

Evaluation of Reading Schools

2023/24



September 2024

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We greatly appreciate that school's are extremely busy and we are very grateful to the Directors of Education who gave their permission for us to contact schools and to the schools who allowed us to visit to hear first hand about their Reading Schools journey from staff and pupils.

1. Introduction

About this report

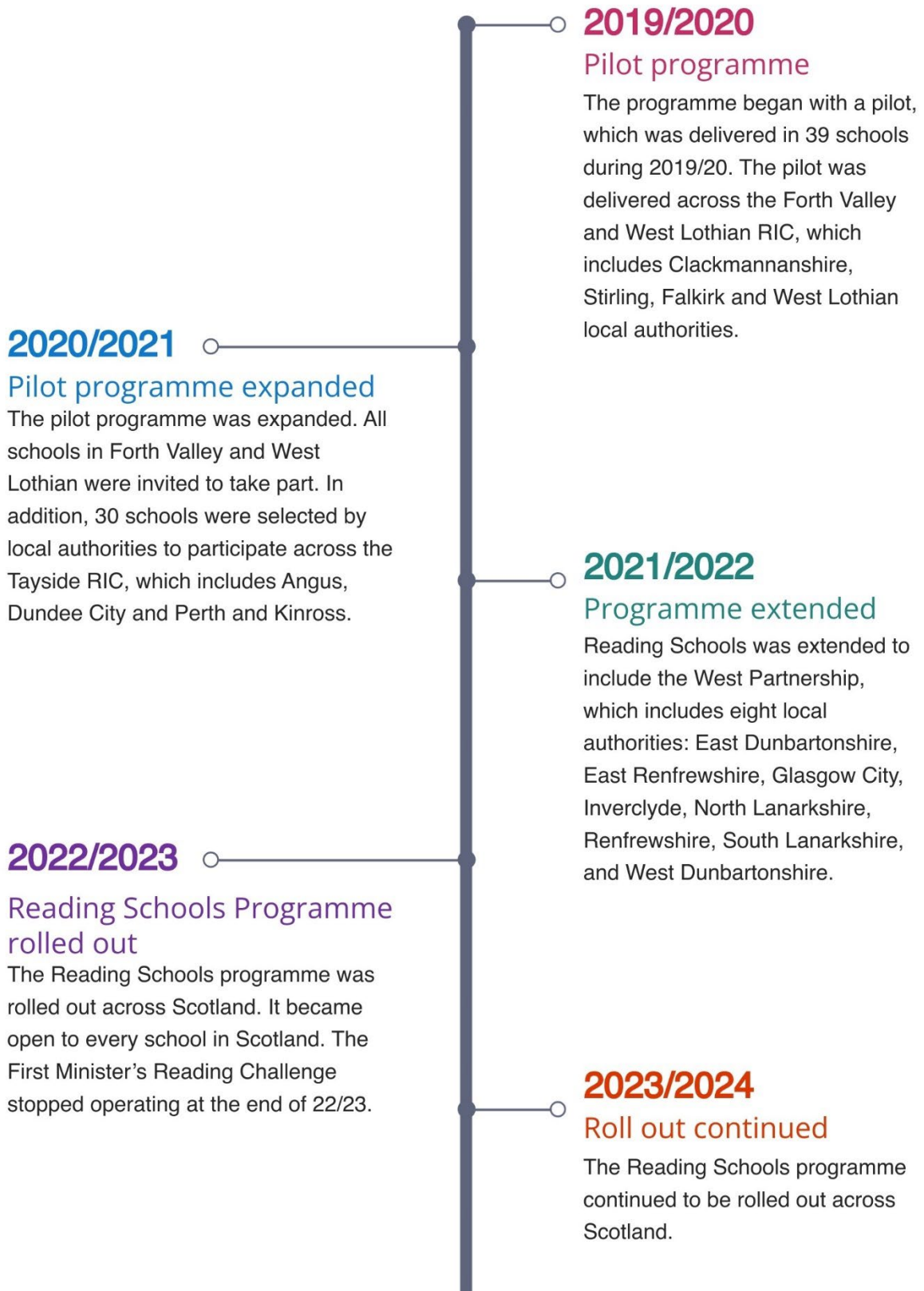
This is an evaluation of Scottish Book Trust's Reading Schools programme during 2023/24. This year was the second year of the national roll out of Reading Schools. This report explores learning around the delivery of Reading Schools, and the outcomes achieved.

About Reading Schools

Reading Schools was first developed in 2019. It is an accreditation programme that aims to help schools build and sustain a reading culture. It is funded by the Scottish Government and delivered by Scottish Book Trust. There is no cost to schools for taking part.

Reading Schools was originally designed by Scottish Book Trust, with a working group of teachers, school leaders, literacy leads, local authority representatives from education and library services, Education Scotland and academics. Scottish Book Trust worked with Regional Improvement Collaboratives for education to deliver the programme in their areas.





Through Reading Schools, schools can gain Core level, with the option of advancing to Silver and Gold status. The Reading Schools framework provides key areas that schools should consider, and each area is mapped to How Good Is Our School? 4. The Core key areas are:

Leadership and learning

- Reading leadership group involving learners
- Learners acting as role models
- Staff showing that they are readers
- Staff developing knowledge around reading for pleasure and children's literature.

Leadership of change

- Whole-school action plan
- Comfortable spaces to read.

Management of resources to promote equality

- Access to high quality books in school and at libraries.

Curriculum

- Regular opportunities to read for pleasure
- Interdisciplinary book projects.

Learning, teaching and assessment

- Reading aloud to learners, sharing stories, providing access to books
- Staff conversations around books
- Creating learner networks
- Supporting learners to respond to what they are reading.

Family learning

- Involving families in building the reading culture.

Raising attainment and achieving

- Rewarding progress and celebrating achievements
- Tracking progress.

The Silver and Gold frameworks build on the foundational work at Core level. Silver involves schools providing additional opportunities to broaden learners' experiences such as engaging with authors, visiting libraries and bringing in other outside expertise. Gold further builds on this through schools sharing their enthusiasm and expertise with their communities. Schools can use a self-evaluation template and quiz to help them to decide which accreditation level best suits their school.

Schools can sign up to Reading Schools at the level they choose, and complete an action plan. The action plan is then sent to Scottish Book Trust for approval. Schools should then find out about the reading habits and views of learners and staff, put their plans into action and collect evidence including comments, quotes and photos. Accreditation expires after three years, unless renewed.

Scottish Book Trust offers resources, training and support, including Professional Learning opportunities for staff. Schools signing up to the programme are supported to engage through workshops and Professional Learning sessions, delivered by Scottish Book Trust. The website includes recorded webinars on topics such as starting your Reading Schools journey, submitting evidence and key areas. Scottish Book Trust also offers drop-in sessions for schools who wish help or advice on their Reading Schools accreditation. There is also a self-guided e-module.

Evaluation method

This evaluation involved:

- **Survey of Reading Schools participants** – Scottish Book Trust issued a survey to all schools registered with Reading Schools, exploring their experience of the programme. The 206 responses received to mid-July 2024 were used to inform this report. A second survey was issued to schools which received accreditation, focusing on the impact of the programme. This received 215 responses.
- **School visits** – Research Scotland visited eight schools across Scotland to speak with school staff and pupils. Pupils involved included a mix of pupils who took part in the school's Reading Schools activities, and some who were more heavily involved for example as Reading Leaders.
- **Wider feedback** – Research Scotland spoke with partners and strategic stakeholders involved in Reading Schools, including those leading on literacy, Gaelic and reading.



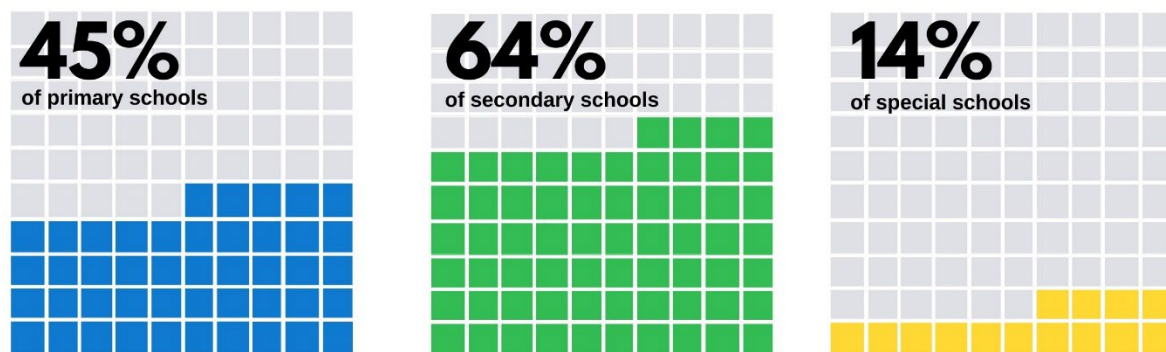
2. Participation in Reading Schools

Introduction

This chapter explores the level of participation in the Reading Schools programme, and the profile of the schools taking part. It uses evidence provided by the Reading Schools team on registrations and progress to July 2024, and correlates this with wider information on school profile available through the Scottish Government School Roll 2023¹.

Registrations

In total, by mid-July 2024, 1,130 schools in Scotland had registered with Reading Schools. This is almost half of all schools in Scotland (48%).

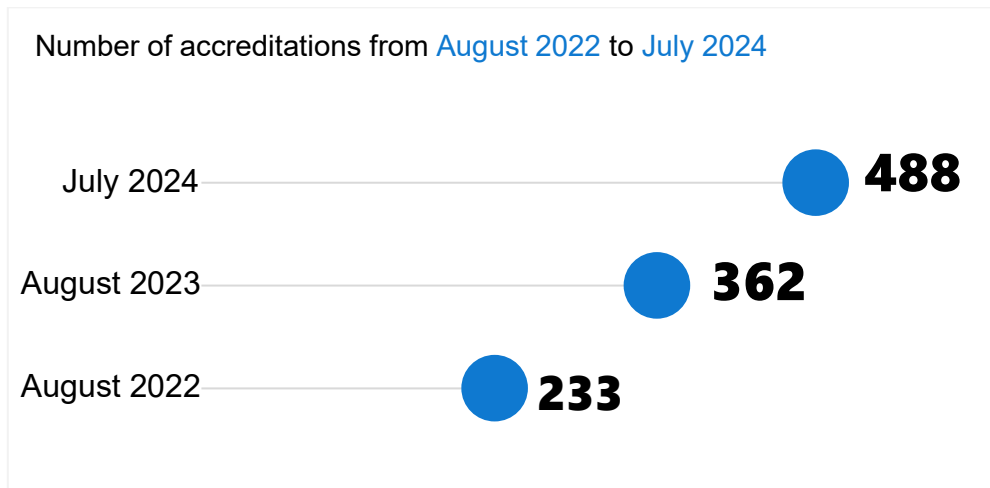


Although only 14% of special schools had registered with the Reading Schools programme, it should be noted that the list of special schools in Scotland also includes local authority pupil support services, support hubs, inclusion hubs, hospital and home education services and virtual schools.

¹ Scottish Government School Roll 2023, published March 2024.

Accreditation

Accreditation through Reading Schools is available at Core, Silver and Gold level. As at mid-July 2024, there were **488** Reading Schools accreditation awards.



Half of all accredited schools held the core award, and half held the advanced Silver or Gold awards.



635 schools were working towards their first accreditation as at July 2024. This is an increase from July 2023 when 487 schools were working towards their first accreditation. A further **214** were working towards a second accreditation.

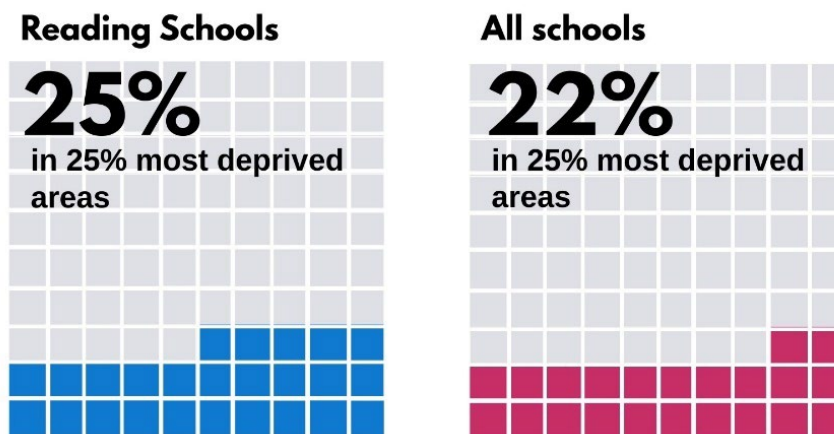
Although many schools are actively working towards their accreditation, this is not the case for all. As at July 2024 119 schools had registered for a Reading Schools level prior to August 2023, but had not submitted an action plan for that level. A further 78 schools registered during the first half of 2023/24 but had not submitted an action plan for that level by July 2024.

During 2024, 18 Reading Schools awards expired. Ten of these schools had already applied for and been granted an advanced accreditation level (Silver or Gold). Five had applied for Silver or Gold level but had not completed this before their existing award expired. Only three schools had not made a new application before their award expired.

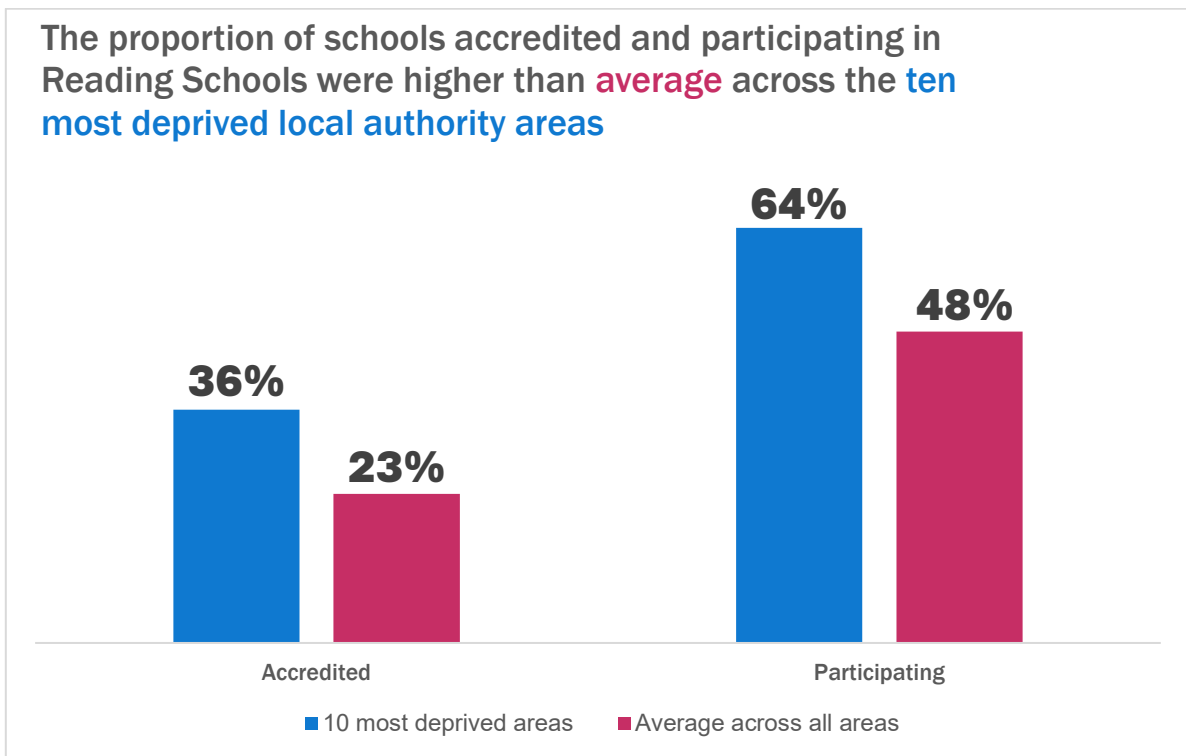
Profile

The level of participation in Reading Schools varies significantly by local authority, from less than 20% to almost 100%. Participation in Reading Schools increased in all but three local authority areas during the 2023/24 academic year.

Schools registered with Reading Schools have a similar profile to all schools in Scotland in terms of deprivation. Across all schools in Scotland, 22% are in the most deprived areas. For Reading Schools, this increases to 25%.

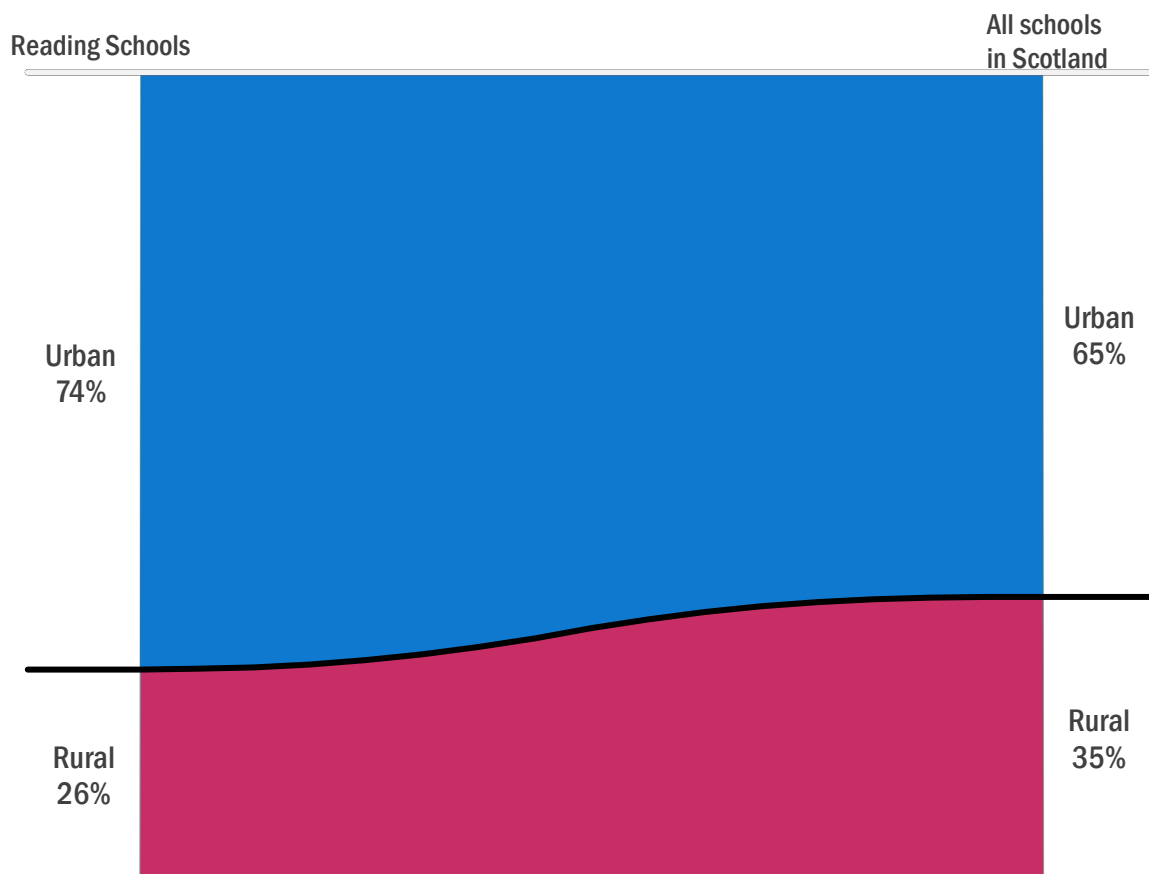


Levels of participation were higher on average across the ten local authority areas in Scotland with the highest levels of deprivation, compared with other local authorities.



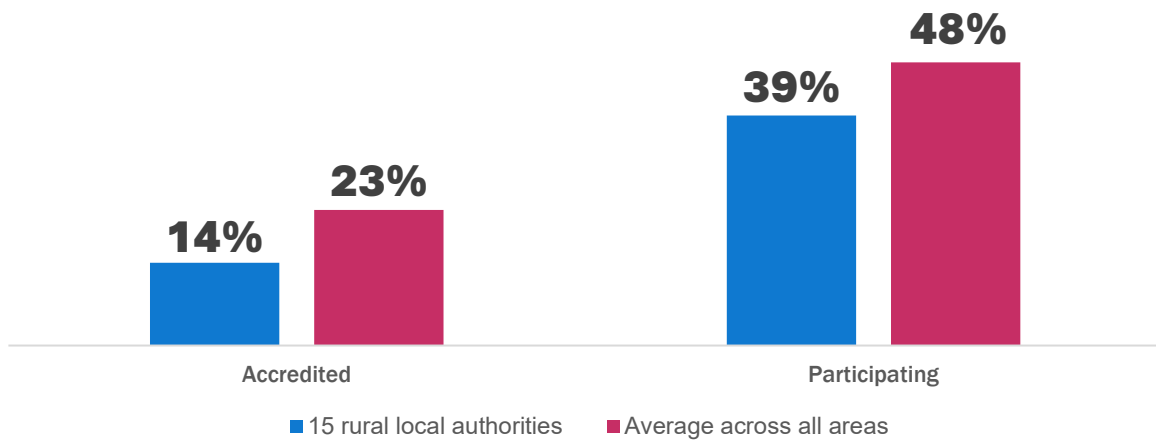
Schools in rural areas are under-represented in Reading Schools registrations. In the diagram below, it can be seen that although 35 per cent of schools are classified as rural, only 26 per cent of Reading Schools are rural.

Rural schools are under-represented in Reading Schools applications.



Further analysis was undertaken focusing on the 15 local authorities with more than 20% of their area classed as rural. These authorities had lower levels of Reading Schools participation, and lower levels of accreditation.

The proportion of schools accredited and participating in Reading Schools was lower across more rural local authority areas than the average across all areas



Many rural areas were not in pilot Reading Schools areas, so it may take time for awareness to increase and the journey to progress.



3. Views on Reading Schools

Introduction

This chapter explores the views of schools and wider stakeholders on the Reading Schools programme. It is based on a survey of participating schools with 206 responses, interviews with staff at eight schools, and interviews with a small selection of wider stakeholders involved in the programme. The full survey results are available in Appendix One.

Overall experience

Overall, schools responding to the survey rated the Reading Schools programme highly.



Schools were asked to rate their experience out of five stars, and the average rating was 4.5 stars. This is the same as in 2022/23.

“It was a wonderfully clear process to follow. The resources were fabulous, and every step provided made it easy to follow.” **Primary school teacher**

“ I have been teaching for over 30 years and the programme and the wealth of resources, available to all schools for free, are the best I have encountered.” **Primary school teacher**

Schools responding to the survey were asked to rate the extent to which they agreed with a range of statements. Overall, schools felt that the programme was flexible, inspiring and met the needs of their school.

Inspiring

97% of survey respondents felt that the Reading Schools programme was inspiring and exciting.

Respondents felt Reading Schools was inspiring because it:

- stretched them to build on existing work around reading for pleasure
- provided a clear path for progression and reward, from Core through to Silver and Gold accreditation
- generated an enthusiastic and creative response from the school community, including both pupils and teachers.

“ This programme has been amazing, really helped us to create a positive buzz around reading for pleasure.” **Secondary English teacher**

“ It has allowed us to be recognised for all the good practice that was already happening within our school but also inspired new ideas and had the whole staff excited about reading and having a clear focus on reading for pleasure.” **Primary school teacher**

Flexible

94% of survey respondents felt that the Reading Schools programme was flexible to the needs of their school. **90%** felt it was designed with the needs of their school in mind.

“ It is a totally flexible experience where you can decide your Action Plan around the school community within which you work.”

Secondary pupil support teacher

“ The steps within each accreditation level are measured and have a good progression which is manageable within the school year.”

Primary school teacher

Most respondents felt that Reading Schools was a flexible programme and that they could design their plans to fit the needs of their school. Although some small and rural schools felt their needs were met very well, some smaller schools felt that the programme should be more flexible to meet their needs and the resources available to them, for example through adapting the requirements for evidence collection, volume of evidence required and working with other classes and teachers.

“ We have found that being such a small, multi composite and rural school has meant it has been hard at times to gather enough evidence of what we've been doing. It seemed a lot of expectation on just a few families and pupils at times.” **Primary school teacher**

What works well

Overall

Overall, school staff responding to the survey and involved in in-depth interviews were very positive about the Reading Schools programme. School staff said Reading Schools worked well because of:

- the clear framework and structure Reading Schools provides, with clear goals and an attainable route to achieving them through a tailored action plan
- the flexibility of the programme to each learning setting
- recognition and reward for the work being done in schools (both existing work already being done around reading for pleasure and new initiatives specifically as a result of Reading Schools)
- the information, resources, support, and Professional Learning events provided by the Scottish Book Trust
- the way it brought the school community together in a shared purpose.

“It is brilliantly structured with clear guidelines on what needs to be completed to achieve accreditation. There is plenty of help and support available for every level and for every step of the way on your reading journey.” **Secondary pupil support teacher**

“Reading Schools brings the school community together to work towards a shared goal.” **Primary school teacher**

Local authority stakeholders involved in this evaluation also felt that Reading Schools was a very valuable programme as it:

- aligns with and supports local authority strategies prioritising reading and literacy
- builds on the foundations that schools already have in place
- is flexible to the needs of a range of different schools
- provides a clear framework for improvement with meaningful motivation and reward

- offers ideas about how to engage all pupils on the reading journey, including those with a range of different needs and experiences
- offers leadership and upskilling opportunities for staff.

“ The flexibility of the approach, and the fact that it can be adapted to different schools – that’s a real strength in it.” **Local authority stakeholder**

“ We know more than we used to about how to teach children to read, but we probably need to do more just to let them read!” **Local authority stakeholder**

Pupils at eight schools visited as part of this evaluation said that they liked:

- the opportunity to read for pleasure
- Drop Everything And Read (DEAR) time
- planning and leading Reading Schools activities
- creating and using cosy spaces to read
- using the school library and visiting local libraries
- accessing new and different types of books
- talking about books with teachers, pupils and families
- book related events, author visits, quizzes, awards and competitions
- reading to younger pupils
- getting recognition through Reading Schools awards and trophies.

Pupils very much enjoyed time to read for pleasure in class, particularly when everyone read at the same time. Pupils also enjoyed being able to move away from their desks to read in comfortable areas across the school.

“ I like it because we have dedicated time, when there’s nothing on the smart board and we can just read.” **Primary school pupil**

Some younger pupils loved being read aloud to. Older pupils said they loved reading aloud to younger pupils.

“My mummy came in and read to my class. She was excited and I was excited too.” **Primary school pupil**

“My favourite was definitely getting my little nursery buddy and reading to them.” **Primary school pupil**

Some pupils liked their teacher reading aloud to them, but a few pupils said that they preferred reading themselves. A few said they lost focus or zoned out when being read to.



Example: Pupil experiences

At one secondary school, pupils said they loved the ten minute read for pleasure which for a while, happened every time they arrived at an English lesson. They felt this was a great way to start a lesson, and gave them the opportunity to read their favourite books. A few pupils said that they didn't really get much time to read in or out of school beyond that, so found the ten minute read very valuable. Some also said it was harder to focus on reading at home because of other commitments, activities, and the distraction of their phones.

“It's definitely the best way to start your day I'd say, with just a book.” **Secondary school pupil**

“I'm on my phone way too much, so I'd definitely take the chance to go and read and just kind of wind down. I'd say that's a better option for me.” **Secondary school pupil**

Pupils also enjoyed that during the ten minute read they would see their teacher reading. This piqued their interest in what the teacher was reading, and started conversations.

Teachers also felt that the approach worked well for most pupils. For pupils who were anxious, the reading time was a great introduction and provided structure to the session.

“I think the majority of them enjoyed the ten minutes of reading – it was a wee bit like an oasis of calm. A lot of feedback said that this is the only time we've got to read for pleasure.” **Secondary school teacher**

Structure

Schools said the structure of the Reading Schools programme worked well:

- **98%** found the process of self-evaluation and action plan useful
- **98%** found the status that accreditation provides to be useful
- **95%** found the framework mapped to How Good Is Our School 4 useful
- **92%** found the collaboration with others across the school useful.

“The format, action plan, framework and resources are excellent.”
Secondary school librarian

Survey respondents said that the status attained by being a Reading School was a source of pride and motivation.

“The idea that we are working towards an award has been really motivating for staff and children — we love a trophy!” **Primary head teacher/ deputy**

“We are proud to be a reading school and enjoy using the email signature and letter head to share this with stakeholders.” **Primary principal teacher**

The links to How Good is Our School? 4 were highly valued, and seen as a key way to generate interest and commitment to taking part in Reading Schools. A few schools mentioned that Reading Schools aligned with their School Improvement Plan.

“Links to HGIOS make it much easier to gain buy-in from other staff and Senior Leadership Team.” **Secondary class teacher**

Most schools said that Reading Schools helped to provide a focus for different school departments and classes to work together with a shared purpose.

“ It is good to be able to really collaborate meaningfully with different departments to build a culture of reading for pleasure.” **Secondary school librarian**

A small number of respondents mentioned that they did not have any colleagues, as they were in very small schools, and that they found this aspect of the Reading Schools accreditation process challenging.

Schools also welcomed opportunities to build their connections with other schools in the programme and found schools further on in their journey very helpful in guiding their own progress. Some had connected with others in their local authority area, but some found it difficult to link with other schools, both because of pressures and capacity within their school, and because they weren't sure how best to make these links. A few suggested that more events for Reading Schools to come together would be useful.

“ I think it definitely encouraged us to make links with other schools, collaborate more and be more outward looking.” **Primary class teacher**

The local authority stakeholders involved in this evaluation were all keen to celebrate the success of Reading Schools, and communicate this to encourage others to sign up. Local authority leads found that when they promoted the success of accredited schools, this encouraged others to sign up. For example, in one area, a launch event was held to encourage sign-ups to Reading Schools, and share experiences of pupils from a Gold level school in the area. This authority was exploring a 'Reading Authority' programme with Scottish Book Trust.

Example: In one area, the local authority supported schools to link up and host online author events to address challenges getting authors to come to remote areas. It also supported schools to work together and source local, less well known authors willing to visit local schools. It was also exploring the idea of building 'Reading Clusters' where smaller schools could participate in the programme as a cluster.

Local authority leads felt that it was important to offer schools that achieved Gold level accreditation some national recognition and celebration.

Information, support and learning

Schools were positive about the support and information provided by Scottish Book Trust.

- **98%** felt the information and resources on the website were useful
- **97%** felt the Reading Schools dashboard was easy to use and understand
- **96%** felt the information they received from Scottish Book Trust was useful
- **96%** found the professional development inspiration for staff useful (the remaining 4% did not use this)
- **94%** felt supported by knowledgeable and responsive staff at Scottish Book Trust
- **92%** felt it was easy to find resources and information on the website
- **91%** found the Professional Learning around literacy and reading for pleasure useful (and 8% indicated that they did not use this).

Schools felt that the support and learning opportunities were useful and of a high quality. Some schools said that the Professional Learning opportunities were vital to them achieving Reading Schools accreditation, and to identifying activities and strategies that could be taken forward in their school. A few said it could be hard to find time for staff to attend these, and not all were aware that these were available on demand on the Reading Schools website.

“ An absolutely brilliant programme with an outstanding website and outstanding resources. The dedication and commitment of those who are responsible for the programme stands out.” **Primary class teacher**

“ The support available through the webinars or recorded sessions really helps to get you out of a rut or give you fresh ideas.” **Primary class teacher**

While stakeholders praised the support from Scottish Book Trust, in one rural area, a stakeholder was keen to see more proactive contact and outreach work from Scottish Book Trust where schools have lost momentum on their Reading Schools journey. A case study school in another rural area also suggested more support would be useful to help them to pick up momentum on their journey.

Deadlines

Survey respondents were specifically asked how they felt about there being no fixed deadlines for submission of their action plan and evidence.

Almost all survey respondents welcomed that there were no fixed deadlines, as this allowed schools to build up a high quality submission in their own time and without pressure. It also allowed them to:

- adapt to changes in staff teams and circumstances at school
- avoid pressured periods around exam periods and end of term
- agree and work to internal deadlines that were appropriate for their own school
- embed activities fully in the school before submission.

A small number of respondents said that they would prefer a deadline to create a pressure or motivation to get the work done. However, a few school survey respondents and local authority stakeholders were concerned that there were firm deadlines for re-accreditation and for moving up a level. In particular, some felt that the requirement to re-submit evidence for their existing level of accreditation alongside the new level – if this wasn't achieved within one year – was too short a timescale and added additional pressures and workloads.

Areas for development

All of the schools that took part in this evaluation were very positive about their Reading Schools experience. Many highlighted that they enjoyed the programme and would change little about it. Survey respondents were asked what hadn't worked for them and their school, and most either left the question blank or said that there was nothing that hadn't worked well for them.

A few survey respondents also mentioned that it took significant time, work and focus to lead and administer the Reading Schools programme.

“As a class teacher it has taken almost all of my non-contact time this year. It really does require a huge commitment of time to complete each level.” **Primary class teacher**

“It's a lot of work. I think it has to be, to an extent, but I wonder if it could just be more streamlined and more joined-up.” **Secondary school librarian**

Schools were also asked how Reading Schools could be improved to make it more useful for their school. Some potential areas for development were suggested. Many centred around the evidence gathering and submission process.

- Some found the evidence gathering process very time consuming – finding quotes, comments, photos, videos and documents from across the school.
- Some found the evidence submission process time consuming and not very user friendly. A few said it was a bit clunky, repetitive and it wasn't always clear where evidence should fit.
- Some made specific suggestions about how the online portal worked. It is worth noting that the online portal has been developed over the past year, and schools already in the system are working on different versions of the portal than those newly joining the programme. Suggestions made included being able to:

- upload multiple files simultaneously (which some schools said had been improved for this year and was making a big difference)
- download the evidence plan as a pdf
- view the entire submission at one time (rather than in themed sections)
- caption photos submitted as evidence (a function recently further developed in response to feedback).
- A few said they struggled to meet the deadline for re-accreditation because the process was more onerous than they expected.
- A few said that a lack of resources and technology meant that photo and video evidence wasn't routinely collected at their school, making it harder to gather evidence.
- A few said they would welcome an anonymous or mock example of a completed evidence submission to demonstrate expectations.

“The online part was not as sleek and straightforward as it could have been.” **Primary class teacher**

“Some of the evidence required is very repetitive which makes the process much harder than it should be.” **Primary class teacher**

Schools recognised the need to gather and provide evidence, but wondered whether the process could be made simpler or condensed, to make it more manageable. A few schools said that the evidence required seemed more demanding than similar initiatives such as the Eco Schools programme.

Local authority stakeholders also indicated that they had received feedback from schools that the workload required to submit evidence for accreditation is quite onerous and was hard for teachers with busy workloads. In some cases stakeholders felt this could be a bit overwhelming for schools.

A few stakeholders mentioned that they had heard the evidence required for moving up an accreditation level was challenging, with a deadline to achieve the next level within one year or re-submit evidence for both the existing level and new level of

accreditation. Stakeholders were not aware that there could be flexibility on this deadline, and said that some flexibility on this would be welcomed.

Stakeholders felt that it was right that the accreditation process was rigorous, but that this needed to be balanced with an understanding of the workloads of teachers and other school staff.

A few schools also suggested that it would be useful to have access to support that does exist within the programme, but they were unaware of or faced barriers to accessing:

- more access to author visits – including higher profile authors that Scottish Book Trust may be able to attract better than individual schools
- more support to purchase books or materials to create reading areas
- an expanded range of training and learning topics – for example including children with complex learning needs on the Reading Schools journey
- more resources aimed at secondary schools including suggested activities for older secondary school pupils, and a how to get started guide for secondary schools
- video content showing what Silver or Gold Reading Schools look like
- testimonials from schools that have progressed to Silver or Gold accreditation
- a starter book list for schools to begin building their library collections.

Other suggestions included:

- more support around how to engage communities at Gold level
- training offer for pupils/reading leaders as well as staff.

One local authority stakeholder said it was important to think about how initiatives introduced through Reading Schools may impact on the cost of the school day, the resources available to schools, and inclusion for disadvantaged pupils. Two case study school also highlighted the potential costs involved. One said that due to cost they hadn't managed to organise any author visits to the school, particularly as there

were high levels of deprivation and they didn't want to ask parents to purchase books by the author. Another said they had no budget for prizes, no library, no librarian and were seeing the impact of budget cuts.

Almost all school survey respondents indicated that Reading Schools was worthwhile to them, and they planned to continue to progress on their journey.

“ It has had a massive impact on creating a reading culture in our school. Having achieved the Silver Accreditation, we are now going for the Gold award.” **Primary class teacher**

A small number said they would continue to engage with Reading Schools for now, but that they had concerns about the workload required making this unsustainable for them in the future unless the process was simplified or streamlined.

Example: Funding for books

One school explained that they had received funding through Scottish Book Trust for a bookcase full of new books. Pupils were asked to write down suggestions of books they would like to read, before the new books were purchased. Pupils were very excited and enthused by the new books on offer.

Example: Author visits

One secondary school found that a series of visits by an adventure writer were influential. The author visited and connections were made to Geography and maths studies. For example, the author contributed to follow up workshops in maths which involved budgeting and planning for an expedition. The school felt they were able to attract local authors, but that the Scottish Book Trust may be able to help reach out to more famous authors and encourage visits to schools.

Example: Authors Live sessions

One primary school talked about taking part in free Authors Live sessions, organised by Scottish Book Trust in partnership with BBC Scotland Learning. The school also got involved in author visits at the local library. The school arranged for the authors to write letters to the classes, which built excitement among the pupils.

Example: Funding for books

One primary school said it applied for funding from Scottish Book Trust which allowed it to purchase books which were more culturally diverse, and had characters with additional support needs. The pupils in the school particularly enjoyed these books, and as well as benefitting pupils with additional support needs, the books also raised awareness of additional support needs among pupils more widely.



4. Reading Schools Impact

Introduction

This chapter explores the impact that participation in Reading Schools had on schools during 2023/24. It is based on a survey of schools taking part in Reading Schools, which received 215 responses and visits to eight schools participating in Reading Schools. Full survey results are provided in Appendix Two.

Impact on reading

Overall impact

Schools taking part in the survey and in-depth discussions were very positive about the impact of Reading Schools on pupils' reading behaviours and experiences.

- **98%** said pupils were able to choose and find books they enjoy
- **96%** said pupils became confident in their reading choices
- **96%** said pupils now enjoy reading
- **94%** said pupils read regularly and widely
- **94%** said pupils connect with others around reading
- **92%** said pupils identify as 'readers'.

“ There has been a huge improvement in the number of children reading for pleasure in the playground during breaktime and lunch which has sparked lots of conversation around books.” **School, through local authority led survey**

The survey results for schools in the 15% most deprived areas were compared with overall survey results. For the schools in the most deprived areas²:

- slightly more agreed a lot that pupils could find books that they enjoy

² This is a small sample, results and comparisons should be treated with caution.

- slightly fewer agreed a lot that pupils became confident in reading choices
- slightly fewer agreed a lot that pupils now enjoy reading
- slightly more agreed a lot that pupils connect with others around reading.

Survey respondents said that pupils had access to more books, enjoyed the time they spent reading, enjoyed choosing their own books and were inspired to read more. Many mentioned that pupils enjoyed talking about books with others, through more informal discussions about reading for pleasure.

“ In terms of lifelong love of reading, 100% this has developed that... There are now daily routines established for reading for pleasure and pupils are far more able to express what they want to read, look out for known authors, and make suggestions on new purchases.”

Stakeholder

“ Pupils are starting to see reading as something to enjoy and relax with and not just see reading as a task they do in school to answer questions.” **Primary class teacher**

Pupils at the eight schools visited as part of this evaluation said that Reading Schools helped them to read more, and enjoy different types of books. Pupils also enjoyed reading types of books they hadn't seen before, like graphic novels, comics and new series. Pupils said they read more at school, at home and in the library. Pupils felt it would help them to continue to enjoy reading as they get older.

“ Reading Schools has helped us read different types of books which we may not have read before.” **Primary school pupil**

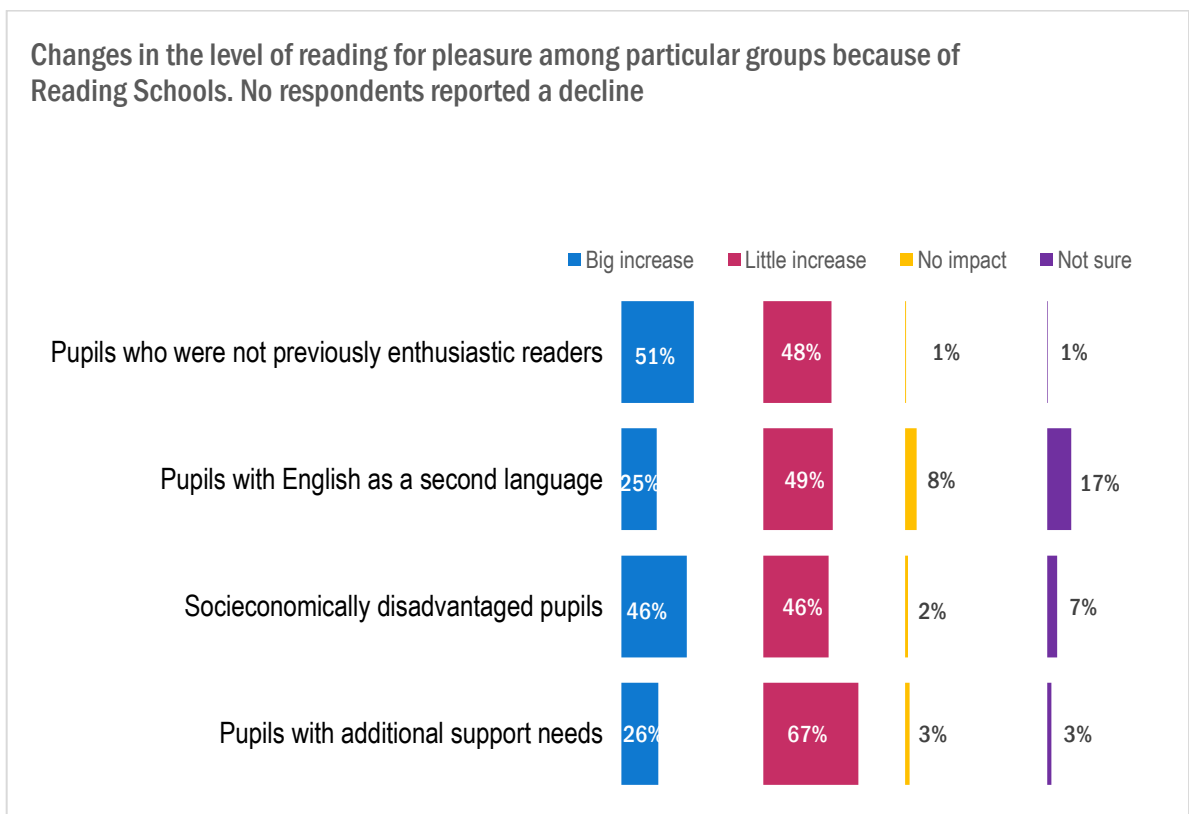
“ Reading Schools helps children to find books they like.” **Primary school pupil**

“ It encourages me to read more.” **Primary school pupil**

Impact on reading for particular groups

Survey respondents indicated that they had seen changes in levels of reading for pleasure among particular groups.

- Almost all (98%) saw an increase in reading for pleasure among pupils who were not previously enthusiastic readers. Over half saw a big increase in reading for pleasure levels.
- Almost all (93%) saw an increase in reading for pleasure for pupils with additional support needs, with most saying they saw a little increase.
- Schools also saw an increase in reading for pleasure among socioeconomically disadvantaged pupils (92%) and pupils with English as a second language (74%).



A few schools mentioned that Reading Schools helped pupils to access and engage with the curriculum, re-engaged older readers at primary level, generated enthusiasm for reading, engaged and connected LGBTQ+ pupils and boosted confidence in dyslexic readers.

“ Since introducing graphic novels we have noticed a huge increase in reading for pleasure amongst our senior boys. Many were reluctant readers, and now enjoy reading books they have chosen and talk to staff and other pupils about their choices.” **Principal teacher primary**

“ Pupils who were finding accessing the curriculum challenging have now started to enjoy reading.” **Primary class teacher**

“ It has been wonderful to see the impact upon our dyslexic learners particularly after buying in a wide range of graphic novels. They have really helped to boost confidence and attitude towards reading for pleasure.” **Primary head/ deputy head**

“ In primary 1 to primary 3, I used to not really like reading... but now that I'm in the Page Turners (reading leadership group) it's inspired me to read more.” **Primary school pupil**

“ Last year I really used to not read at all really and then I found a genre that I liked, so now it's really, really good and I really enjoy it.”
Primary school pupil

Example: Impact on pupil reading

One primary teacher talked of a young boy who was previously not interested in reading at all. Through going to the library and being encouraged by his teacher to try different types of book, he has developed a love of reading.

“His relationship with books has been totally transformed, which is fantastic. He's so enthusiastic about books now.” **Primary school teacher**

Example: Impact on pupil reading

One primary teacher talked about a group of p7 boys who were reluctant readers. She encouraged one boy to read a graphic novel. Although he was initially reluctant, he read it and loved it. He then wanted to read more and the teacher sourced more similar books for the boy to read.

“It’s really increased his wider attainment, because he now reads. It’s helped him in so many different aspects of the curriculum.” **Primary school teacher**

The boy then started recommending the books to his friends, who were also reluctant readers.

“There’s now a group of about five of them in the class who have read the whole series. We went on a trip to the library last week and they were all taking out books in the graphic novels section, and it’s just lovely to see.” **Primary school teacher**

Example: Impact on pupil reading

One secondary school pupil said that she didn’t used to be a keen reader. Having the opportunity to read more at secondary school, through the 10 minute read, has helped develop her love of reading. She has recognised that reading is useful, helpful and beneficial.

“I used to not be the most keen person on reading. Like I used to not be the biggest reader in primary. But now that we’ve had so much reading and stuff I got more into the fact that reading is good for me.” **Secondary school pupil**

Example: Impact on pupil reading aloud

One secondary school pupil said that they used to be worried about reading aloud in front of the class. The transition from primary to secondary school impacted their confidence. Through Reading Schools, they have become more confident.

“I used to be so scared. When I heard about reading out loud and solo talks and stuff. Then when I actually did it, I enjoyed it so much and now I can’t stop talking.”

Secondary school pupil

Example: Impact on pupil reading

One S6 pupil said that the pressure of revision for his exams had led to him stop reading for pleasure. However, he then got involved in Reading Schools and has since made the time to include this in his routine.

“My reading started dipping when I started doing exams. Since I became a Reading Leader I realise I’ve actually picked up a book more than I did before. Before I was like ‘I just don’t have the time’, but now I’ve made time.”

Secondary school pupil

Impact on learning and attainment

Overall impact

Schools responding to the survey felt that Reading Schools had impacted positively on learning and attainment. In particular, schools felt Reading Schools contributed to pupil wellbeing and creativity, and had a positive impact on pupil attainment and critical literacy.

- **88%** felt Reading Schools had contributed to creativity (36% a lot)
- **87%** felt Reading Schools had contributed to wellbeing (46% a lot)
- **76%** felt Reading Schools had contributed to attainment (27% a lot)
- **74%** felt Reading Schools had contributed to empathy (74% a lot)
- **71%** felt Reading Schools had contributed to critical literacy (21% a lot)

- **64%** felt Reading Schools had contributed to resilience (19% a lot).

The survey results for schools in the 15% most deprived areas were compared with overall survey results. For the schools in the most deprived areas³:

- slightly fewer felt Reading Schools had contributed a lot to wellbeing
- slightly more felt Reading Schools had contributed a lot to attainment
- responses to other questions were broadly similar.

A few survey respondents mentioned that they found it hard to measure empathy, and that they would like advice on how to measure this.

Creativity, attainment and literacy

Most survey respondents felt that Reading Schools contributed to creativity, attainment and literacy. Respondents said it had:

- increased pupil confidence and self-belief
- developed young people's imaginations and creativity
- improved the quality of and engagement with writing
- improved reading, vocabulary, blending ability and language skills
- built pupil confidence in discussing texts
- helped pupils learn about writing techniques and applying these in their own writing
- increased engagement in structured reading activities
- helped English as an Additional Language learners to work with others through dual language books
- encouraged reading in reluctant readers
- encouraged pupils to use books, rather than the internet, as research tools.

³ This is a small sample, results and comparisons should be treated with caution.

“ We have definitely seen as a school community, a major increase in attainment within reading and creative writing.” **Primary class teacher**

“ We have seen big increases in reading attainment. We believe this is due to the reading culture and the enjoyment children get from books and reading.” **Primary class teacher**

“ Reading for pleasure has greatly increased as a result of our Reading Schools journey. This has had a massive impact on children's reading attainment across the whole school which has been evidenced by our attainment data.” **Primary Principal Teacher**

“ We have seen reluctant readers finding they enjoy reading as before they just hadn't found the right genre or book. In turn, this has seen their level of attainment increase.” **Primary class teacher**

Pupils at the eight schools visited through this evaluation said that they had developed their skills in reading and writing, and expanded their vocabulary.

“ Hearing about other books and seeing what authors write, it makes me read more and it makes me want to write more stories.” **Primary school pupil**

“ See like when you read, it's like more interesting... I learn more words and I can make more sentences.” **Primary school pupil**

“ Before I didn't really understand any of the words, it took me a while to be able to read... but then it just clicked and I love it.” **Primary school pupil**

Pupils enjoyed being able to read for pleasure, rather than reading a set text or studying a book.

“ Reading Schools helps to break down stereotypes and some of the bad connotations of reading in school, like that it’s a chore or a job and not fun at all.” **Secondary school pupil**

“ It shows it’s something fun to do, it’s not just for your grades or for analysing.” **Secondary school pupil**

Some pupils said that reading helped them feel happy, more creative and sparked their imagination.

“ I feel like when you read, you’re going into a different world in your imagination, and it just makes you feel brilliant about yourself that you’re learning more.” **Primary school pupil**

Some said that Reading Schools built their confidence in reading out loud.

“ It has given me the confidence to like read out loud to my family and stuff.” **Primary school pupil**

“ When I read books out loud to my wee buddies, I feel more confident.” **Primary school pupil**

Some felt that taking part in Reading Schools helped them to speak up more in class. It also helped pupils feel positive about school, having exciting activities to look forward to.

“ I’m usually really quiet, but it’s kind of helped me to speak up more.” **Primary school pupil**

Example: Impact on learning

At one secondary school, many pupils felt that Reading Schools impacted positively on their wider studies at school – increasing concentration, vocabulary and general knowledge. Pupils felt this general knowledge helped with other subjects like maths, science and history.

“I feel like it’s helped me process information for my other subjects. I’ve got a longer attention span. I’m able to think about things for longer.” **Secondary school pupil**

“Reading helps me a lot because it gives you a broad vocabulary. You can use that in subjects like history because it gives you words you never thought you could use in essays, and you understand how to write with flow.” **Secondary school pupil**

Wellbeing

Schools found that pupil health and wellbeing improved as a result of Reading Schools, through:

- creating more calm, quiet, comfortable and safe spaces for pupils to be
- building calm, soothing and unpressurised reading for pleasure time into a busy school day
- helping pupils feel able to express and manage their emotions and behaviour
- reducing stress and supporting positive mental health
- supporting links and new friendships around shared interests in reading
- supporting children’s rights in the school environment
- exploring stories and how these apply to children’s own lives.

“ It has had a significant impact on the health and wellbeing of our learners, adding a different dimension to their lives and our library areas provide them with a safe and supportive space to learn and relax.” **Primary class teacher**

“ We are actively encouraging children to think differently about reading, to think about it as something they can do to relax, to find peace, to find calm.” **Head/ deputy head teacher, primary**

“ We have noticed pupils commenting on how reading helps them reduce stress and stay calm.” **Secondary school librarian**

“ Pupils are recognising reading can help them with their mental health.” **Secondary school librarian**

Pupils also said that reading and reading activities helped them feel calm and relaxed.

“ Having time to de-stress and meet up out of class.” **Primary school pupil**

Example: Connections and transitions

One primary 7 pupil said that she was new to the school, and that Reading Schools and talking about books had helped her speak to more people, make friends and feel more confident.

“I moved here at the start of the year and I was always sad. Starting Reading Schools I have been talking to a lot more people.”

Primary school pupil



Empathy and resilience

Survey respondents felt that Reading Schools contributed to empathy through:

- exploring themes and experiences through books
- talking about how characters might feel
- building friendships across peer groups through reading
- connecting pupils of different ages through reading leadership groups
- connecting pupils with others in the community
- reading to and supporting younger pupils.

“Empathy can be discussed through texts and it is often easier to identify with character's feelings rather than their own.” **Primary class teacher**

A few survey respondents said that pupils became more resilient because they had more opportunity to take time out, read for pleasure and manage their emotions.

“Reading for pleasure has been beneficial to our learners in a low SIMD area specifically. It has supported their wellbeing and allowed them to become more resilient, by having extended opportunities for down time and to escape into their own world.” **Primary class teacher**

Pupils felt that they learned about different places, people and cultures.

“In like some books I've read, people are from different places in the world and it tells you about their cultures and stuff.” **Primary school pupil**

Example: Impact on empathy

The P4 class read *The Boy at the Back of the Class* and this had a huge impact on empathy. The class ended up collecting shoe boxes for Ukrainian refugees and sending them to Ukraine. The Authors Live event about Empathy involved children putting themselves in the shoes of others. There was some very lively discussion in P6 about this and it helped to develop empathy towards others.

Example: Impact on resilience

One school gave the example of a P7 boy who discovered reading and found this transformational. He is much calmer and his behaviour is no longer a problem. He often takes himself off to read when distressed and enjoys talking about his reading.

Leadership and voice

Survey respondents highlighted that Reading Schools empowered and united pupils, made them feel valued and listened to, and helped them feel part of something important. Some said that pupils had opened up more generally to school staff, as they know they will be heard, and their views may be acted upon.

Schools felt that Reading Schools gave positive opportunities for pupil engagement and leadership which the young people enjoyed. Pupils learned how to plan events and activities, undertake research in the school, and do practical activities like undertake library audits.

Schools had worked to ensure pupils could take part in leadership activities in a meaningful way. At one case study school the school had to give the pupils some parameters and guidance on what they could suggest, and designed some templates to help them to plan activities. Another school found that P1 and P2 pupils struggled to take part in a meaningful way and so next year leaders will be from P3 to P7.

Case study schools emphasised that those involved in leadership activities were deliberately of mixed ability and interest in reading.

“It’s not just those that are the brightest and best in the class. In many ways it’s the opposite. And so for a child who may struggle with self-esteem or emotionally, being a Reading Leader can give a huge confidence boost. It has huge value.” **Primary school pupil**

Example: Leadership

Reading Schools has improved the leadership skills of both staff and learners. Staff led the development of a community lending library whilst P6 learners developed Cook A Story – a recipe book relating to story characters.

Example: Reading leaders

One primary school set up a Reading Squad which has been very active in leading Reading Schools activity. Pupils have set up a lunch time book club, displayed reading recommendations, planned and run whole school events like World Book Day, and improved reading spaces in school.

“The Reading Squad has really taken over, that’s been one of the things where I’ve really let them go and plan it. You sort of see that they come up with these wonderful ideas like ‘let’s have a bookie breakfast’. That’s probably one of the pluses of the Reading Schools programme is the children developing their leadership skills and their planning skills.” **Secondary school teacher**

Example: Pupil leadership

One secondary school set up a Word Warriors group involving S1 to S3 pupils of mixed reading abilities. Involving a mix of pupils with varied interest in reading was seen as very important, due to the focus on creating opportunities for pupils who weren’t already interested in reading for pleasure.

“Some of them are very reluctant readers, some are quite book warmish, and we have everything else in between because the project wasn’t to promote reading for the kids who are already reading, but to try and engage the kids that weren’t.”

Secondary school teacher

The Word Warriors have done a range of activities, such as creating a display case suggesting books for pupils to read around themes like summer reads, and sci-fi books. The Word Warriors also set up an interactive literary treasure hunt, with clues to find books hidden around the school.

Impact on the school

Schools responding to the survey and taking part in interviews talked very positively about the impact of Reading Schools on their school.

- **100%** felt staff recognise the value of reading for pleasure (79% a lot)
- **98%** felt reading is important within the schools community (77% a lot)
- **98%** felt staff use reading for pleasure with pupils (74% a lot)
- **96%** felt staff show pupils that they are readers (65% a lot)
- **91%** felt staff read aloud to classes/ assemblies (68% a lot).

Survey respondents felt that staff across the school were well engaged with Reading Schools. Primary schools gave examples of staff being involved through displaying posters, taking part in discussions about books, role modelling reading in their free time, creating reading spaces, introducing Drop Everything And Read (DEAR) time and taking part in assemblies and events. Some primary school respondents also highlighted the interdisciplinary learning projects they had introduced through Reading Schools, helping to connect learning across the curriculum. Many primary schools mentioned that everyone across the school had been involved – including teachers, senior management, janitors, learning assistants, additional needs assistants, pupil support workers, dinner staff and administration or office staff.

Example: Whole school interdisciplinary projects

At one primary school, the whole school and nursery was involved with reading for pleasure. The school introduced joint reading projects and whole school Interdisciplinary Book Projects which helped to embed the reading culture.

Example: Staff reading aloud

At one primary school, staff across the whole school got involved. Staff made several 'The Masked Reader' videos to celebrate reading and encourage children to read more. The school staff feel that all staff getting on board is what has helped to really change the reading culture and make this part of the whole school ethos.

Secondary schools highlighted that Reading Schools had engaged staff across the school, including music, drama, science, maths, languages, social subjects, art, design and technology. Staff were involved through being reading role models, displaying what they were reading on their doors, providing book recommendations, using storytelling in learning, and attending Reading Schools Professional Learning activities.

Example: Cross school engagement in secondary school

At one secondary school, the Bringing Books Alive initiative involved science, geography and French teachers presenting their favourite books to the whole school. A visit from a Gaelic author focusing on Gaelic place names involved Gaelic and Geography teachers.

Example: Subject specific reading lists

At one secondary school, the humanities department became more involved in reading by creating recommended fiction and nonfiction reading lists to support pupil knowledge of their subject. These focused on topics like racism and climate change. More widely, teachers across different subjects engaged in discussions surrounding book recommendations and reading lists for both adults and young people.

Example: Reading for pleasure across the school

At one school, staff have created a Reading Teams site for each year group with reading recommendations around reading for pleasure. Departments also display relevant books of the month, host Reading Schools bookcases and wall displays and promote reading for pleasure. All staff have What I Am Reading posters on their classroom doors.

Example: Cross school engagement in secondary school

At one secondary school, the Bike Maintenance Group created a relevant reading area in their 'garage'.

Engaging parents, carers and families

Reading Schools has provided opportunities for schools to involve parents, carers and families. This includes:

- opportunities for children and young people to take books home
- including reading for pleasure in children's home learning
- opening school library areas to parents and families
- hosting family learning sessions
- encouraging parents to take part in reading events and celebrations
- creating leadership groups involving parents.

Schools have noticed parents supporting children and young people to read more at home, supporting reading challenges and events and visiting school libraries. Some have seen more parents coming into school to take part in reading activities, reading to children and donating books to the school. A few said they had begun to see parents buying their children books as gifts, and children bringing these into school.

“ It has led to greater engagement from families and more encouragement with reading for pleasure at home. It has led to parents volunteering to come into school to contribute to reading events linked to reading for pleasure. It has led to greater links between home and school.” **Primary class teacher**

“ Our Family Engagement has increased this session from 7% to 28%.” **Head/ depute head teacher, primary**

“ More families are offering to become involved in reading, for example reading in home language.” **Principal teacher, primary**

“ Parents have enjoyed reading with their children and have realised the benefits of reading together. We have started to see children bringing in books that their families have bought for them, and this is a significant change.” **Principal teacher, primary**

Example: Secondary school parent engagement

One secondary school has a parent member on the Reading Schools Group who connects with the Parent Council. The school has set up a family lending library in the reception area which is well used. The library is open during parents' evenings and the pupil Reading Leaders give book recommendations and tours of the bookshelves. Staff from the local public library were invited to the school to share information with families. The Advanced Higher English class created and shared a book recommendation film with families and book podcast episodes are shared with families via the school's social media platforms. The school has also held family events with authors and for families with English as an additional language.

Example: Reading for pleasure at home

One family had a 9 year old boy who was not interested in reading. His mum mentioned to the school that they've started having Drop Everything And Read (DEAR) times at home. His mum will say, “Come on then, let's all find a book and read for a wee while” and the boy will participate.

Example: Parent involvement through leadership groups

One school held two parent reading leadership groups in 2023/24, and these groups contributed their ideas to the school's reading journey.

Example: Supporting School Improvement Plan priorities

One school found that having Reading Schools as a focus helped contribute to the parental engagement priority within their School Improvement Plan. Through Reading Schools the school has invited parents to read along sessions, held sharing sessions on reading and writing, asked for parent volunteers to share stories about their work and their culture, and shared bedtime stories for parents to read with their children.

Community connections

Schools also felt that Reading Schools helped them to develop and strengthen links with their community. This included:

- supporting visits and membership of local public libraries
- strengthening connections between school clusters – at nursery, primary and secondary level – through joint work on Reading Schools
- linking with other community organisations such as community groups, churches, local businesses, and care homes.

“ We have enjoyed a wonderful Paired Reading Project with P2 at one of our feeder primary schools. This has been of huge benefit to all involved.” **Secondary school librarian**

“ It has encouraged staff to take reading out of the classroom into the playground, community and local authority wide. This has encouraged more families to engage and allowed us to make relationships within the community.” **Primary class teacher**

Working in partnership with local community groups, some schools had created community story walks and trails. A few had opened up their school library to the local community, or worked with community organisations to create library or book share opportunities where these were not available.

“ We have involved families more and we have opened our library up to the community after school one day a week.” **Librarian, primary**

“ Alongside the Community Council we created a lending library for the community as our local libraries have closed down.” **Principal teacher, primary**

Example: Exploring the community through reading

One primary school had a community book walk around the town, and read for pleasure in their local park.

Example: Using public libraries

One school said that through Reading Schools, more than 40 new library memberships were issued, giving children and their families access to a wide variety of books free of charge.

Example: Book boxes

One school introduced a box of children's books in a local hub which is used by local groups and clubs. The box of books has been widely used and welcomed, with all children in the community now having access to free books that they can keep. Another school worked with others in the village to introduce a community book box which acts like a mini local library. This enhances access to books as the village is some way from a public library, with no public transport to fit around library opening hours.



5. Conclusions

Participation

Nearly half of all schools in Scotland (1,130) are now registered with Reading Schools. Secondary schools had the highest levels of registration, followed by primary schools. Special schools had relatively low levels of registration.

As at mid-July 24, there had been 488 Reading Schools accreditation awards. Almost all schools are renewing or enhancing their accreditation level before it expires (after three years).

As at July 24, more than 600 schools were working towards their first accreditation. Many were actively working towards their accreditation, but almost 120 had registered for a new Reading Schools level prior to August 2023 and hadn't submitted an action plan for that level.

The level of participation in Reading Schools varies significantly by local authority, from less than 20% to almost 100%.

Schools in areas of high deprivation are well represented in Reading Schools registrations. However, schools in rural areas are under-represented in Reading Schools registrations and accreditations.

Areas for consideration:

- Continue to promote Reading Schools as a valued programme
- Promote uptake across all local authority areas
- Explore barriers to rural and special school participation in the programme.

Views on Reading Schools

Overall, schools responding to the survey rated the Reading Schools programme highly. Schools and pupils said they enjoyed the programme and would change little about it. Overall, schools felt that the programme was flexible, inspiring and met the needs of their school.

Schools highly valued the information and support provided by Scottish Book Trust. Not all were aware that learning opportunities were recorded and available on demand. A small number would like to see more proactive contact and outreach where schools have lost momentum on their Reading Schools journey.

Schools valued that there were no fixed deadlines for their first Reading Schools award, but there was some concern from schools and local authorities about firm deadlines for re-accreditation and moving up a level.

The main areas suggested for development of the programme were:

- streamlining the work involved to be a Reading School
- simplifying the evidence required and reducing repetition or duplication
- simplifying the evidence submission process.

Areas for consideration:

- Reading Schools requirements for very small schools.
- Connecting schools at local and national level.
- Raising awareness of recorded learning opportunities.
- Proactive support for schools which have not progressed with their journey, particularly rural schools and special schools.
- Deadlines for re-accreditation and requirements for resubmission of evidence when moving up a level.
- Evidence required to become a Reading School and how this could be simplified and streamlined to meet the needs of committed but extremely pressured schools.

Impact of Reading Schools

Reading Schools has an impact on pupils' reading behaviours and wider learning.

- **96%** said pupils now enjoy reading
- **94%** said pupils read regularly and widely
- **94%** said pupils connect with others around reading
- **88%** felt Reading Schools had contributed to creativity
- **87%** felt Reading Schools had contributed to wellbeing
- **76%** felt Reading Schools had contributed to attainment
- **74%** felt Reading Schools had contributed to empathy
- **71%** felt Reading Schools had contributed to critical literacy.

Schools saw a particular impact on reading for pleasure among pupils who were not previously enthusiastic readers, and pupils with additional support needs.

Pupils said that Reading School helped them read more, read different things, and read at school, at home and in the library. They said they had developed their skills in reading and writing, expanded their vocabulary, become more creative and confident, felt calmer and more relaxed, and felt more positive about school.

Schools in the most deprived areas of Scotland saw broadly the same impact as those in other areas, with slightly more in deprived areas feeling Reading Schools contributed a lot to attainment.

Reading Schools has provided opportunities for schools to engage staff across the whole school, involve parents, carers and families and develop and strengthen links with their communities.

Areas for consideration:

- The positive impact of Reading Schools on schools, pupils, families and communities should be highlighted to raise awareness of the programme and encourage participation.

Learning from evaluation

Scottish Book Trust regularly reviews the Reading Schools programme in light of feedback from schools. Staff explore the feedback provided in the impact and process survey of schools throughout the year, feeding this into the way the programme develops. Staff also reflect on evaluation findings, with the aim of improving and strengthening the programme as it moves forwards. This means that many of the areas for consideration are already actively being developed by the Scottish Book Trust team. The Scottish Book Trust takes all feedback seriously, and aims to respond by strengthening the experience for schools during 2024/25 based on the suggestions made.

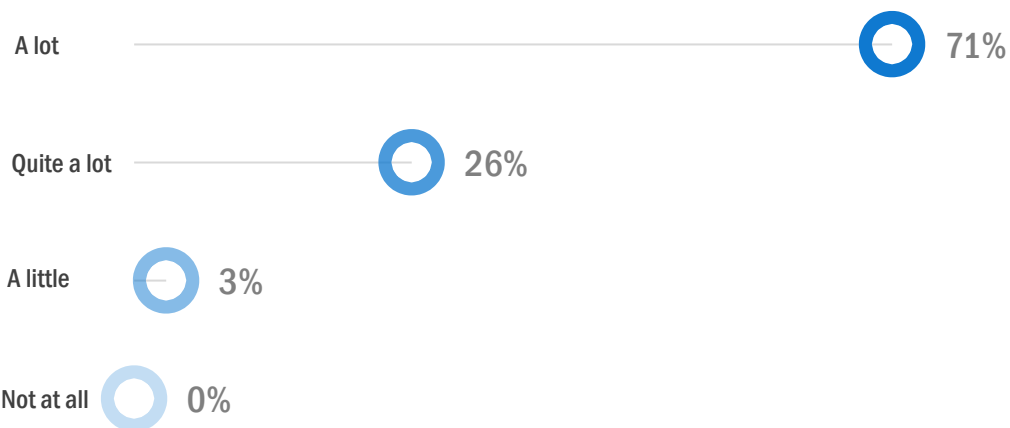
Scottish Book Trust would like to thank all the schools and stakeholders involved for taking part in the evaluation, and providing their views.



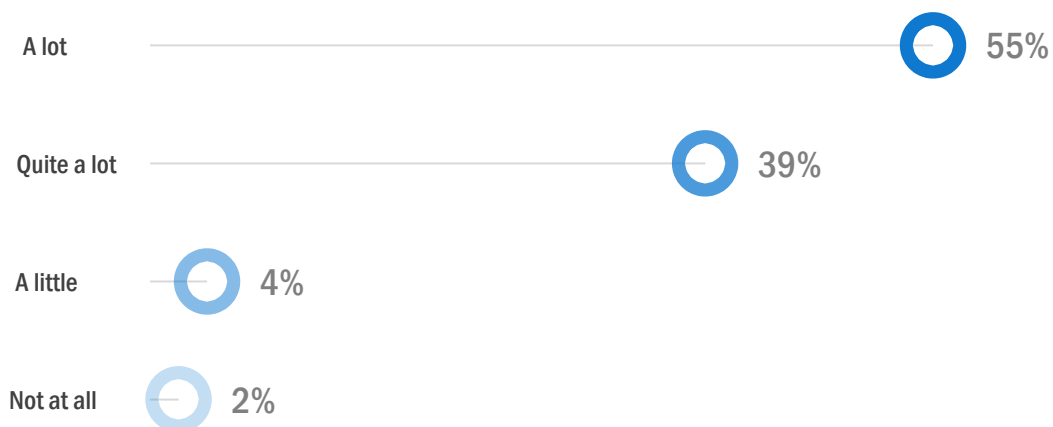
“ I feel like when you read, you’re going into a different world in your imagination, and it just makes you feel brilliant about yourself that you’re learning more.” **Primary school pupil**

Appendix 1: Process survey results

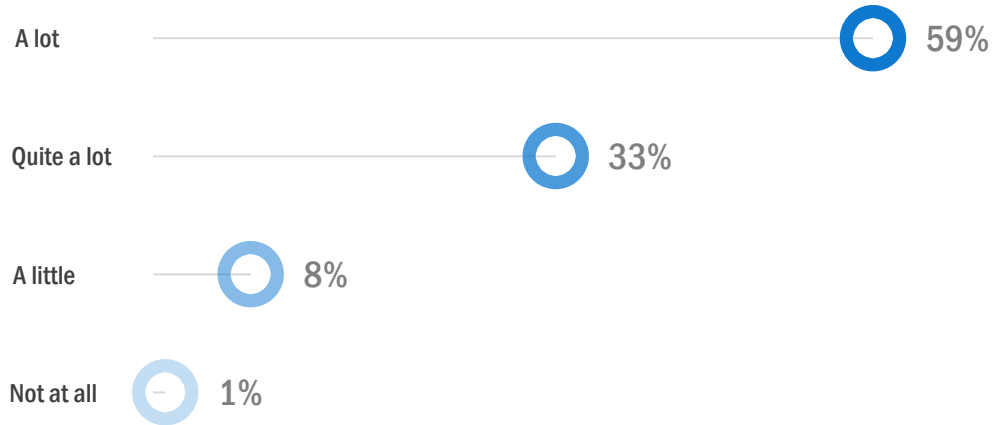
97% felt that the Reading Schools programme was inspiring and exciting²



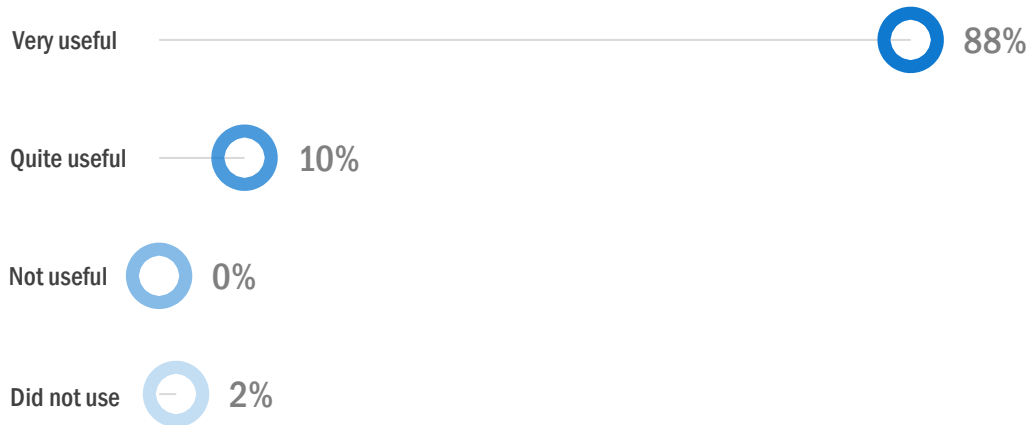
94% felt that the Reading Schools programme was flexible to the needs of their school



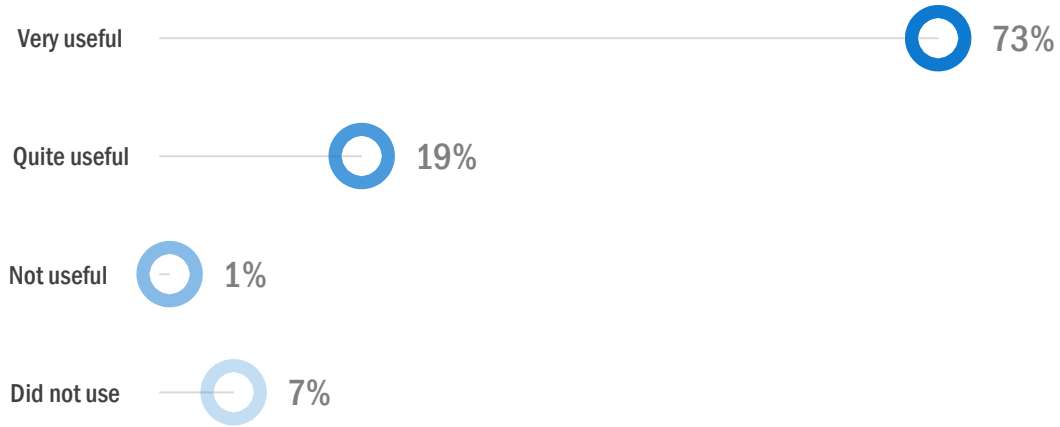
92% felt that the Reading Schools was designed with the needs of their school in mind



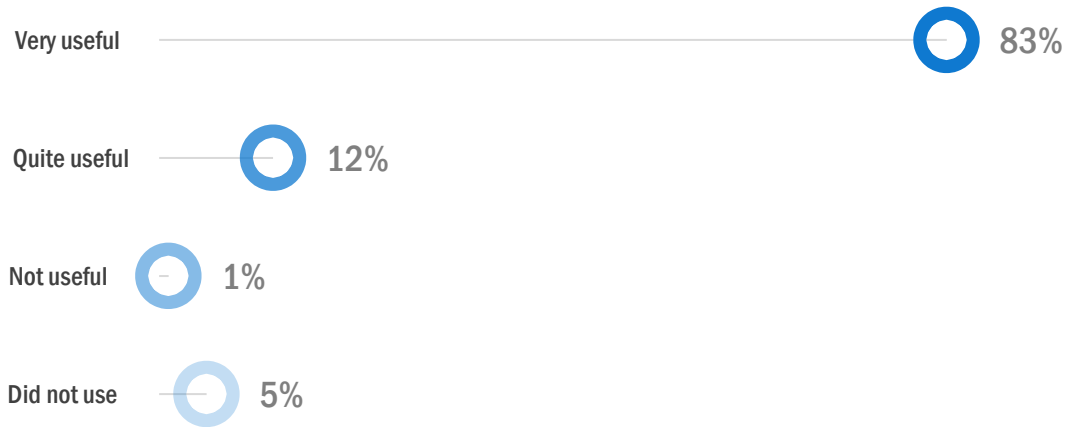
98% found the process of self-evaluation and action plan useful



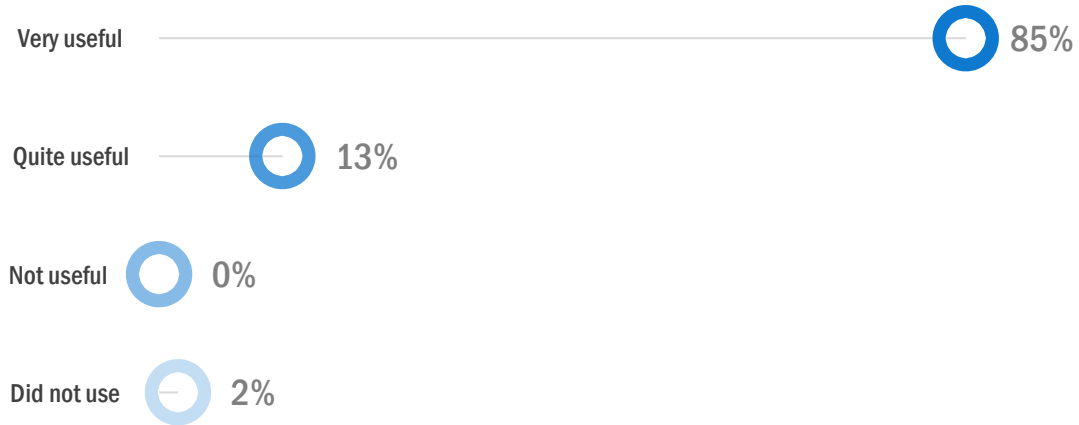
92% found the collaboration with others across the school useful



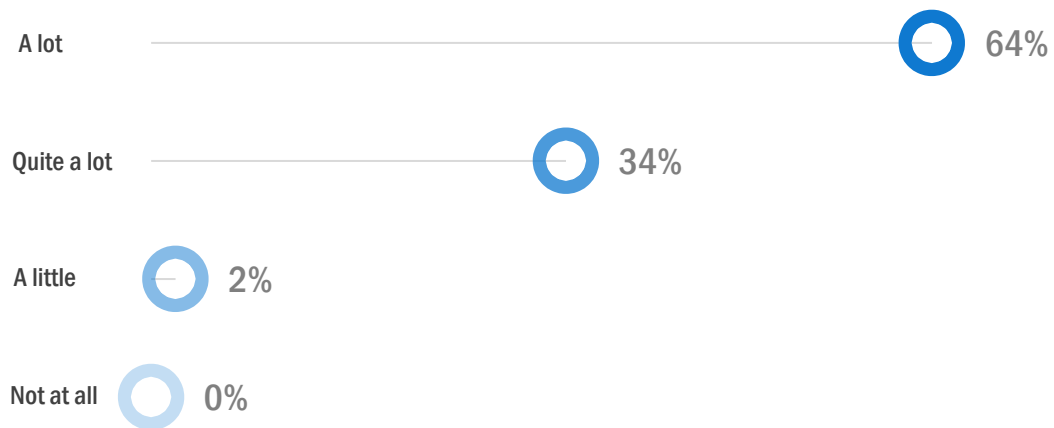
95% found the framework mapped to How Good Is Our School 4 useful



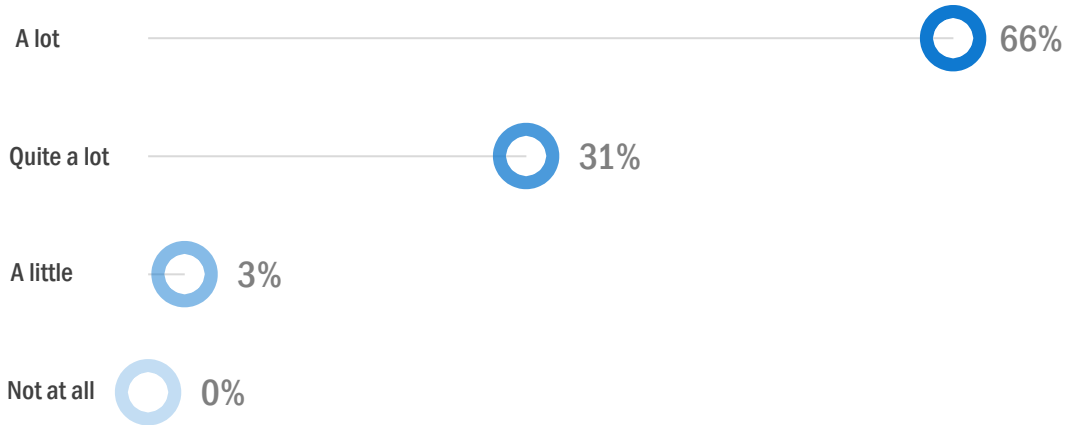
98% found the status accreditation provides useful



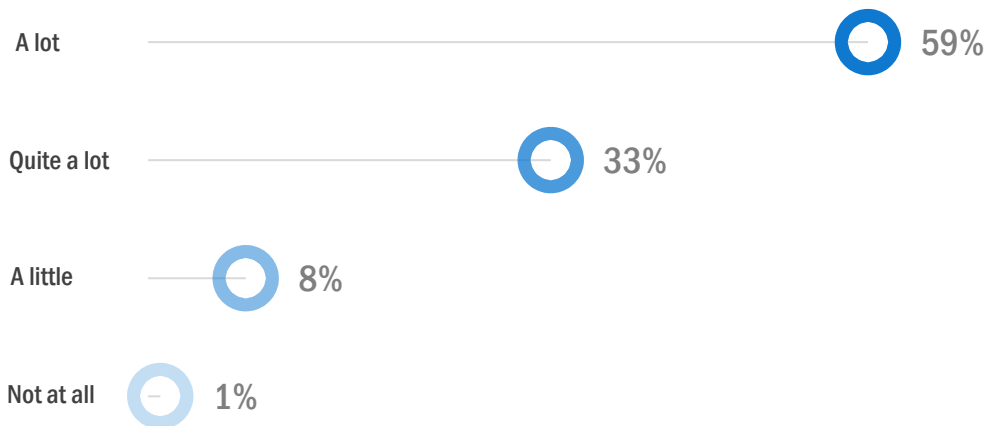
98% felt the information and resources on the website were useful



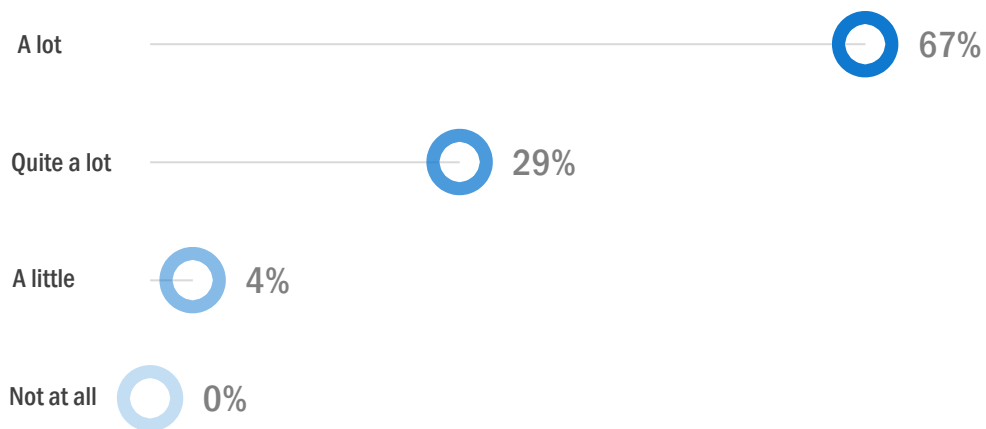
97% felt the Reading Schools dashboard was easy to use and understand



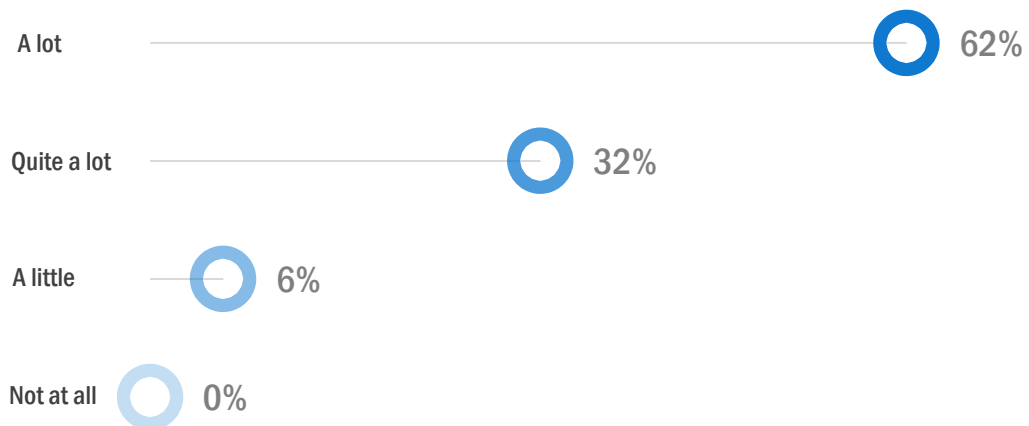
92% felt it was easy to find resources and information on the website



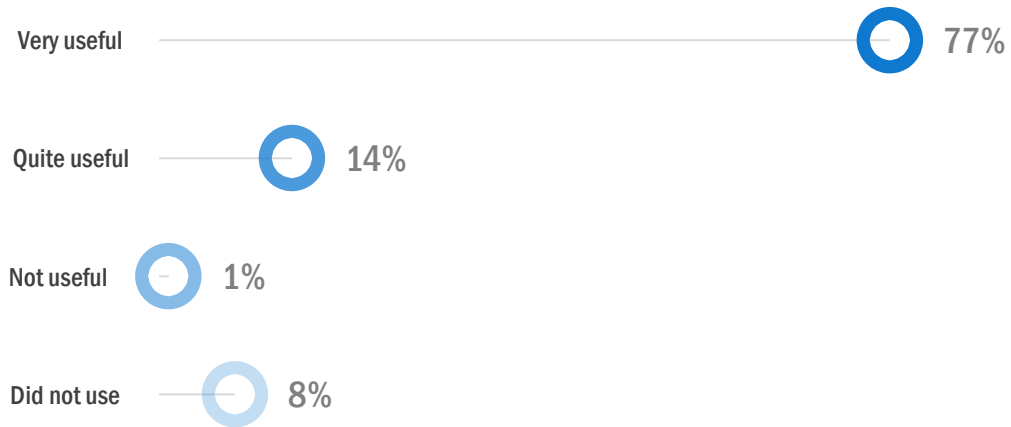
96% felt the information they received from Scottish Book Trust was useful



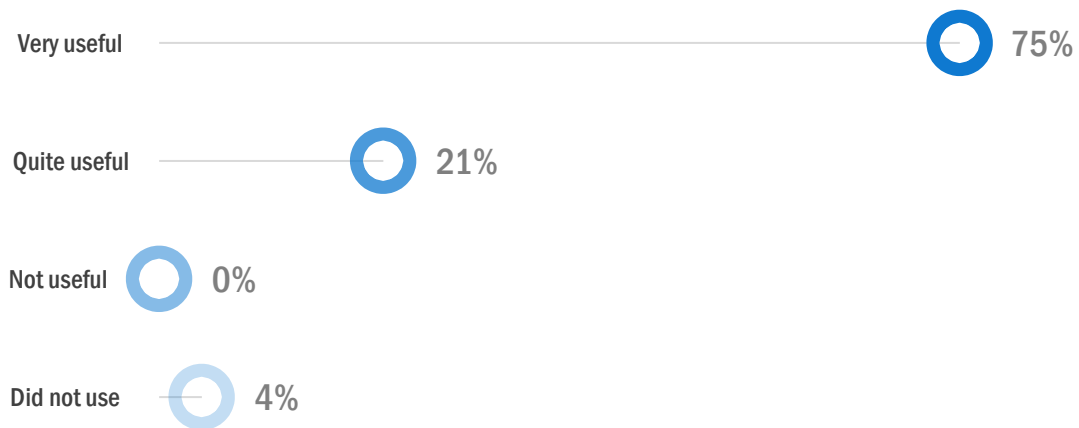
94% felt supported by knowledgeable and responsive staff at Scottish Book Trust



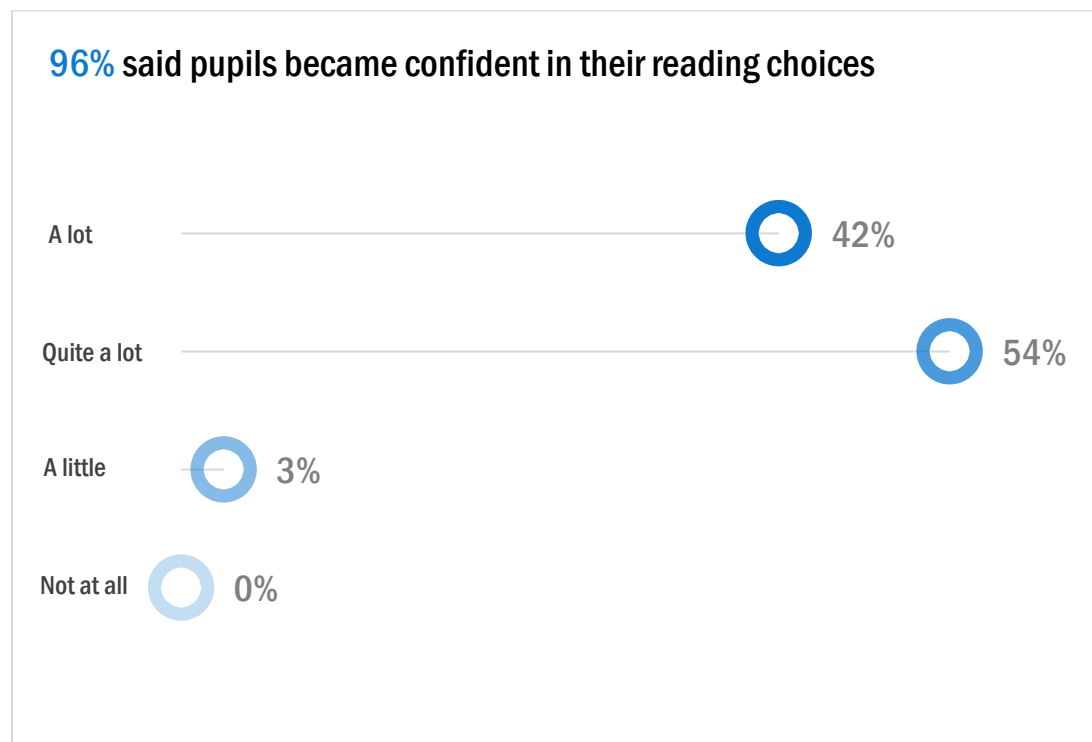
91% found the CLPL around literacy and reading for pleasure useful



96% found the professional development inspiration for staff useful

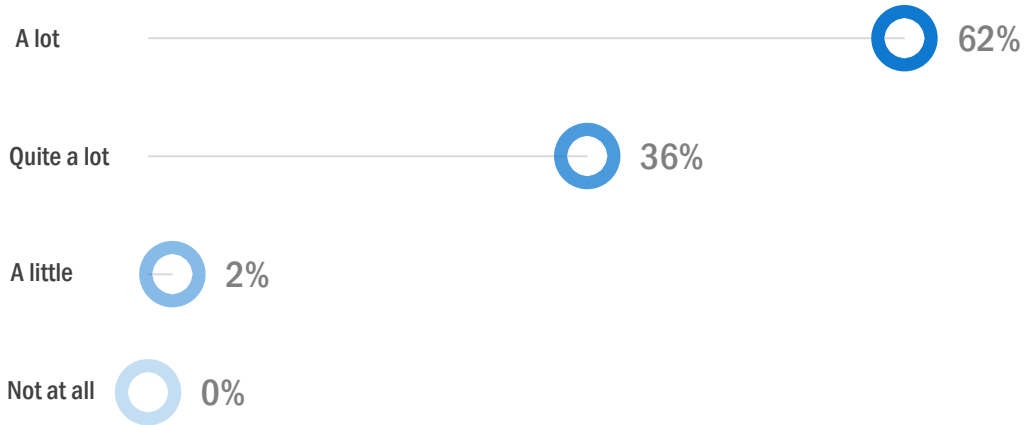


Appendix 2: Impact survey results



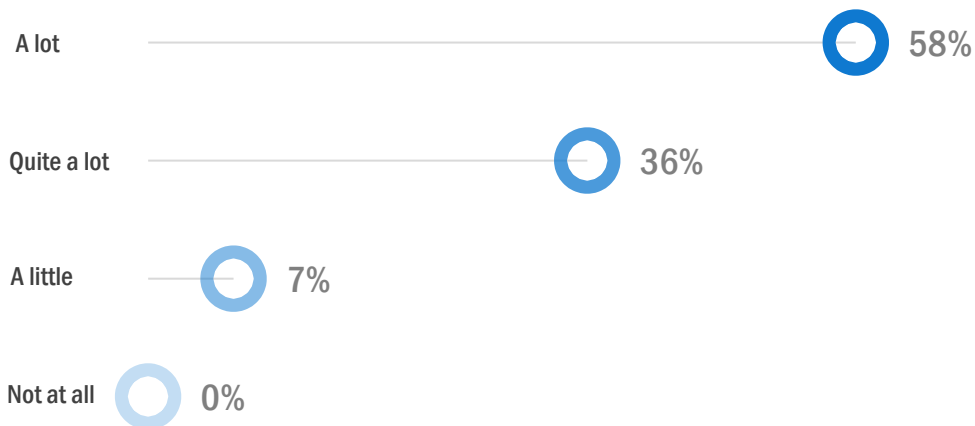
For the schools in the 15% most deprived areas, slightly fewer agreed a lot with the statement that pupils became confident in their reading choices (36%).

98% said pupils were able to choose and find books they enjoy

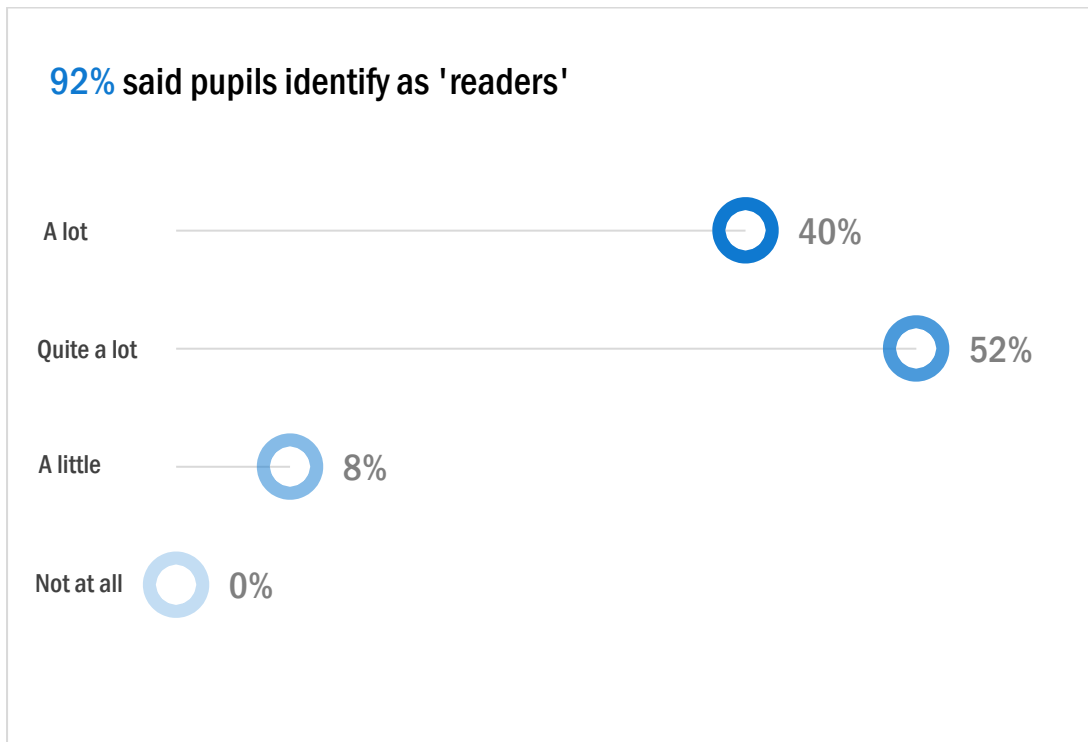


For schools in the 15% most deprived areas, slightly more said agreed a lot with the statement that pupils were able to choose and find books that they enjoy (74%).

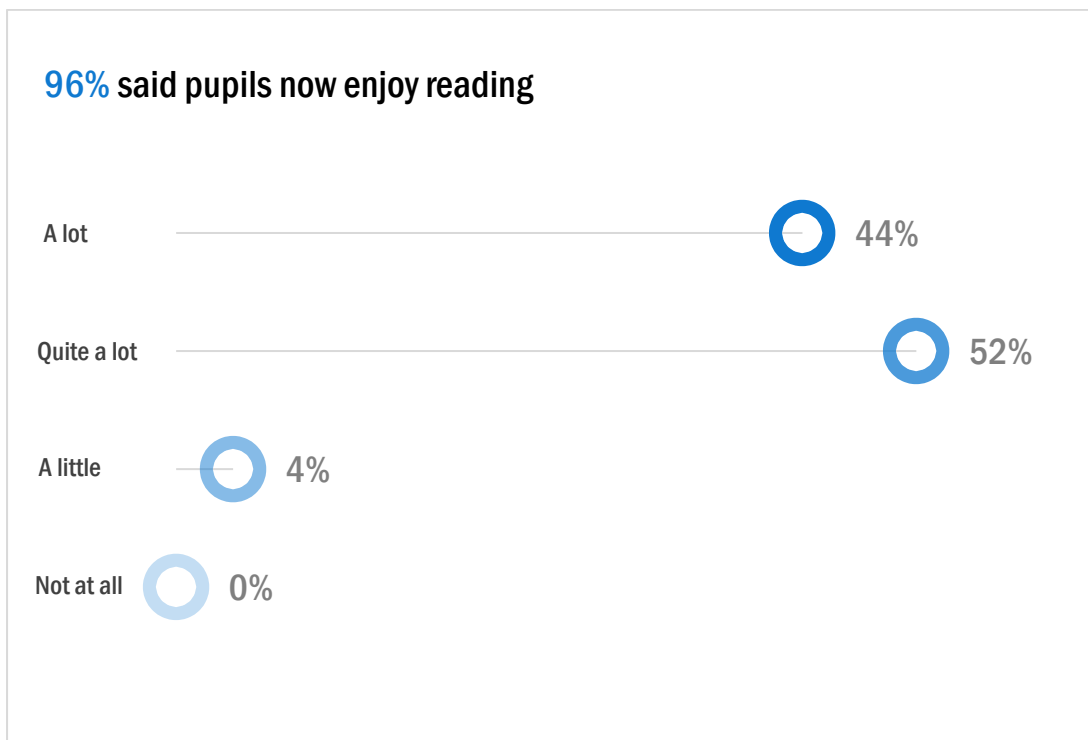
94% said pupils read regularly and widely



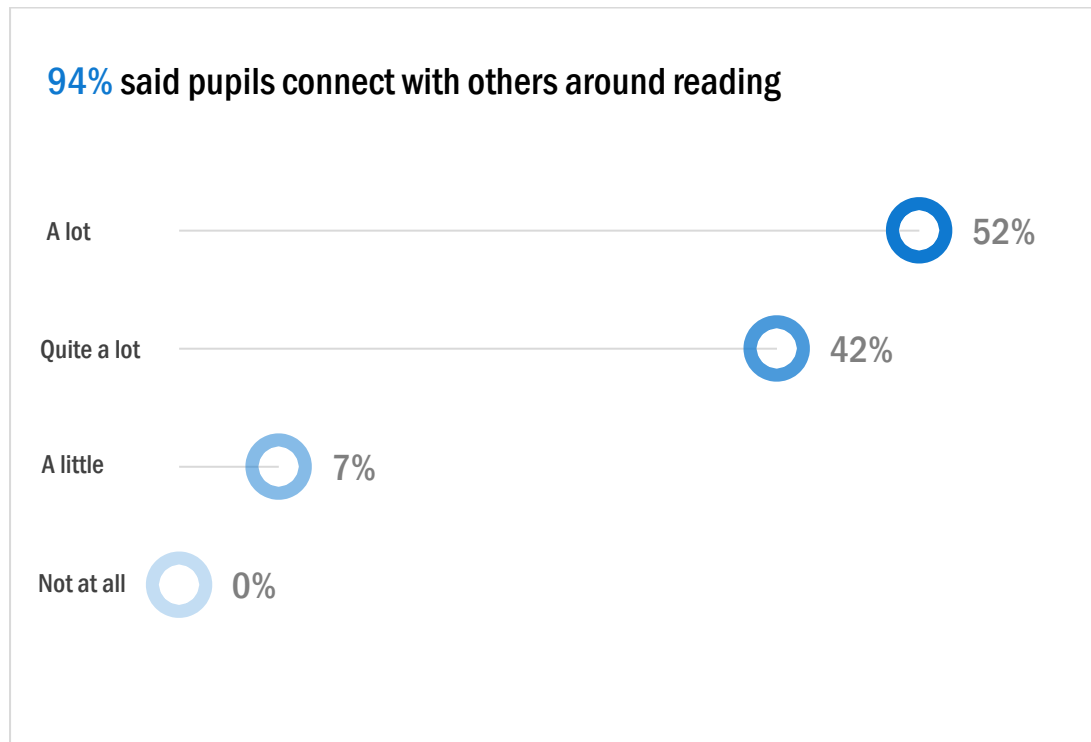
Responses for schools in the most deprived areas were broadly similar to responses across all schools.



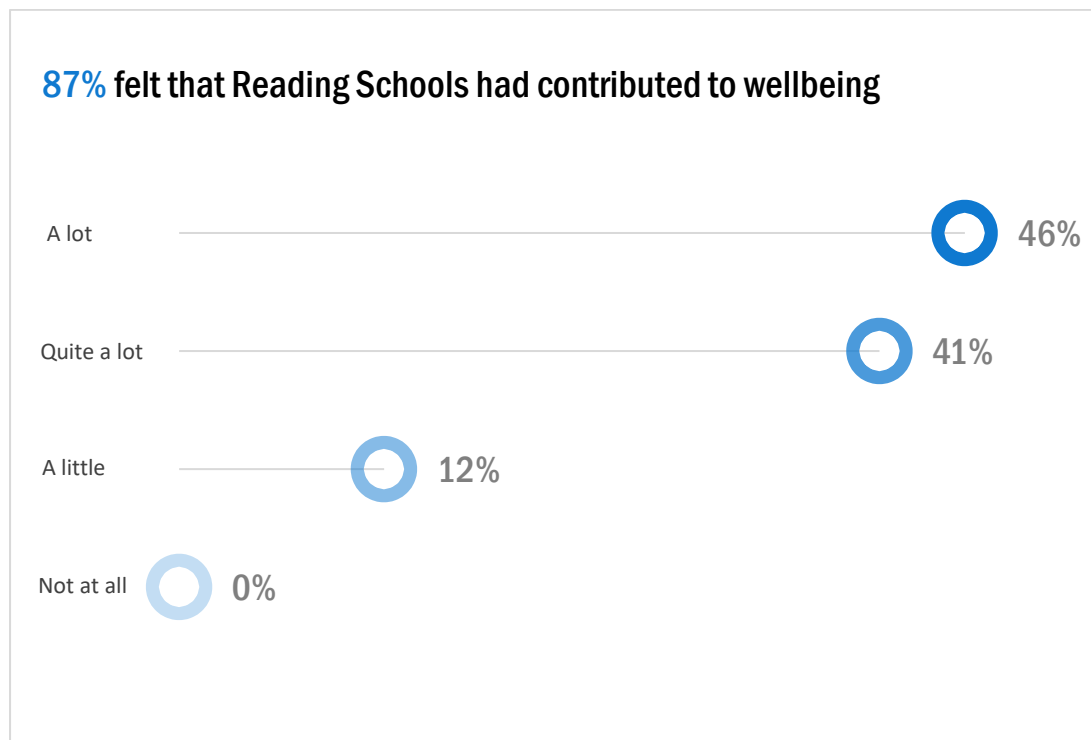
Responses for schools in the most deprived areas were broadly similar to responses across all schools.



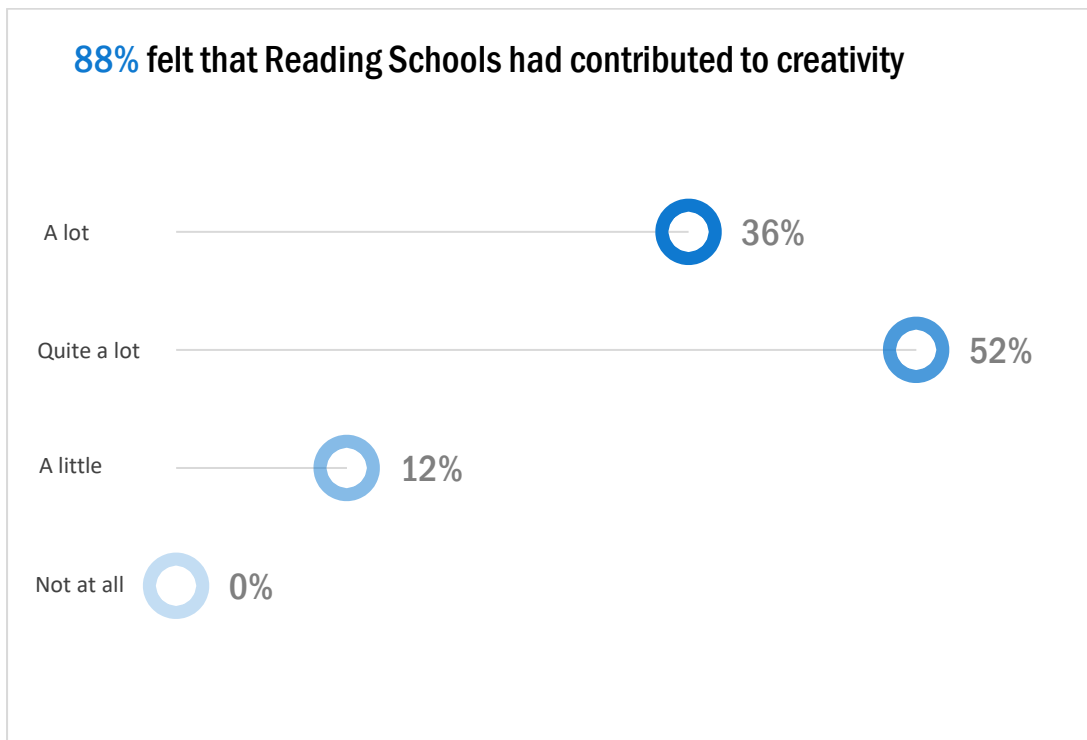
For the schools in the 15% most deprived areas, slightly fewer agreed a lot with the statement that pupils now enjoy reading (39%).



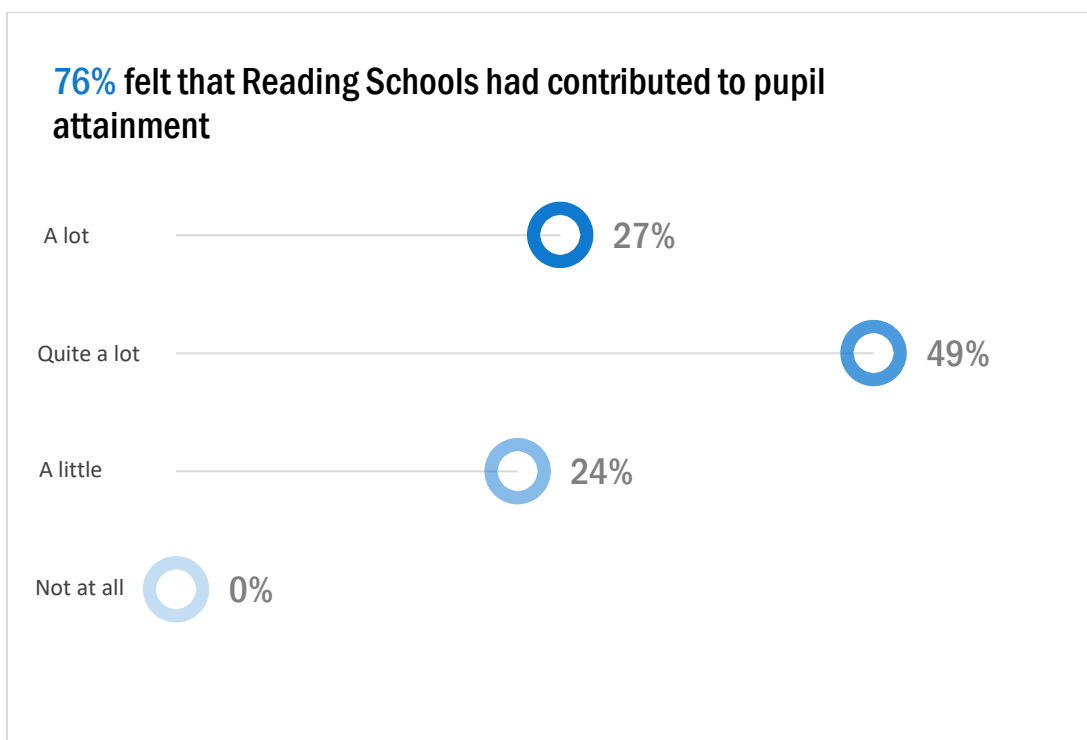
For schools in the 15% most deprived areas, slightly more said they agreed a lot with the statement that pupils connect with others around reading (63%).



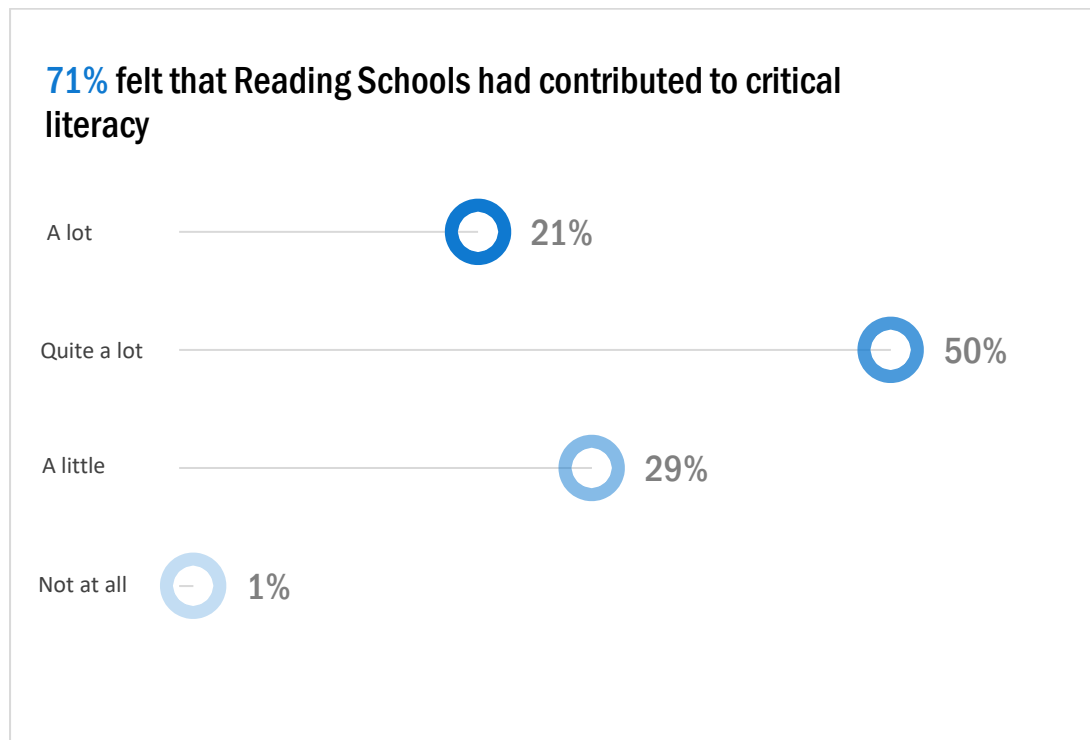
Slightly fewer schools in the most deprived 15% areas felt that Reading Schools had contributed a lot to wellbeing (33%).



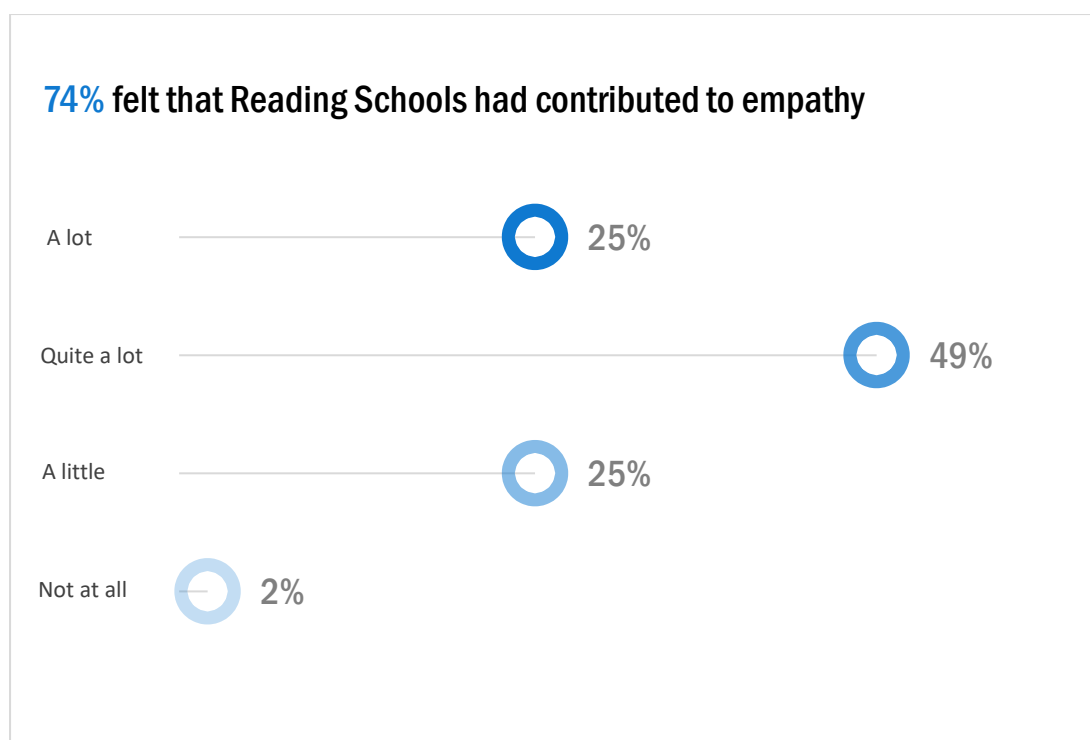
Schools in the most deprived areas had similar responses to this question to other schools.



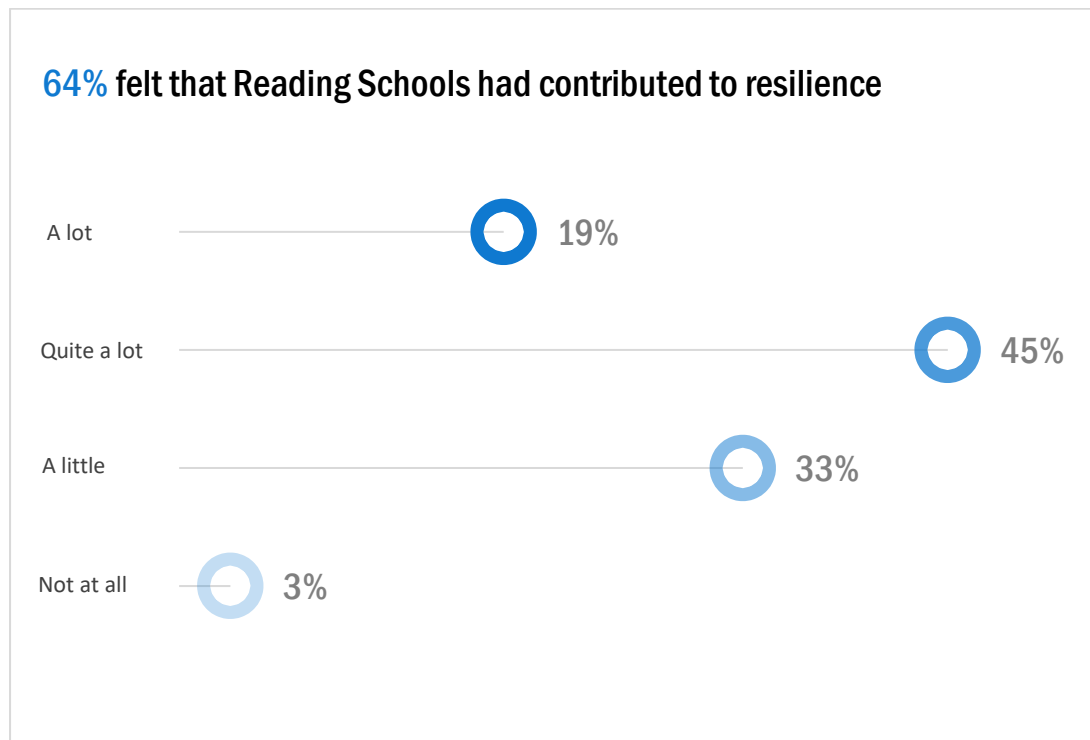
Schools in the most deprived 15% areas were more likely to feel that Reading Schools had contributed a lot to pupil attainment (33%).



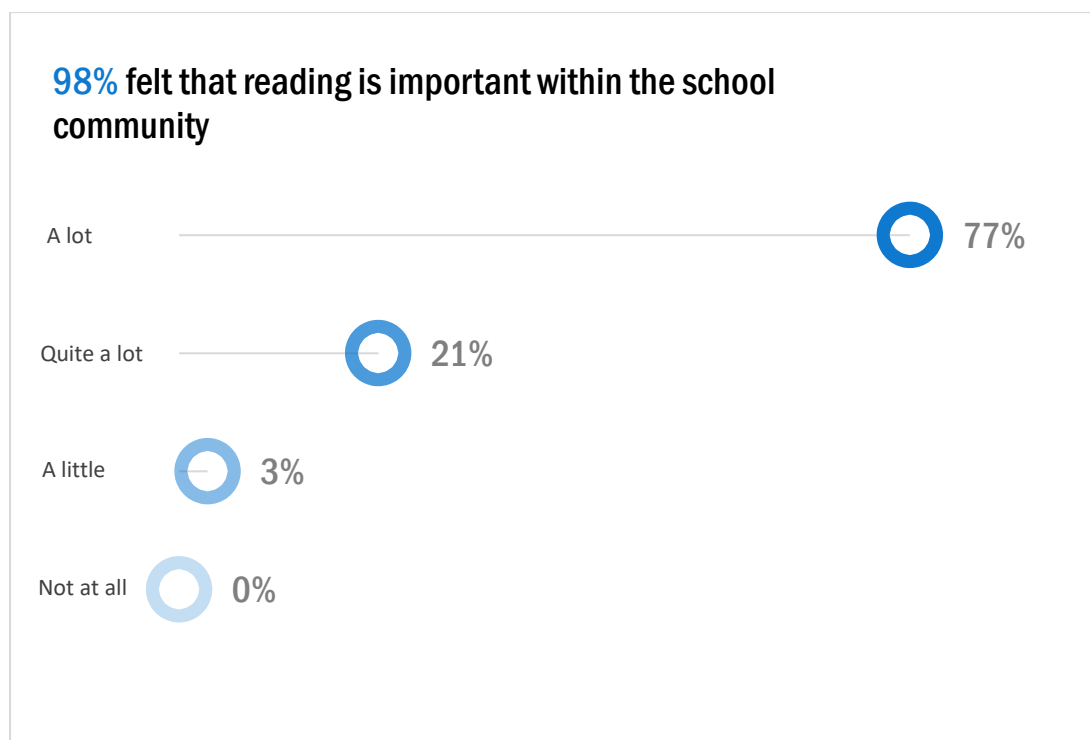
Schools in the most deprived areas had similar responses to other schools for this question.



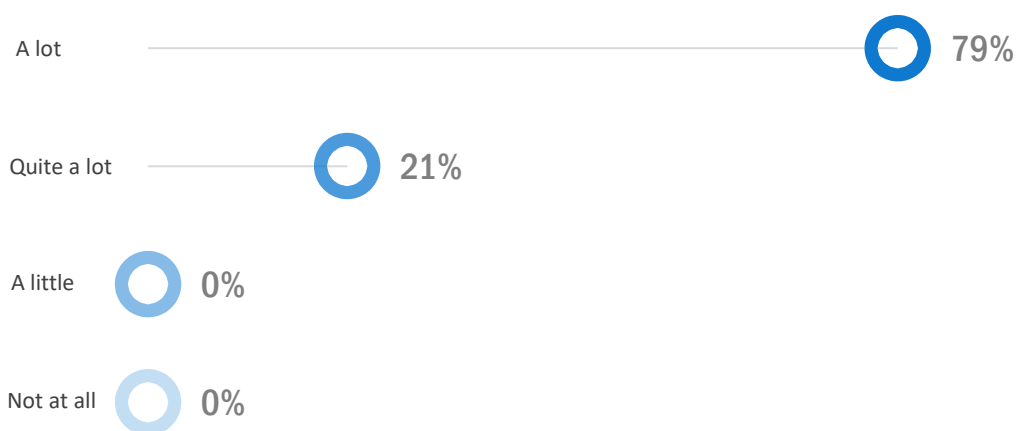
Schools in the most deprived areas were slightly more likely to feel that Reading Schools had contributed to empathy a little (22% a lot and 58% a little).



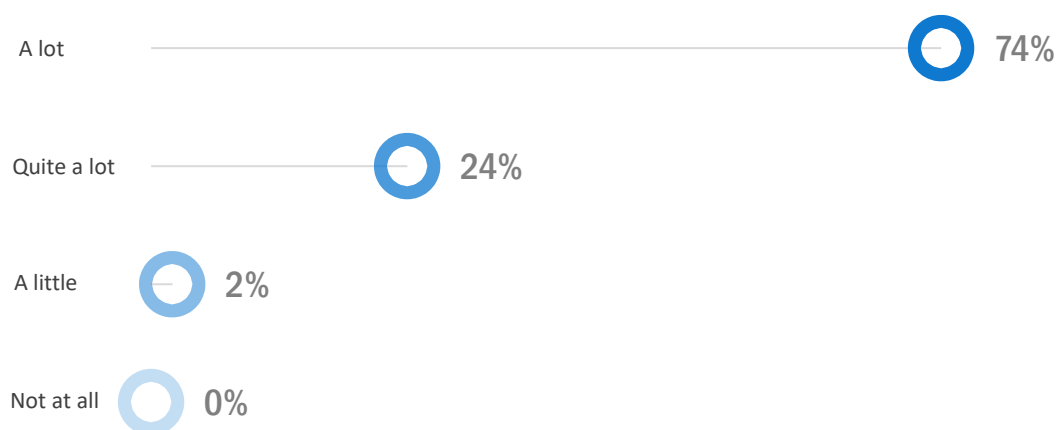
Schools in the most deprived areas had similar responses to other schools for this question.



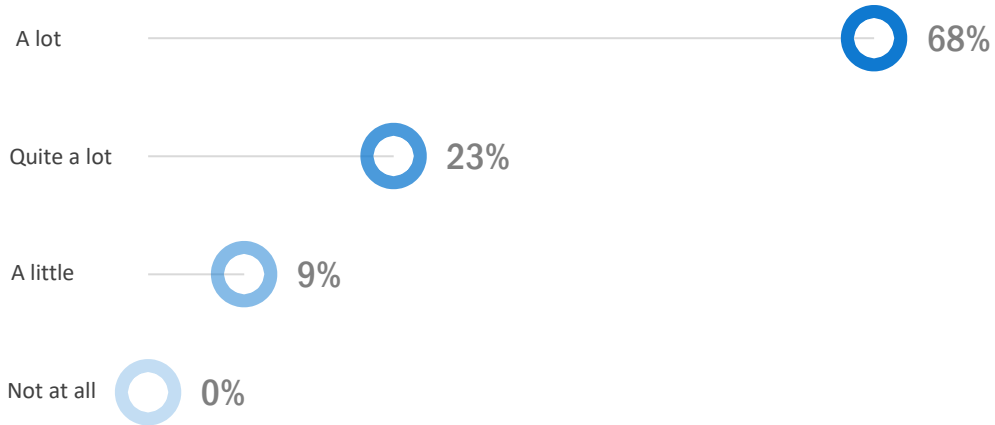
100% felt that staff recognise the value of reading for pleasure



98% felt staff use reading for pleasure with pupils



91% felt school staff read aloud to classes/assemblies



96% felt school staff show pupils that they are readers

