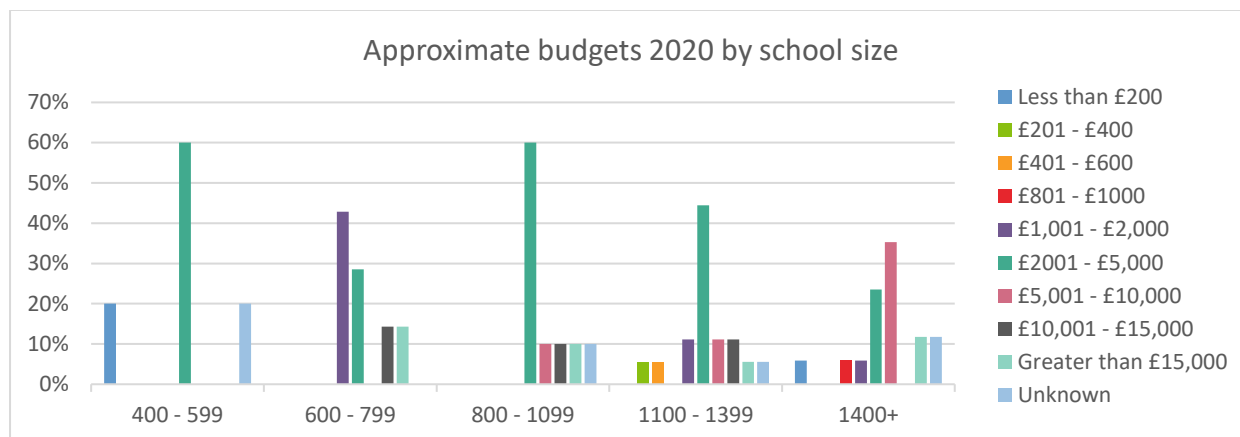


Budgets	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than £200	20%	0%	0%	0%	6%
£401 - £600	0%	0%	0%	6%	0%
£801 - £1000	0%	0%	0%	0%	6%
£1,001 - £2,000	20%	43%	0%	17%	17%
£2001 - £5,000	60%	14%	40%	44%	22%
£5,001 - £10,000	0%	14%	20%	11%	33%
£10,001 - £15,000	0%	14%	20%	11%	0%
Greater than £15,000	0%	14%	10%	6%	6%
Unknown	0%	0%	10%	6%	11%

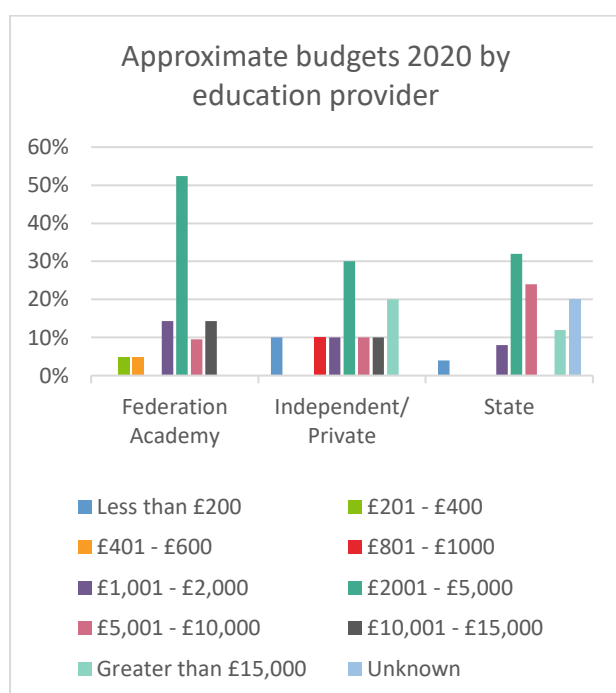


Budgets	Federation Academy	Independent/Private	State
Less than £200	0%	10%	4%
£201 - £400	0%	0%	0%
£401 - £600	5%	0%	0%
£601 - £800	0%	0%	0%
£801 - £1000	0%	10%	0%
£1,001 - £2,000	23%	10%	16%
£2001 - £5,000	45%	20%	32%
£5,001 - £10,000	14%	20%	24%
£10,001 - £15,000	14%	10%	0%
Greater than £15,000	0%	20%	8%
Unknown	0%	0%	16%

When looking at 2020 budgets by school size and education provider, secondary & 6th form/6th form school respondents reported the following budget ranges:

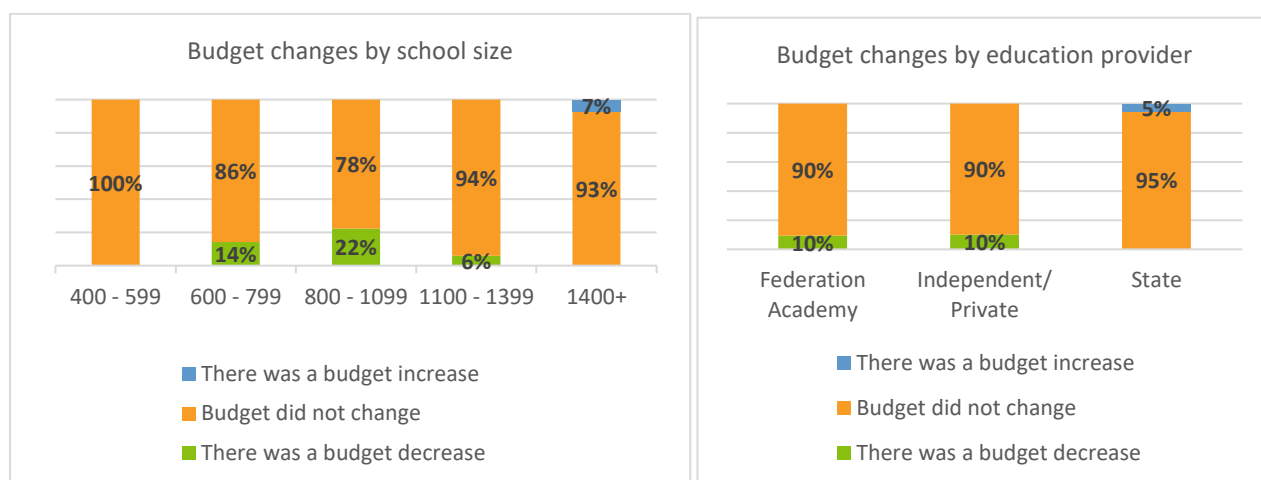


Budgets	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than £200	20%	0%	0%	0%	6%
£201 - £400	0%	0%	0%	6%	0%
£401 - £600	0%	0%	0%	6%	0%
£601 - £800	0%	0%	0%	0%	0%
£801 - £1000	0%	0%	0%	0%	6%
£1,001 - £2,000	0%	43%	0%	11%	6%
£2001 - £5,000	60%	29%	60%	44%	24%
£5,001 - £10,000	0%	0%	10%	11%	35%
£10,001 - £15,000	0%	14%	10%	11%	0%
Greater than £15,000	0%	14%	10%	6%	12%
Unknown	20%	0%	10%	6%	12%



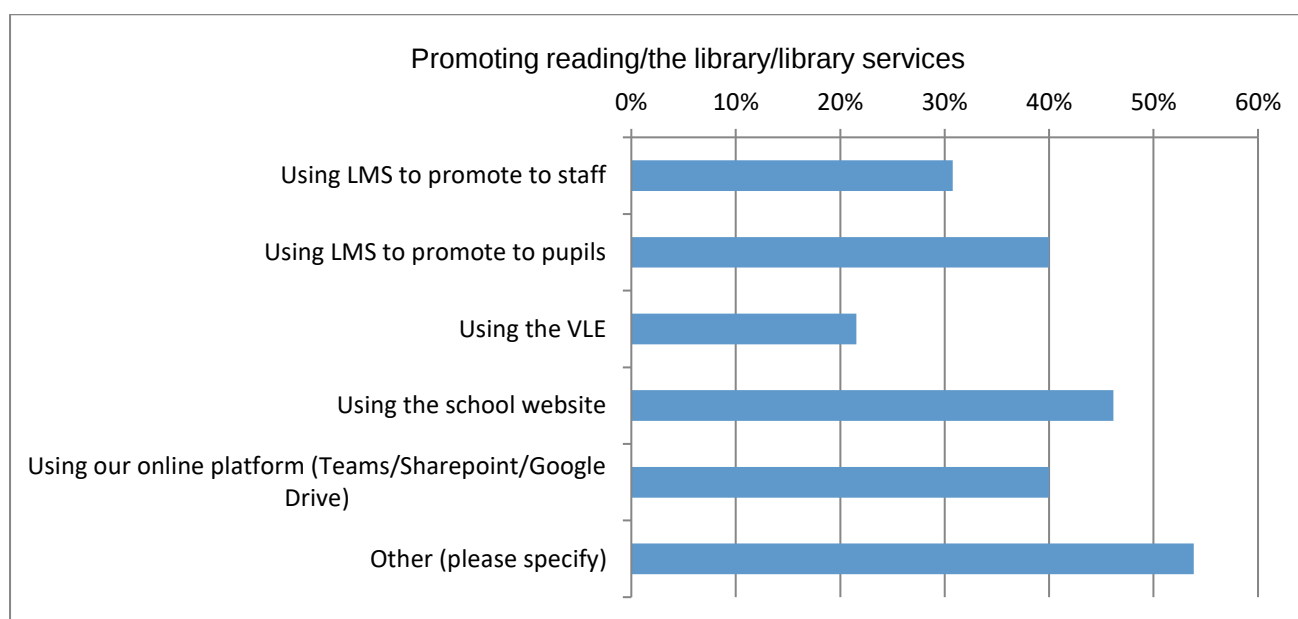
Budgets	Federation Academy	Independent/Private	State
Less than £200	0%	10%	4%
£201 - £400	5%	0%	0%
£401 - £600	5%	0%	0%
£801 - £1000	0%	10%	0%
£1,001 - £2,000	14%	10%	8%
£2001 - £5,000	52%	30%	32%
£5,001 - £10,000	10%	10%	24%
£10,001 - £15,000	14%	10%	0%
Greater than £15,000	0%	20%	12%
Unknown	0%	0%	20%

Further analysis of budgets from 2019 – 2020 can be seen in the budget changes charts below.



10.5 Secondary & 6th form/6th form school library promotions and response to current events

Participants were asked how they were promoting reading, their library or library services. Responses can be seen in the chart below.



“Other” responses included social media, book boxes, student librarians, visiting classrooms, conversations with staff, mobile library, tutor time, email, Oliver news page, and newsletters.

Participants were asked how they responded/reacted to or highlighted a range of current issues in their library. Responses can be seen in the table below.

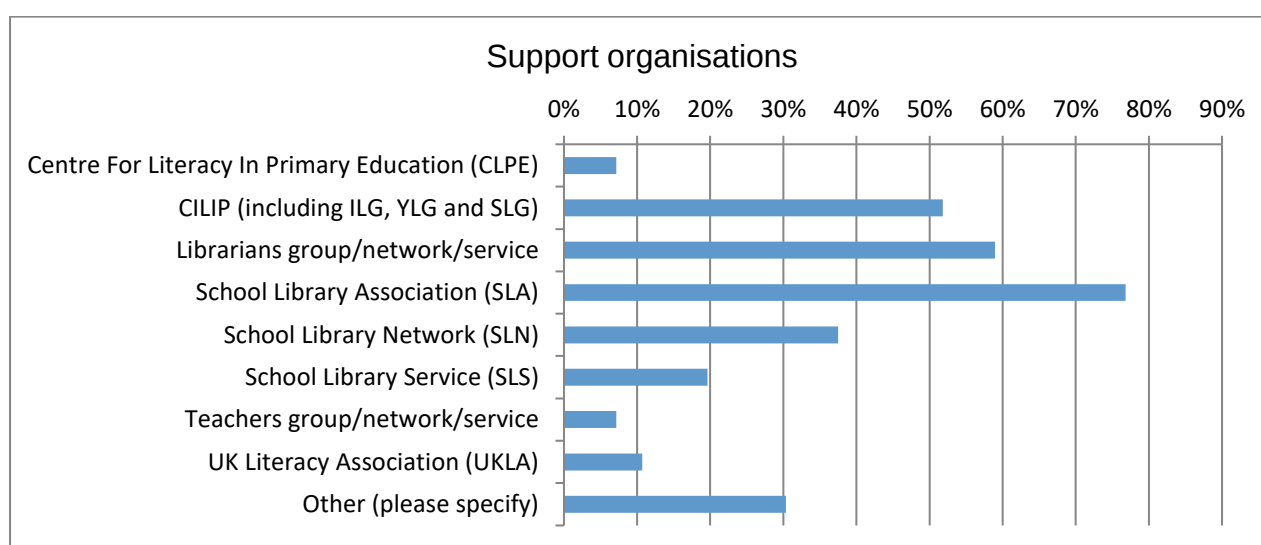
	School library display (physical or virtual)	Delivered an assembly	Created a lesson or activity around it	Created a booklist	Conversations with individual pupils	No response/reaction
The Black Lives Matter movement	67%	12%	14%	48%	47%	14%
Representation for All (characters and authors of BAME heritage)	60%	5%	11%	47%	29%	22%
Climate change protests	45%	4%	10%	31%	41%	35%
Gender equality in resources/curriculum	56%	5%	9%	40%	33%	27%

“Other” responses included online platforms to engage students, promoting books on social media, Equality, Diversity and Inclusion groups, sending resources to staff, and collection development.

10.6 Professional support groups for Secondary & 6th form/6th form schools

Participants were asked which organisation(s) they use for support. The top 3 for secondary & 6th form/6th form school respondents were:

- School Library Association (SLA) – 77%
- Librarians group/network/service – 59%
- Chartered Institute of Library and Information Professionals (CILIP) (including ILG, YLG and SLG) – 52%



“Other” responses included National Literacy Trust, Reading Agency, Facebook Groups, National Education Union, BookTrust, International Board on Books for Young People, FOSIL, and Twitter.

11.0 Participant comments

The 2020 School Library Survey asked open-ended questions that gave participants the opportunity to share their thoughts and ideas and asked them to reflect on issues important to them.

- What is the best thing about working in a school library?
- What is the one thing you would change about your school library or your role?
- Do you want to expand on how COVID-19 has impacted your school library?
- Who do you look up to professionally?
- Do you have any other comments that you would like to add?

Comments from two of these questions and have been collated and shared in the following feature articles:

- [School library leaders, advocates, & influencers](#)
- [Impact of COVID-19 on school libraries in the UK](#)

Additional feature articles will be released throughout 2021 to share responses to the additional questions.

12.0 Participant breakdown

12.1 Survey scope

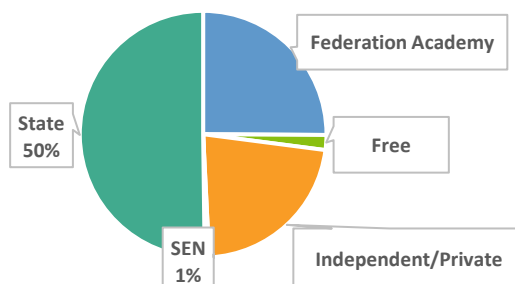
Invitations to participate in the survey were extended to all schools in the United Kingdom via email, social media, and the SLA and Softlink Education websites.

12.2 Participants

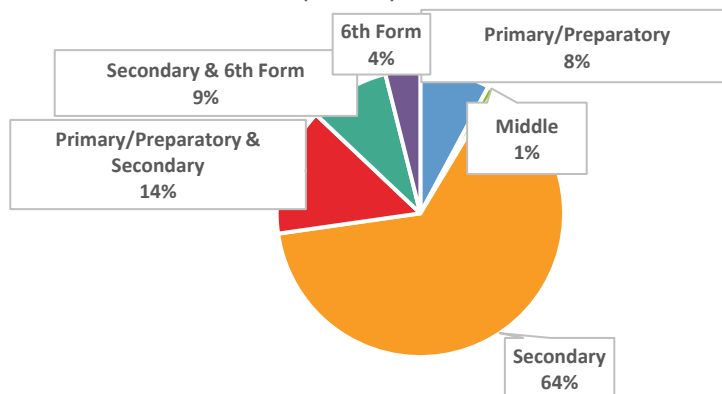
As can be seen in the graphs, overall, 25% of respondents were from Federation Academy schools, 2% Free Schools, 29% Independent/Private schools, 1% SEN schools, and 50% were from State schools.

The breakdown of participants by level of education and school size can be seen below.

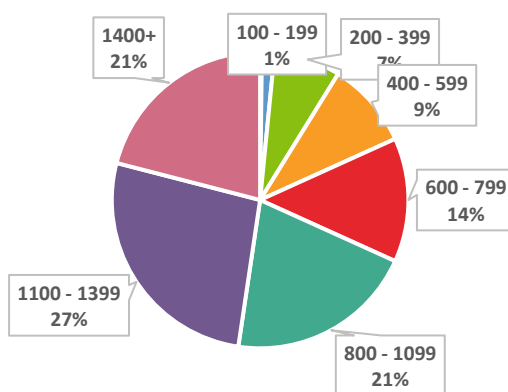
Participants by school type



Participants by school level of education



Participants by school size



Thank you!

Thank you to everyone that took the time to respond to the 2020 School Library Survey.

Your willingness to participate and share information about your school library means that we can continue to provide this valuable, annual analysis of school libraries.

The survey results provide a critical reference point for changes, impacts, and trends across school libraries in the United Kingdom.