

## The benefits of becoming a **Reading School**

In 2020–21, Scottish Book Trust extended the pilot of the Reading Schools accreditation programme to include the West Lothian and Forth Valley and Tayside Regional Improvement Collaboratives.

100%

of learning professionals told us that Reading Schools had contributed to improved attainment at school

95%

of learning professionals told us that reading for pleasure has become a routine in activity in school

98%

of learning professionals told us that pupils now enjoy reading more, model positive reading behaviours to each other, and identify as readers

Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. The programme provides a framework mapped to HGIOS4 and support to help schools ignite a love of reading, as well as opportunities for professional development and collaboration within and between schools and the wider community.

**'It has had a huge impact.'**

*Local authority partner*

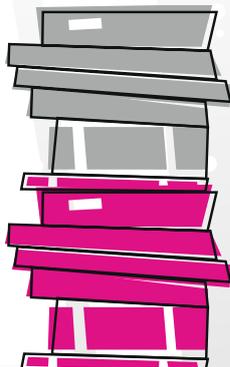
[scottishbooktrust.com](http://scottishbooktrust.com)



'[Reading] helps calm me down when I feel anxious and makes me feel better when I'm sad because it's like returning home.'

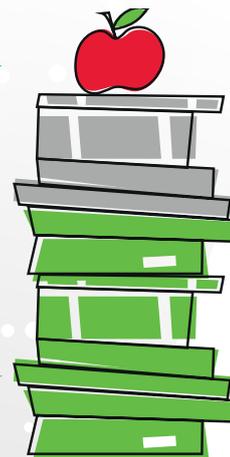
*High school pupil*

56%



of learning professionals told us that pupils identified as socio-economically disadvantaged were reading more as a result of Reading Schools

63%



of learning professionals reported that through Reading Schools, health and wellbeing had improved 'quite a lot' or 'a lot' for pupils

'We are a rural community and do not have local access to a library or book shop. Many families have to travel by public transport to our nearest library and shops. There is not much spare money in families to purchase books and they are not seen as an essential item. Many of our children do not own a book.

By promoting reading in school and providing the children with a wide variety of texts to choose from we have noticed their interest in reading has grown.

One family in particular have four children in school and had no access to books at home. We noticed that they were becoming interested in reading different types of books in school either through recommendations from friends or book tasting sessions facilitated by class teachers. Their parents attended our book reading lunch which was a first for them to become involved. We also noticed an increase in their attainment in reading and writing.'

*Principal teacher*

'It has allowed us to share ideas, run through suggestions and choose what will work best for our school from different suggestions. The leadership group has also allowed us to allocate tasks and use people's strengths to achieve more. By splitting up the work load it keeps it more manageable for each person and in turn keeps up our enthusiasm and drive to keep reading high profile within the school.'

*Class teacher*

100%

of learning professionals told us that Reading Schools helped them to monitor their schools' progress