

Young People's Library Survey

National Report for the Academic Period September 2014 to July 2017

October 2017

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1. Foreword

The value of public libraries to children and young people cannot be underestimated. They are community spaces where children can become active citizens; participate in arts and culture; learn; read for pleasure and for literacy and, as they get older, volunteer and have experiences that will support wellbeing and future success. However if libraries are to make a difference to children and young people, they need to be inspiring, child-friendly and welcoming spaces.

This report which draws together the results of the Young People's Library Survey between September 2014 and July 2017 using data from 344 libraries demonstrates how important libraries are to the children and young people who use them and their families. It also identifies how they would like to see them change and develop. The report also offers insights into how children and young people from different communities and socio-economic groups use libraries. For libraries leaders and managers, this report is a valuable planning tool and provides useful advocacy evidence for strategic library development.

Sarah Mears

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Chair: Young People's Library Survey Group

2. Executive Summary

Using the data captured by the 344 libraries¹ featured in this report we estimate that each and every fortnight some 536,997 individual young people use library services in England, Scotland and Wales, a number of whom will visit more than just once.

According to the latest estimates by the Office of National Statistics (ONS) the proportions, by gender, of young people aged 0 to 16 break down as 49% girls and 51% boys. The results from this survey suggest that using library services is more popular among girls (55% of all visits). Furthermore, as age increases so the proportion of girls also increases. Interestingly this appears to reflect similar findings from the Summer Reading Challenge, ie participation is higher among girls.

Close to half of all respondents (47%) awarded their library a rating of 10 out of 10. Young people in Key Stage 2 were the most enthusiastic about their library, as 60% awarded a rating of 10 out of 10. Furthermore children and young people living in areas of high deprivation awarded a higher overall satisfaction score compared to their peers living in less deprived areas.

Using young people's postcodes, where consent to use had been obtained, our results suggest that young people using library services are more likely to live in areas of low deprivation. We also note that young people from the least deprived areas are likely to be younger and, ethnically, white. Finally, on this theme, greater distances are on average travelled to get to the library by those who live in areas of low deprivation.

Among children in pre-school to Key Stage 1 the most popular activity, by some margin, is choosing books. They are also most likely to rate the helpfulness of library staff as 10 out of 10 (67%).

The majority of young people in Key Stage 2 also rated the helpfulness of staff as 10 out of 10 (67%), while 77% said the library has helped with enjoyment of reading a lot and 62% said it also helped them get better at reading a lot. Some 8 in 10 children in Key Stage 2 borrowed a book to read for pleasure – the primary motivation for doing so was because it looked interesting. Our research would suggest that approximately three in every ten of this cohort attended the library alone.

Young people in Key Stage 3 to 4 were more inclined to use the library computers to help with their homework, compared to the library books or the staff. However, the library staff attracted the highest overall satisfaction ratings for helpfulness. Among this group there is high demand, ie half or more of all respondents, for: joining reading groups; taking part in creative writing groups; using healthy lifestyle information; and playing board games.

This report reveals that just over half of all young people in Key Stage 3 to 4 attend the library alone, although this varies by age from as low as 39% for 11 year olds to as high as 71% for 16 year olds.

¹ Across some 18 library services.

3. Introduction

The Young People's Library Survey was developed in order to provide clear evidence to community partners and local councils of the importance of their work with children and the impact of library services on families.

Following extensive pilot studies in 2012 the decision was made to specifically target children and young people with questions directly relevant to their perceived use of libraries and the ways in which libraries can support them. The resultant questionnaires and their respective target audiences are:

- early years (pre-school) to the end of Key Stage 1, ages 0 to 7 (for completion by an accompanying adult)
- Key Stage 2, ages 7 to 11
- Key Stages 3 and 4, ages 11 to 16.

Library services are able to choose which target audience(s) to survey, although predominantly most survey all three groups.

As from this year we will publish an annual report evaluating the feedback provided for the most recent three-year cycle. Consequently, the report that will be published in 2018 will use data obtained in the period September 2015 to July 2018.

Where permissible we have provided comparisons with the latest Census data for England, Scotland and Wales.

All results have been rounded to whole figures. This may lead to instances where results total more or less than 100%.

4. Method

The Young People's Library Survey is undertaken on a census basis, ie all children and young people who visit the library during the survey window are invited to take part. The survey window is a two week period consisting of one week during term time and one week outside of term time. Adopting this approach ensures we obtain a viable cross-section of usage of library services. There are three times, during each academic year, when the survey can take place:

- autumn term, the week before and the week of the half term break
- spring term, the week of the half term break and the week that follows
- summer term, the week preceding the half term break and the week of the half term break.

A survey week will vary from library to library, ie it is reflective of each library's opening times, whether that be three or seven days a week.

During the survey period staff are tasked with approaching children and young people in order to invite them to take part. In all cases it is the accompanying adult that is approached first. If any pre-school or Key Stage 1 child is unaccompanied then they should not be approached – in any event a child under eight should not be left alone in the library as outlined in the Children's Act 1989.

However, unaccompanied young people in Key Stages 2, 3 or 4 may be approached, although it should be noted that unaccompanied young people in Key Stages 2, 3 and 4 cannot answer the questions about their postcode and ethnicity.

In cases where someone refuses to take part then staff record this and note, without asking, the Key Stage and gender of the child. Recording this information means that it is possible to produce a statistical evaluation of response level, error rates and any bias in the survey. Details of response levels, error rates and bias can be found within the appendices of this report.

As part of the project planning and monitoring exercise each library notes the total number of questionnaires issued, regardless of whether they have been completed or not, as well as the number refused. Using these figures we are able to provide reliable estimates on the number of unique young people that make use of library services during the survey fortnight. These estimates reveal that during the survey fortnight a total of 53,052 young people visited a total of 344 libraries, across 18 library services, giving an average of 154 per fortnight. If multiplied by the total number of libraries in England, Scotland and Wales of 3,482² this means that **each and every fortnight some 536,997 individual young people use the library service** and plenty will visit more than once during that period.

² Number of service points under local authority statutory service at 31 March 2016; source CIPFAstats Public Library Statistics 2015/16 Actuals.

5. Report

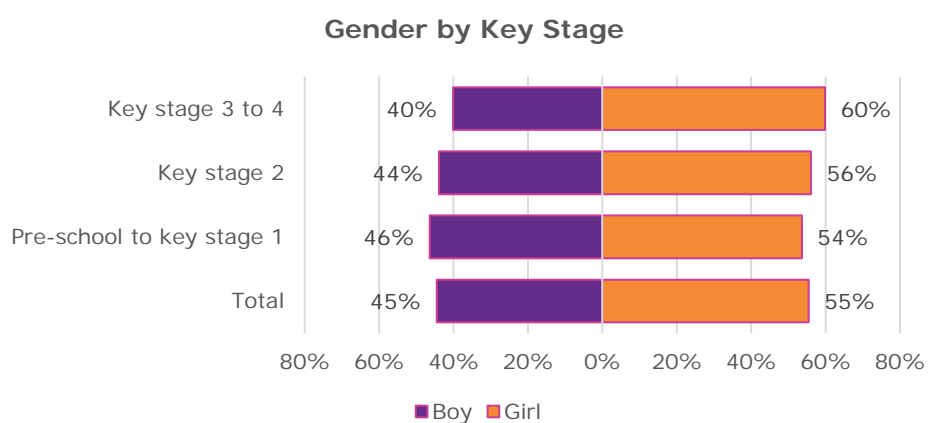
5.1 Analysis all children and young people

Results in this section are for those questions that are common across the three different surveys, ie gender, age, ethnicity and overall satisfaction.

Table A1: Gender by Key Stage

	Boy	Girl	Cases
Pre-school to Key Stage 1	46%	54%	21,070
Key Stage 2	44%	56%	13,755
Key Stage 3 to 4	40%	60%	6,880
Total	45%	55%	41,705

Percentages calculated within each row

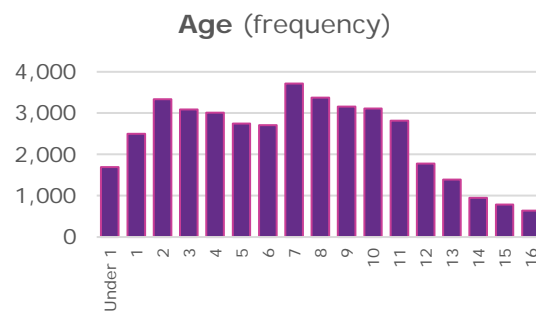
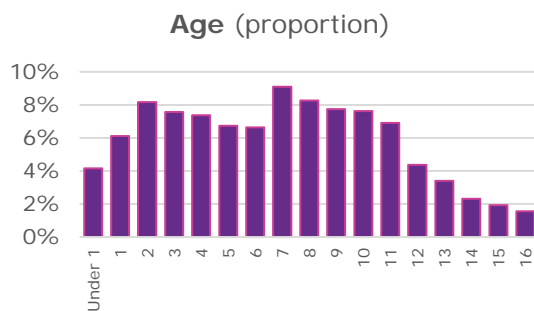


As can be seen in the table and chart above, overall there is a larger proportion of girls (55%) visiting libraries than boys (45%). Furthermore, as age increases the proportions of girls also increase, ie there appears to be a linear relationship.

Table A2: Age Profile

Age	Percentage	Cases
Under 1	4%	1,696
1	6%	2,498
2	8%	3,336
3	8%	3,090
4	7%	3,008
5	7%	2,746
6	7%	2,711
7	9%	3,715
8	8%	3,375
9	8%	3,160
10	8%	3,115
11	7%	2,817
12	4%	1,780
13	3%	1,389
14	2%	946
15	2%	790
16	2%	638
Total	100%	40,810

Percentages calculated within the column

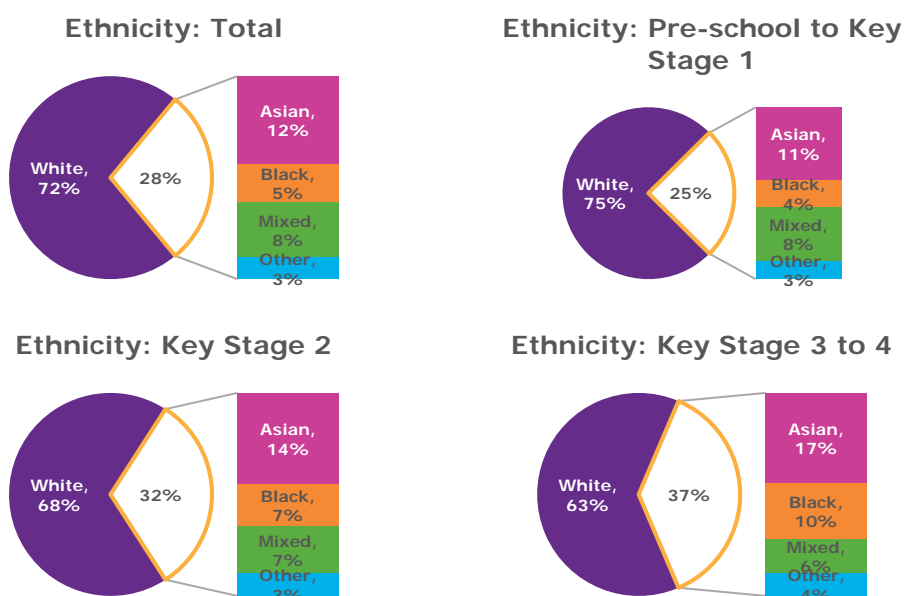


The above table and charts confirm that the largest group of visitors are children and young people in Key Stage 2, ie aged from 7 to 11 inclusive. Clearly there are also far fewer young people in Key Stages 3 and 4 visiting the library compared to those who are either pre-school or in Key Stage 1.

Table A3: Ethnicity by Key Stage

	Asian	Black	Mixed	White	Other	Cases
Pre-school to Key Stage 1	11%	4%	8%	75%	3%	20,208
Key Stage 2	14%	7%	7%	68%	3%	9,241
Key Stage 3 to 4	17%	10%	6%	63%	4%	3,085
Total	12%	5%	8%	72%	3%	32,534

Percentages calculated within each row



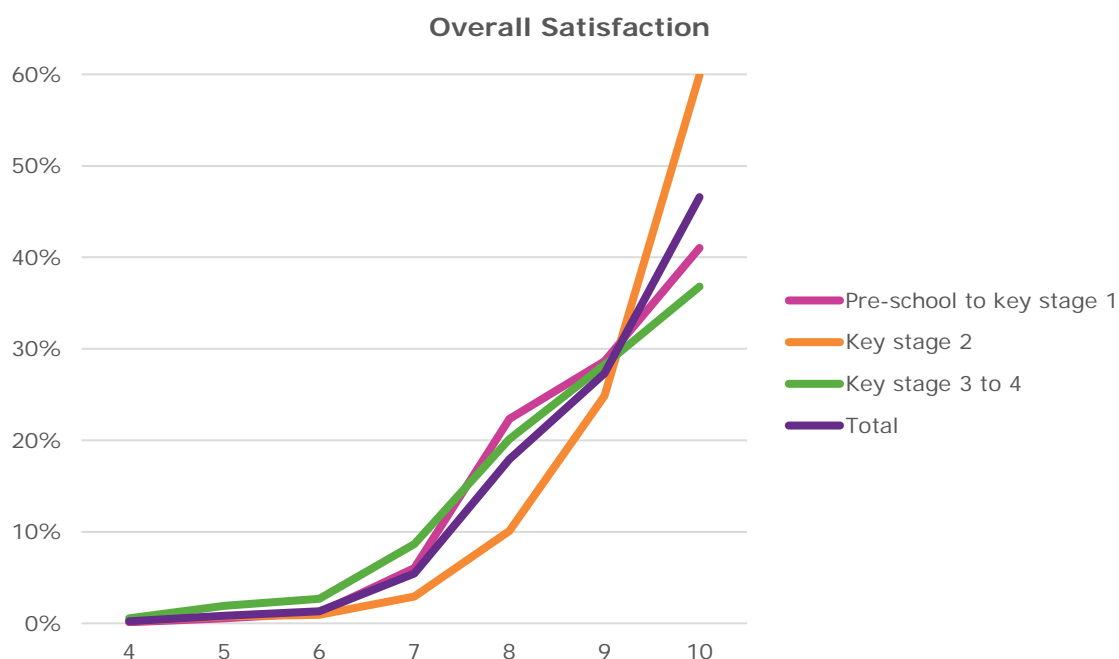
According to both the table and the charts above there appears to be a strong correlation between Key Stage and the ethnic group of the young person visiting the library. The suggestion is that as age increases the proportions of those who classify themselves as white decreases, while that for non-white increases. This is particularly noticeable among young people who are Asian and black.

It should be noted that unless a young person is accompanied by an adult, ie someone of 18 or older, then information about the young person's ethnicity cannot be captured. Roughly only 67% of young people in Key Stage 2 and 45% of young people in Key Stages 3 and 4 recorded their ethnicity. If this was closer to 100% then clearly the results may alter, ie the proportions of Asian and black young people may either increase or decrease.

Table A4: Key Stage by Overall Satisfaction Rating

Rating	Pre-school to Key Stage 1	Key Stage 2	Key Stage 3 to 4	Total
4	0%	0%	1%	0%
5	1%	1%	2%	1%
6	1%	1%	3%	1%
7	6%	3%	9%	5%
8	22%	10%	20%	18%
9	29%	25%	28%	27%
10	41%	60%	37%	47%
Cases	20,792	13,444	6,518	40,754

Percentages calculated within each column; ratings 1 to 3 have been excluded as results are zero



Young people in Key Stage 2 are more inclined to rate their library service as 10 out of 10 compared to any other age group, as can clearly be seen in both the chart and table above. Overall, in total, we find that respondents are more likely to score the library as 10 out of 10 (47% total, rating 10). Clearly, the majority of children, young people and their parents/carers are happy with the services provided.

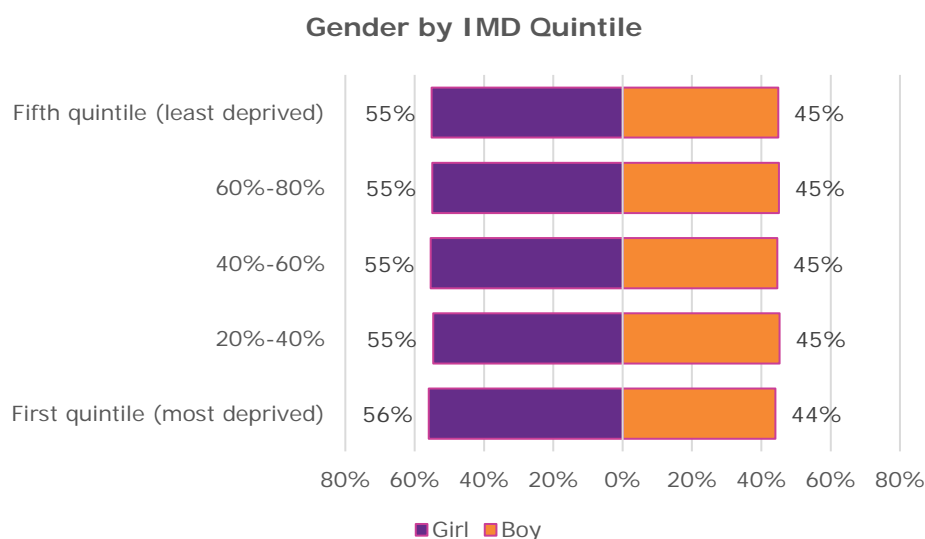
5.2 Geographical analysis

Results in this section cover the common questions, ie gender, age, ethnicity and overall satisfaction, where we are able to identify what neighbourhood (output area) the respondent resides within. Of the 42,589 responses some 29,715 (70%) provided a verifiable postcode, ie one that can be confirmed against the Post Office Address File (PAF). For each postcode we are able to determine within which output area the respondent lives and thereby identify factors such as the rurality, Index of Multiple Deprivation³ (IMD) and neighbourhood classification.

Table B1: Gender by Index of Multiple Deprivation (IMD) Quintile

	Total	Girl	Boy	Cases
First quintile (most deprived)	14%	56%	44%	4,149
20%–40%	20%	55%	45%	5,819
40%–60%	19%	55%	45%	5,689
60%–80%	21%	55%	45%	6,282
Fifth quintile (least deprived)	25%	55%	45%	7,363

Percentages calculated within each row except for total (column)



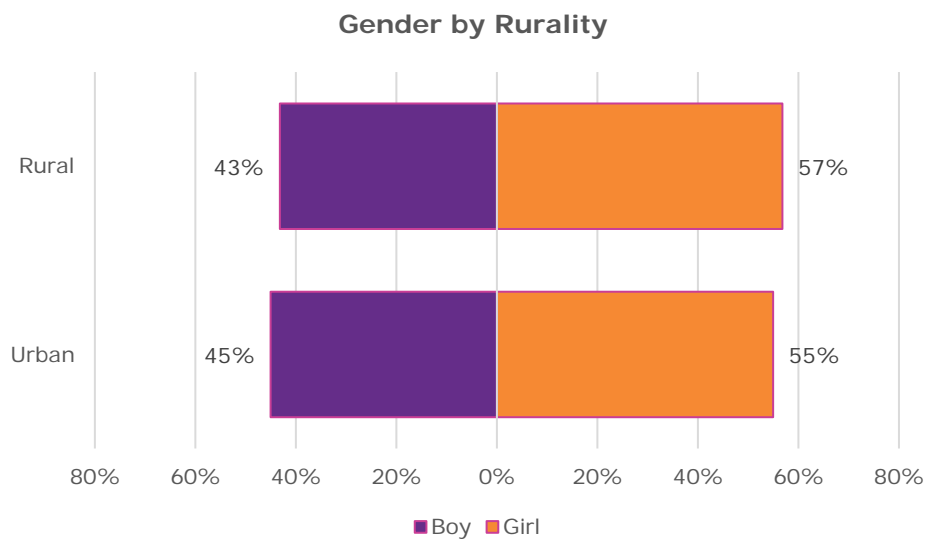
As illustrated in Table A1, overall the gender split is 55% girls and 45% boys. The above table and charts show that by the IMD this split varies very little, if at all, with that overall result. Furthermore the table above shows that young people using library services are more likely to live in areas of low deprivation.

³ See Appendix 6.6 Index of Multiple Deprivation for definitions of this term.

Table B2: Gender by Rurality

	Girl	Boy	Cases
Urban	55%	45%	26,069
Rural	57%	43%	3,233

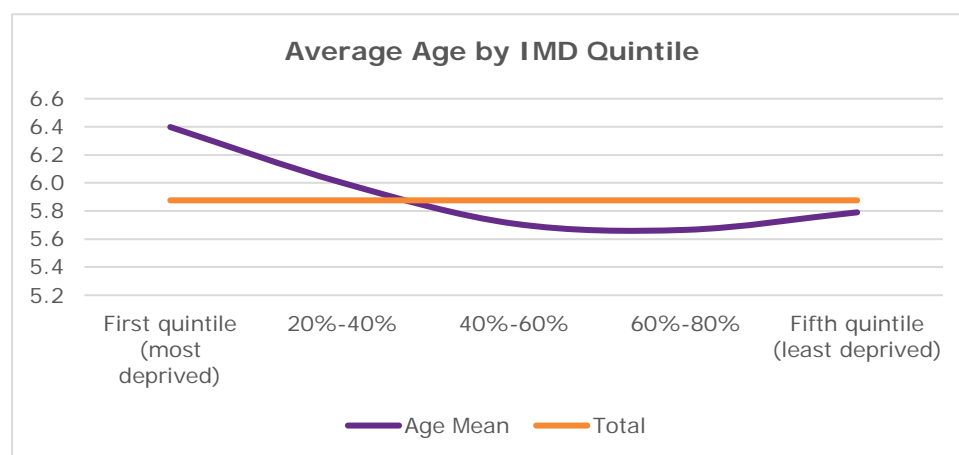
Percentages calculated within each row



Interestingly we find that in rural areas the gender split grows wider, ie there is a slightly larger proportion of girls using the library than boys.

Table B3: Average Age by IMD Quintile

	Age
First quintile (most deprived)	6.4
20%–40%	6.0
40%–60%	5.7
60%–80%	5.7
Fifth quintile (least deprived)	5.8
Total	5.9

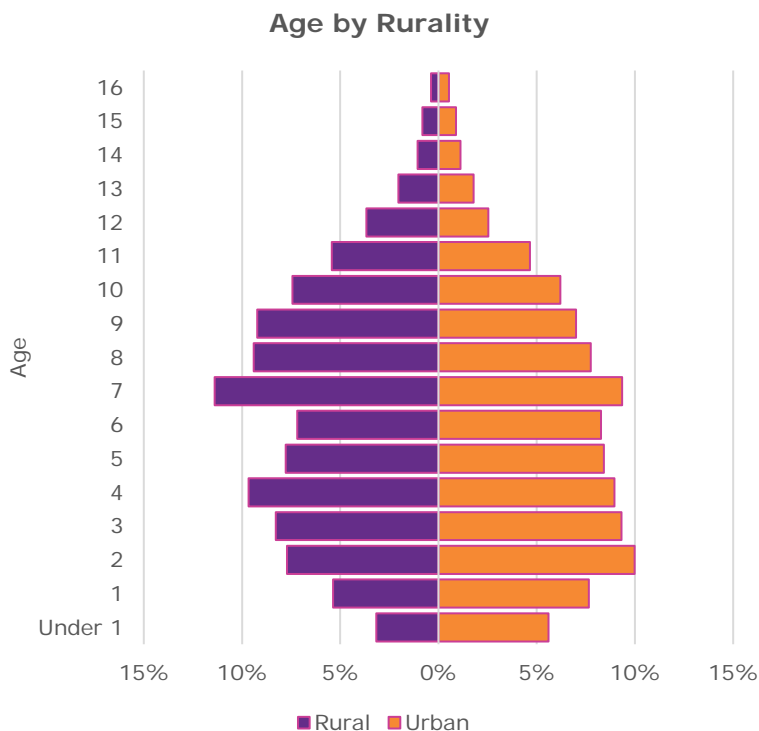


Although not strictly linear in association the above table and chart would appear to indicate that we see older children and young people from the areas with the highest levels of deprivation and the youngest, or younger, children and young people from the areas with the lowest levels of deprivation.

Table B4: Age by Rurality

Age	Rural	Urban
Under 1	3%	6%
1	5%	8%
2	8%	10%
3	8%	9%
4	10%	9%
5	8%	8%
6	7%	8%
7	11%	9%
8	9%	8%
9	9%	7%
10	7%	6%
11	5%	5%
12	4%	3%
13	2%	2%
14	1%	1%
15	1%	1%
16	0%	1%
Cases	3,188	25,545
Average (years)	6.4	5.8

Percentages calculated within each column

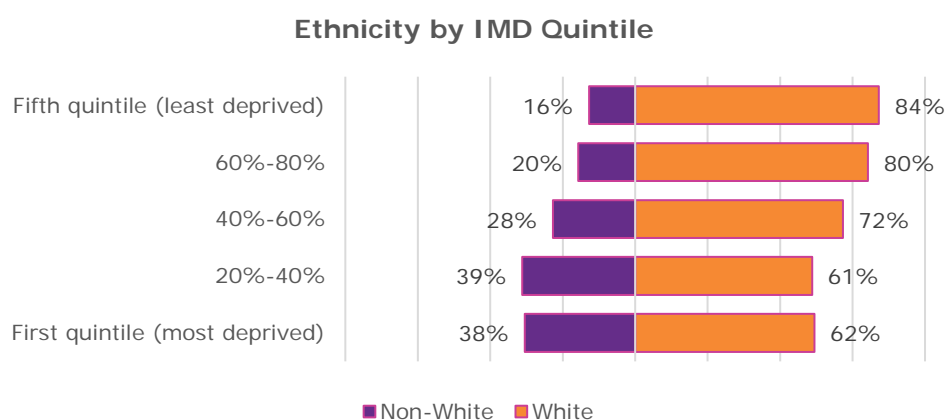


As evidenced in the chart and table above there are clearly differences in the age profiles of children and young people using the library service. We can also see that, on average, children and young people in rural areas are older than their peers in urban areas (6.4 years rural cf 5.8 years urban).

Table B5: Ethnicity by IMD Quintile

	Non-white	White	Cases
First quintile (most deprived)	38%	62%	3,923
20%–40%	39%	61%	5,582
40%–60%	28%	72%	5,426
60%–80%	20%	80%	6,083
Fifth quintile (least deprived)	16%	84%	7,083

Percentages calculated within each row



The above table and chart illustrate quite clearly a correlation between ethnicity and deprivation. Basically we find that there are more than twice as many children and young people of non-white ethnic groups using the library in the most deprived neighbourhoods compared to those in the least deprived neighbourhoods.

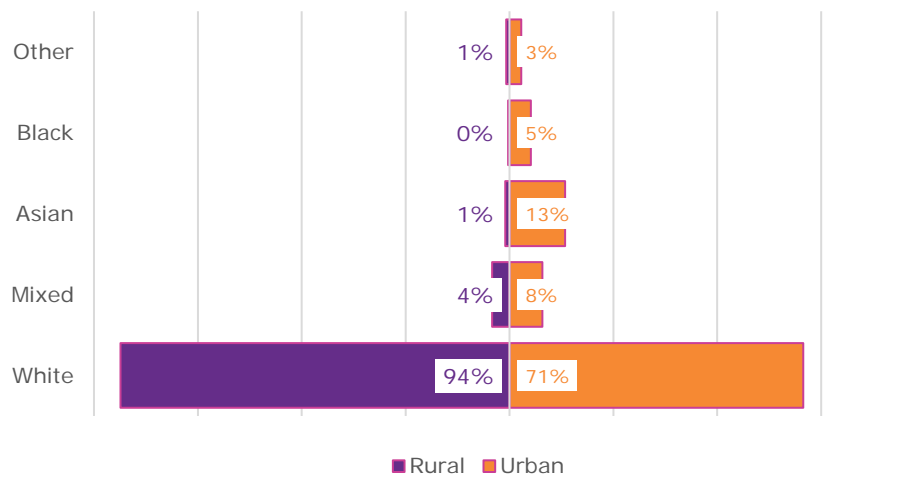
Interestingly, as demonstrated in Table B1: Gender by IMD Quintile, as well as Table B5 above, we can see that larger numbers of visitors use the library from the neighbourhoods with the lowest levels of deprivation compared with those in the most deprived neighbourhoods (7,083 fifth quintile cf 3,923 first quintile).

Table B6: Ethnicity by Rurality

	Rural	Urban
Other	1%	3%
Black	0%	5%
Asian	1%	13%
Mixed	4%	8%
White	94%	71%
Cases	3,037	25,060

Percentages calculated within each column; data sorted by rural proportion, except other

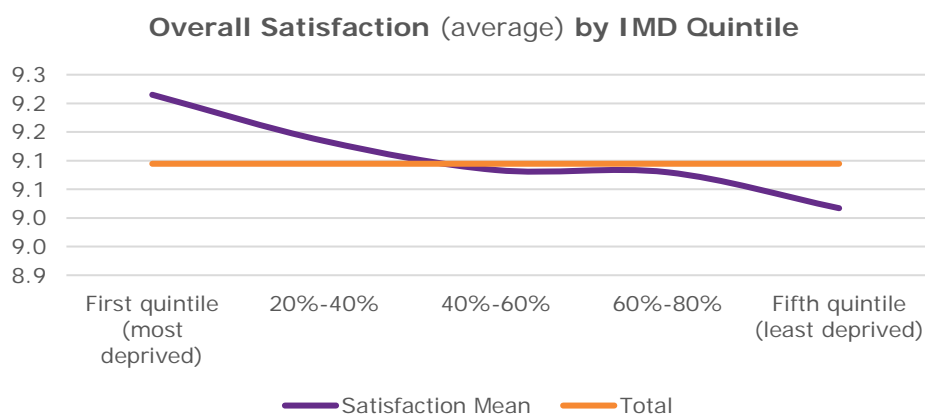
Ethnicity by Rurality



There are clearly distinct differences by ethnicity for children and young people using library services dependant on whether they reside in an urban or rural area. For example, in rural areas the proportion of children and young people classifying themselves as white is far greater than that in urban areas (94% white, rural cf 71% white, urban). Consequently we find in urban areas a far greater mix of children and young people who classified themselves as either black, Asian or mixed.

Table B7: Overall Satisfaction (average) by IMD Quintile

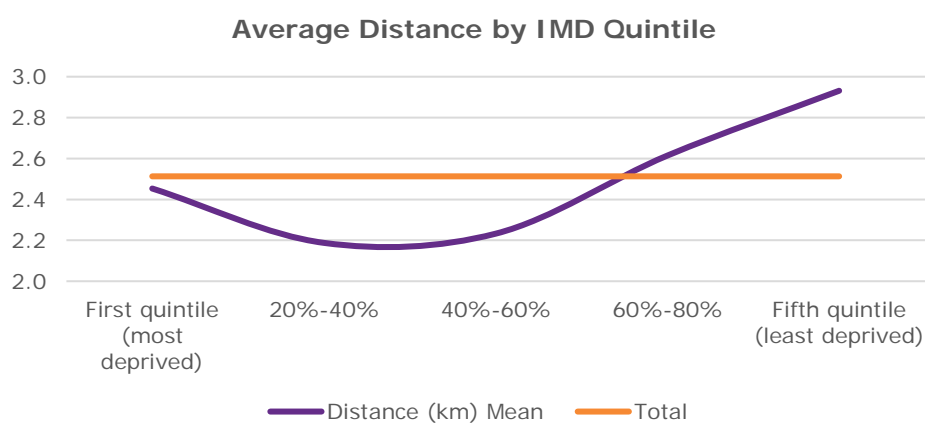
	Satisfaction
First quintile (most deprived)	9.2
20%–40%	9.1
40%–60%	9.1
60%–80%	9.1
Fifth quintile (least deprived)	9.0
Total	9.1



Children and young people residing in the more deprived areas appear, according to the table and chart above, to be more satisfied with the library service compared with those in the least deprived areas. However, it should be noted that difference is quite small, ie 9.2 first quintile cf 9.0 fifth quintile.

Table B8: Average Distance by IMD Quintile

	Distance (km)
First quintile (most deprived)	2.5
20%–40%	2.2
40%–60%	2.2
60%–80%	2.6
Fifth quintile (least deprived)	2.9
Total	2.5



As evidenced in the table and chart above, children and young people who live in the least deprived areas are, on average, travelling further to access library services compared to children and young people living in other more deprived neighbourhoods.

5.3 Pre-school to Key Stage 1 analysis

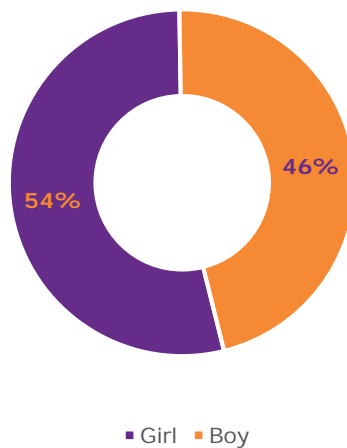
Results in this section focus solely on the analysis of questions asked of children in pre-school to Key Stage 1. It should be noted that the survey has been answered by the parent/carer/responsible adult accompanying the young child. However, in some cases we find that the children do provide a drawing or written response in the comments section.

Table C1: Is the child a girl or a boy?

Girl	54%
Boy	46%
Cases	21,070

Percentages calculated within the column

Is the child a girl or a boy?

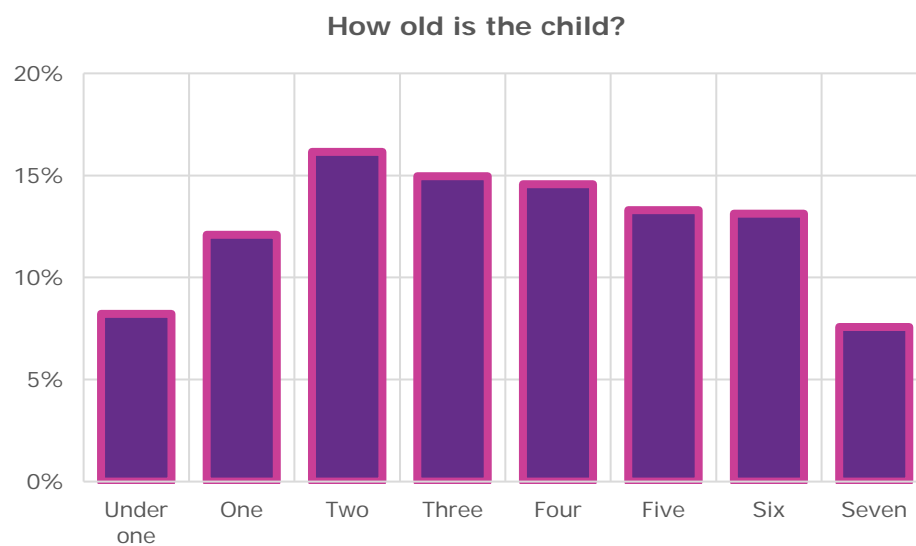


The gender split for children in this age group shows that girls are more likely to visit the library compared with boys.

Table C2: How old is the child?

Under one	8%
One	12%
Two	16%
Three	15%
Four	15%
Five	13%
Six	13%
Seven	8%
Cases	20,650

Percentages calculated within the column

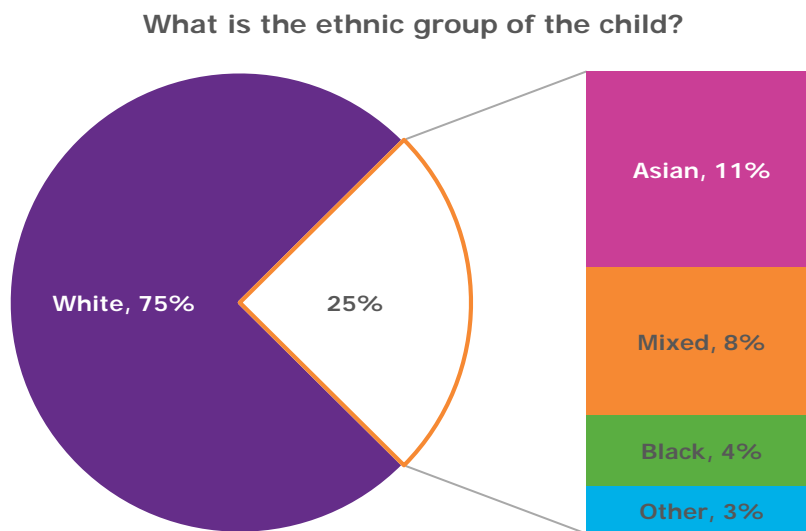


The greatest proportions of children in this age group are aged between 2 and 4, accounting for 46% of all 20,650 respondents.

Table C3: What is the ethnic group of the child?

White	75%
Asian	11%
Mixed	8%
Black	4%
Other	3%
Cases	20,208

*Percentages calculated within the column;
sorted in descending order of proportions*

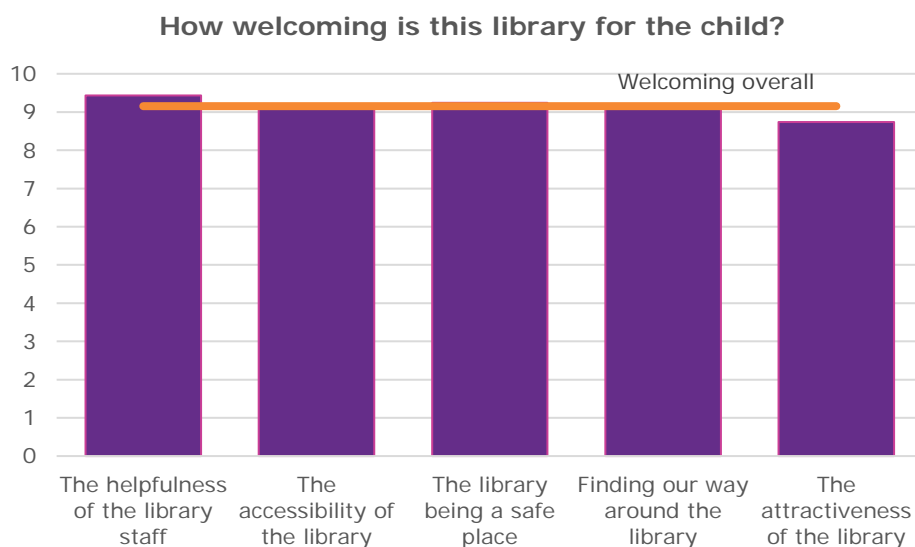


By a large margin the largest group of users, by ethnicity, for children in this age group are white (75%). The most significant other group is Asian children who account for 11% of all visitors.

Table C4: How welcoming is this library for the child?

	Welcoming overall	The helpfulness of the library staff	The accessibility of the library	The library being a safe place	Finding our way around the library	The attractiveness of the library
1	0%	0%	0%	0%	0%	0%
2	0%	0%	0%	0%	0%	0%
3	0%	0%	0%	0%	0%	0%
4	0%	0%	0%	0%	0%	1%
5	1%	1%	1%	1%	1%	2%
6	2%	1%	2%	1%	2%	4%
7	5%	3%	5%	4%	5%	10%
8	17%	11%	15%	17%	17%	23%
9	18%	17%	17%	19%	19%	18%
10	56%	67%	59%	58%	56%	43%
Average	9.2	9.4	9.2	9.2	9.2	8.7
Cases	105,259	21,044	21,030	21,147	21,000	21,038

Percentages calculated within each column; columns sorted in descending order by average and percentage scoring 10

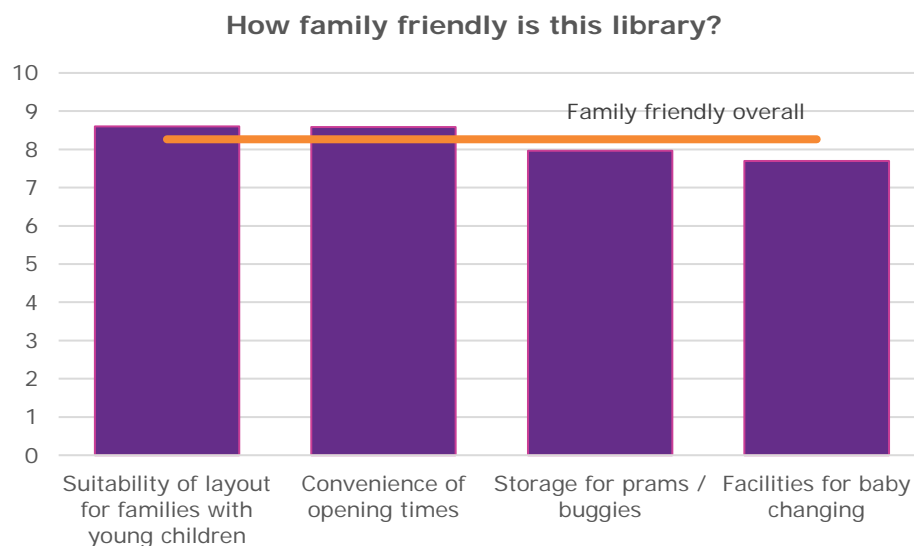


Libraries are perceived as being highly welcoming for children with an average score of 9.2 out of 10. The single highest scoring factor is **the helpfulness of the library staff**. Interestingly most factors scored higher than 9. However, **the attractiveness of the library** only rated 8.7 out of 10.

Table C5: How family friendly is this library?

	Family friendly overall	Suitability of layout for families with young children	Convenience of opening times	Storage for prams/ buggies	Facilities for baby changing
1	1%	0%	0%	1%	3%
2	1%	1%	1%	2%	3%
3	1%	1%	1%	2%	2%
4	2%	1%	1%	2%	2%
5	6%	3%	4%	7%	9%
6	5%	4%	4%	7%	6%
7	11%	10%	9%	12%	11%
8	21%	21%	21%	22%	19%
9	16%	17%	18%	13%	13%
10	37%	42%	41%	32%	32%
Average	8.3	8.6	8.6	8.0	7.7
Cases	73,341	20,404	20,491	18,724	13,722

Percentages calculated within each column; columns sorted in descending order by average and percentage scoring 10



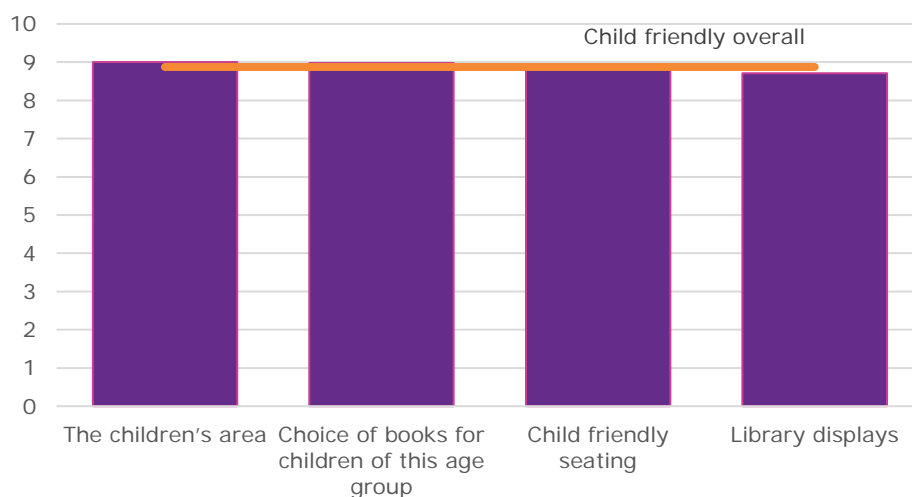
Library services are considered to be generally family friendly with an overall score of 8.3 out of 10. The two highest scoring factors were **suitability of layout** and **convenience of opening times**, both scoring 8.6 out of 10. However, compared to other aspects of library services, family friendliness overall was the area that scored lowest.

Table C6: How child friendly is this library?

	Child friendly overall	The children's area	Choice of books for children of this age group	Child friendly seating	Library displays
1	0%	0%	0%	0%	0%
2	0%	0%	0%	0%	0%
3	0%	0%	0%	1%	0%
4	1%	0%	0%	1%	1%
5	2%	1%	1%	3%	2%
6	3%	3%	3%	4%	4%
7	8%	7%	8%	8%	10%
8	19%	19%	18%	18%	21%
9	18%	19%	18%	17%	18%
10	49%	51%	51%	49%	43%
Average	8.9	9.0	9.0	8.8	8.7
Cases	83,656	21,042	20,825	20,935	20,854

Percentages calculated within each column; columns sorted in descending order by average and percentage scoring 10 and then 9

How child friendly is this library?

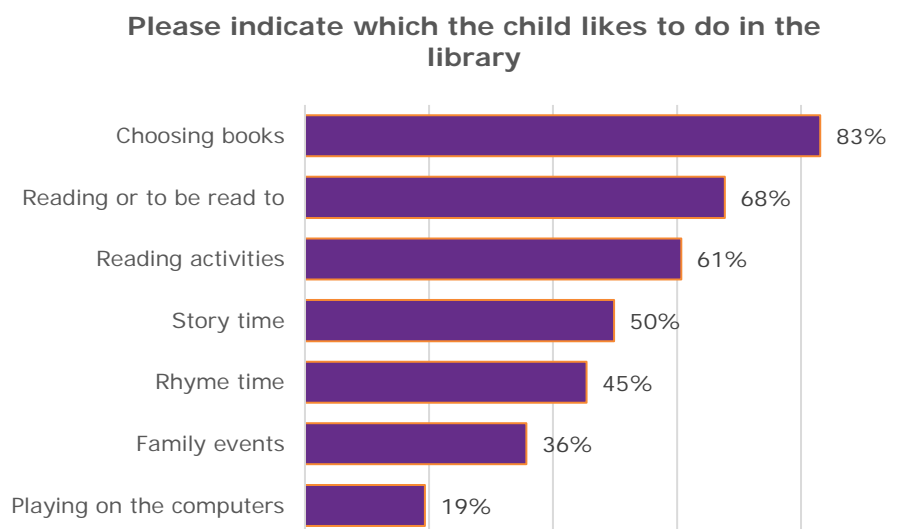


Libraries are generally considered to be quite child friendly, scoring on average 8.9 out of 10. Individually the highest rated aspects are **the children's area** and the **choice of books**, both attracting 9.0 out of 10.

Table C7: Please indicate which the child likes to do in the library

	Percentage	Cases
Choosing books	83%	17,630
Reading or to be read to	68%	14,359
Reading activities	61%	12,869
Story time	50%	10,577
Rhyme time	45%	9,628
Family events	36%	7,572
Playing on the computers	19%	4,108

Table sorted in descending order by percentage

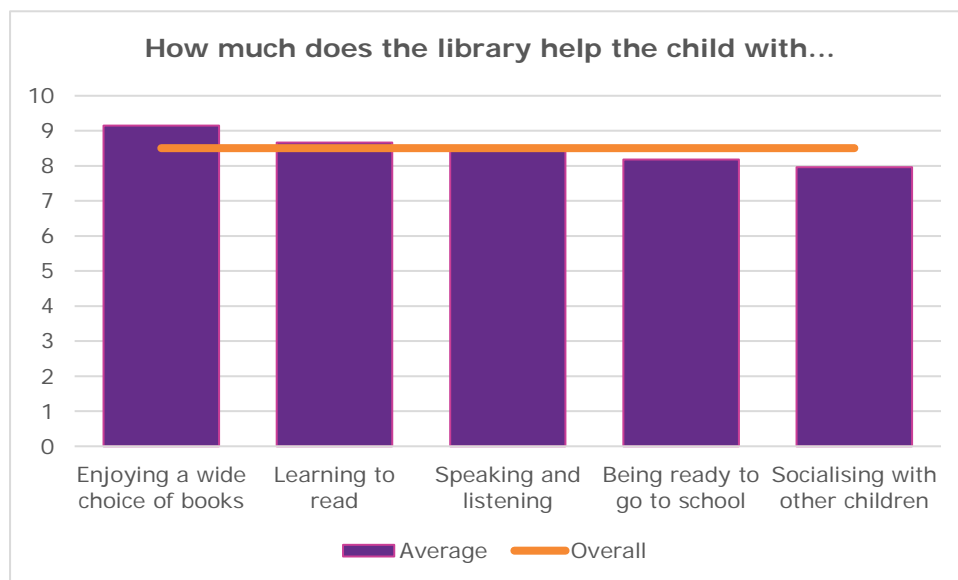


Clearly, by some margin, **choosing books** is the most popular activity for children of this age group, with 83% of all children indicating this. Generally reading based activities scored well with a further 68% either **reading or being read to**, 61% engaging in **reading activities** and 50% attending a **story time** event.

Table C8: How much does the library help the child with...

	Overall	Enjoying a wide choice of books	Learning to read	Speaking and listening	Being ready to go to school	Socialising with other children
1	0%	0%	0%	0%	0%	1%
2	1%	0%	0%	1%	1%	1%
3	1%	0%	0%	1%	1%	2%
4	1%	0%	1%	1%	1%	2%
5	4%	1%	3%	4%	6%	8%
6	5%	2%	4%	5%	6%	7%
7	10%	5%	10%	11%	13%	13%
8	22%	17%	22%	24%	26%	24%
9	15%	17%	15%	16%	13%	13%
10	41%	57%	44%	39%	32%	31%
Average	8.5	9.1	8.7	8.5	8.2	8.0
Cases	93,883	20,110	18,733	18,957	17,284	18,799

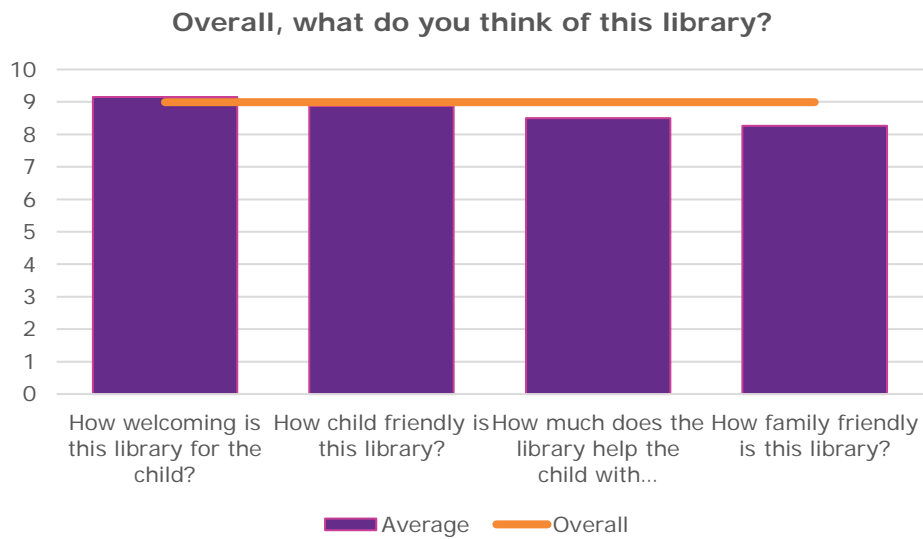
Percentages calculated within each column; columns sorted in descending order by average and percentage scoring 10



Libraries are most likely to help children with **enjoying a wide choice of books** and least likely to help with **socialising with other children** – although on average this aspect (socialising) did score a respectable 8.0 out of 10.

Table C9: Overall, what do you think of this library?

1	0%
2	0%
3	0%
4	0%
5	1%
6	1%
7	6%
8	22%
9	29%
10	41%
Average	9.0
Cases	20,792



Overall, children rated library services highly with an average score of 9.0 out of 10.

5.4 Key Stage 2 analysis

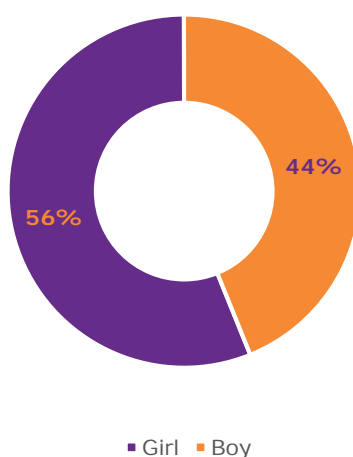
Results in this section focus solely on the analysis of questions asked of young people in Key Stage 2. The expectation is that it is the young person themselves who completes the survey. However in some cases it was the accompanying adult who did so with the question requesting further comments being completed by the young person. It should also be noted that where a young person in this age group attended the library alone, ie with no accompanying adult, then their response to the following questions could not be used: their home/usual postcode and their ethnic group. Where an adult did accompany the young person then by confirming their relationship with the young person answers to the postcode and ethnicity questions could be used.

Table D1: Are you a girl or a boy?

Girl	56%
Boy	44%
Cases	13,755

Percentages calculated within the column

Are you a girl or a boy?



A greater proportion of girls visit the library than boys in this age group. Set in context with the ONS population pyramid data for 2015, which shows that in this age group 51% are boys and 49% are girls, it raises the question of why are boys staying away.

Comparison: ONS and Young People's Survey

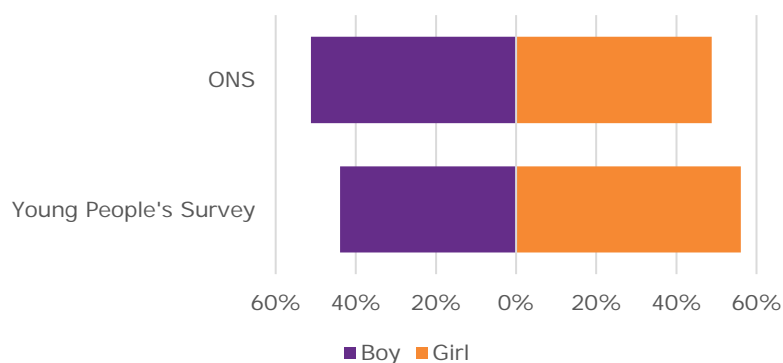
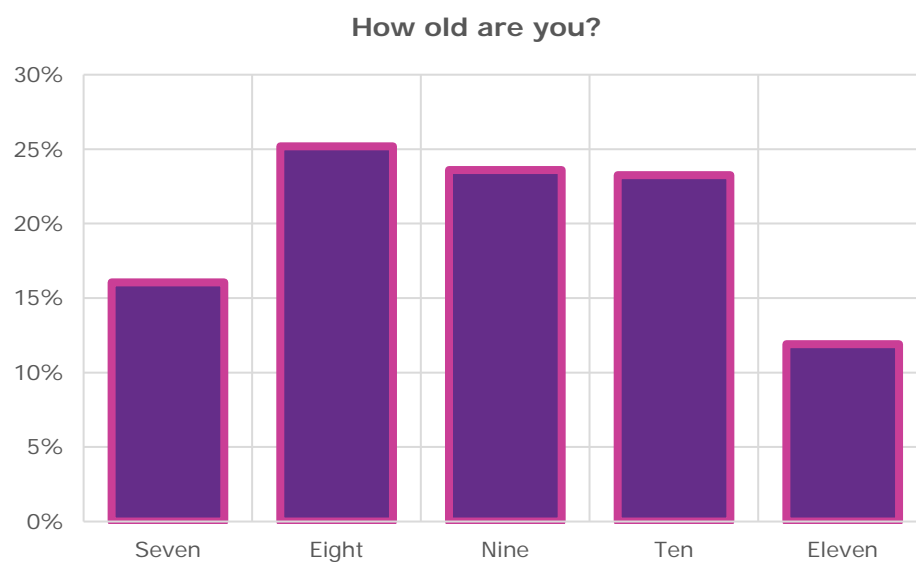


Table D2: How old are you?

Seven	16%
Eight	25%
Nine	24%
Ten	23%
Eleven	12%
Cases	13,395

Percentages calculated within the column



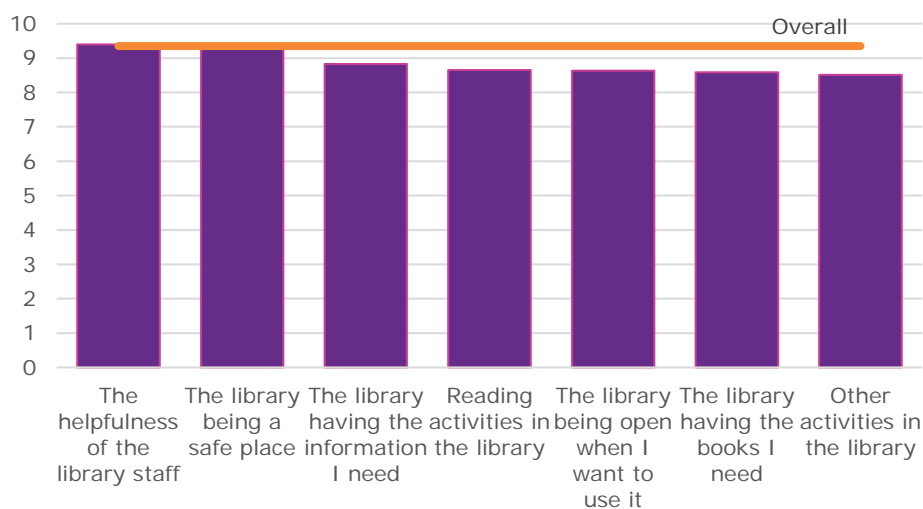
As both the table and chart above demonstrate, those aged 8 to 10 inclusive are those most likely to participate. In total this group accounts for 72% of all children in this Key Stage.

Table D3: About your library AND Overall, I would mark the library

	Overall, I would mark the library	The helpfulness of the library staff	The library being a safe place	The library having the information I need	Reading activities in the library	The library being open when I want to use it	The library having the books I need	Other activities in the library
1	0%	0%	0%	0%	1%	1%	0%	1%
2	0%	0%	0%	0%	1%	1%	0%	1%
3	0%	0%	0%	0%	1%	1%	0%	1%
4	0%	0%	0%	1%	1%	1%	1%	2%
5	1%	1%	1%	3%	5%	5%	4%	5%
6	1%	1%	1%	3%	4%	4%	4%	5%
7	3%	3%	4%	8%	8%	8%	9%	8%
8	10%	8%	10%	15%	13%	13%	19%	13%
9	25%	19%	21%	24%	17%	20%	24%	17%
10	60%	67%	63%	45%	50%	47%	37%	47%
Average	9.4	9.4	9.3	8.8	8.7	8.6	8.6	8.5
Cases	13,444	13,557	13,614	13,336	12,614	13,456	13,534	12,396

Percentages calculated within each column. Columns ranked in descending order by average and percentage scoring 10

Overall and other ratings



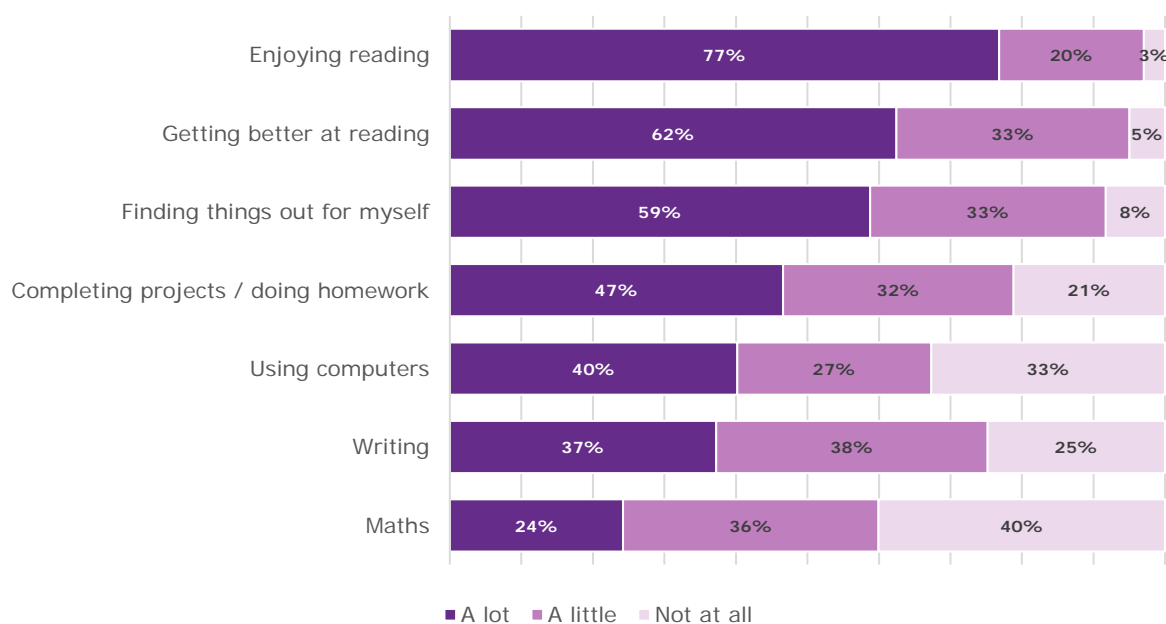
Across all aspects of the library service children are more likely to rate these services as 10 out of 10. Furthermore for the following: overall, helpfulness of staff, library being a safe place, and the reading activities, the percentage rating this at 10 was either the same as or greater than all other scores combined.

Table D4a: How much do you think that your library has helped you with:

	A lot	A little	Not at all	Cases
Enjoying reading	77%	20%	3%	13,332
Getting better at reading	62%	33%	5%	13,311
Finding things out for myself	59%	33%	8%	13,065
Completing projects/doing homework	47%	32%	21%	12,992
Using computers	40%	27%	33%	12,935
Writing	37%	38%	25%	12,921
Maths	24%	36%	40%	12,894

Percentages calculated within each row; sorted in descending order by 'A lot'

How much do you think that your library has helped you with:

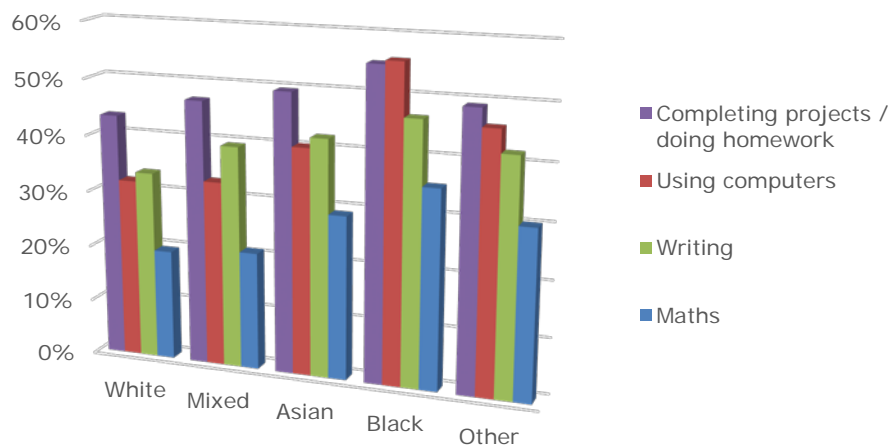


As can be seen in the chart and table above activities related to reading dominated. Furthermore, whether a lot or a little, libraries helped children across a range of topics including maths, computers and projects.

Table D4b: How much do you think that your library has helped you with (A lot) by ethnic group

	Completing projects/ doing homework	Using computers	Writing	Maths
White	43%	32%	34%	20%
Mixed	47%	33%	39%	21%
Asian	50%	40%	42%	29%
Black	55%	56%	47%	35%
Other	49%	46%	42%	30%

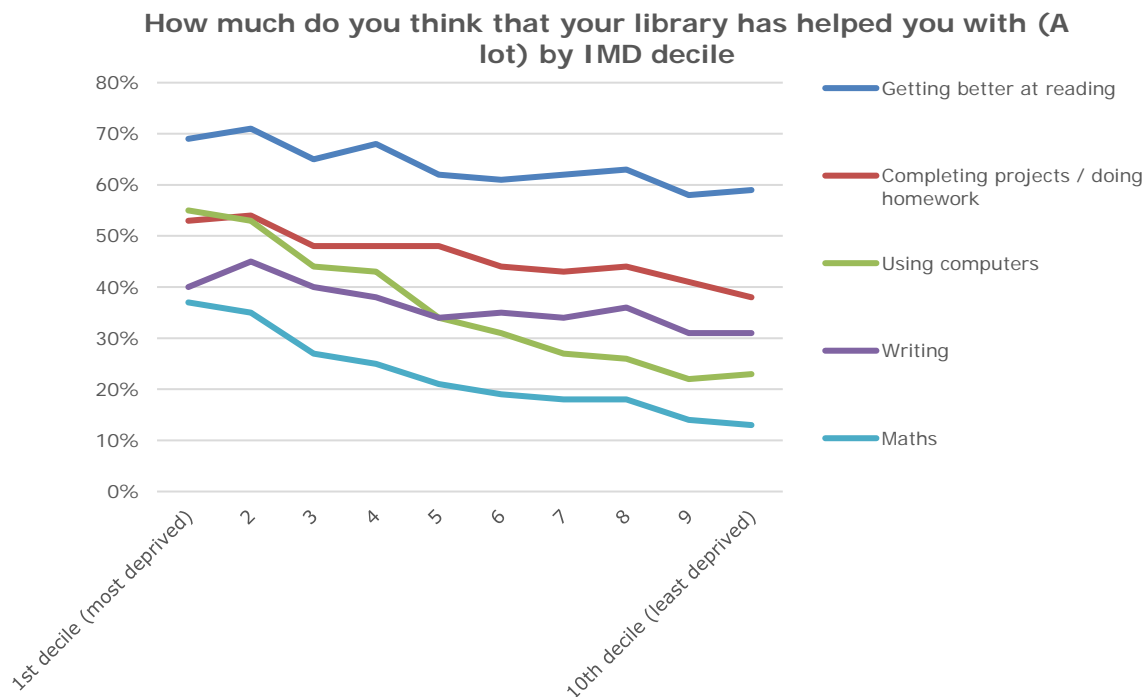
How much do you think that your library has helped you with BY Ethnic Group



As both the table and chart above demonstrate, children with a non-white ethnic background tend to draw more benefit from library services compared to their white peers. This is particularly so for children classified as black or Asian.

Table D4c: How much do you think that your library has helped you with (A lot) by IMD decile

	Getting better at reading	Completing projects/ doing homework	Using computers	Writing	Maths
1st decile (most deprived)	69%	53%	55%	40%	37%
2	71%	54%	53%	45%	35%
3	65%	48%	44%	40%	27%
4	68%	48%	43%	38%	25%
5	62%	48%	34%	34%	21%
6	61%	44%	31%	35%	19%
7	62%	43%	27%	34%	18%
8	63%	44%	26%	36%	18%
9	58%	41%	22%	31%	14%
10th decile (least deprived)	59%	38%	23%	31%	13%



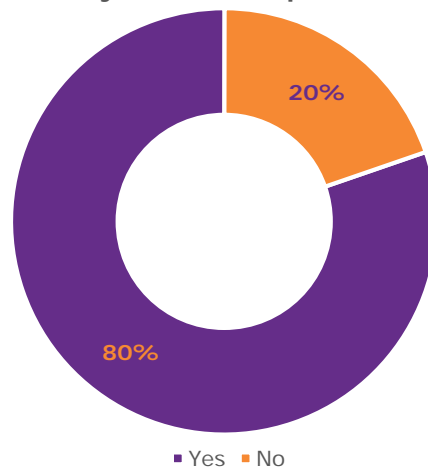
Across a significant range of services provided by public libraries, children living in the most deprived areas rely on higher levels of help compared to those living in the least deprived areas.

Table D5: This term, have you borrowed a book from this library to read for pleasure?

Yes	80%
No	20%
Cases	13,584

Percentages calculated within the column

This term, have you borrowed a book from this library to read for pleasure?



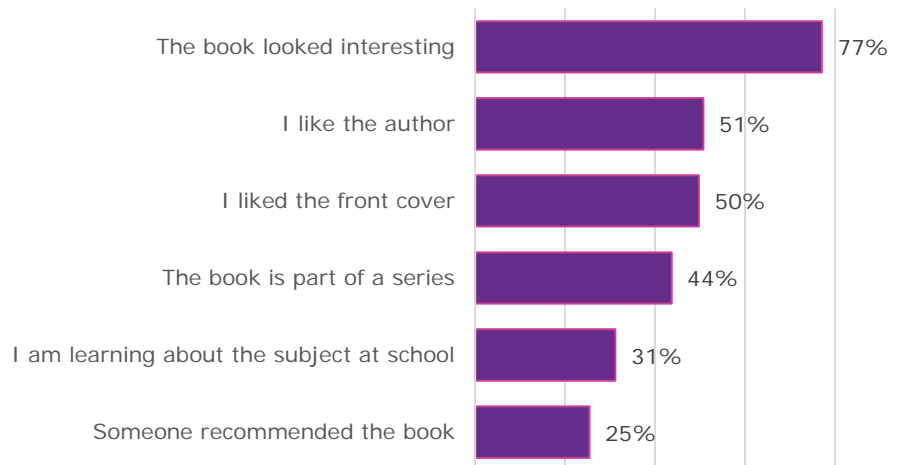
The majority of children have recently borrowed a book to read for pleasure.

Table D6: If yes, what exactly made you want to read it?

	Percentage	Cases
The book looked interesting	77%	9,036
I like the author	51%	5,951
I liked the front cover	50%	5,831
The book is part of a series	44%	5,118
I am learning about the subject at school	31%	3,657
Someone recommended the book	25%	2,977

Sorted in descending order by percentage; will total more than 100% as a multiple choice question

If yes, what exactly made you want to read it?



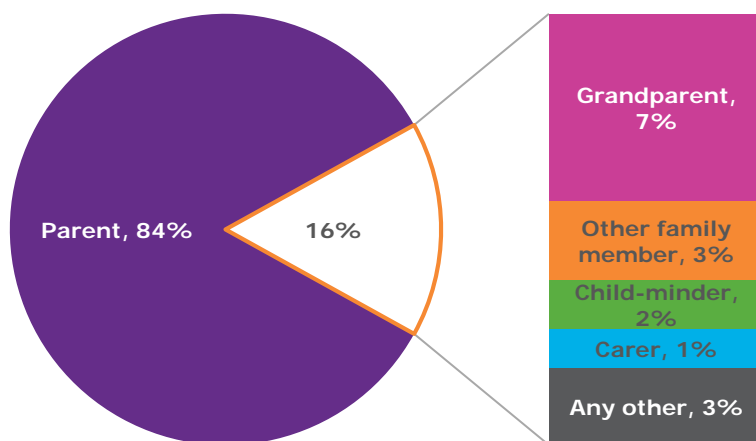
The motivations to read are myriad, however most children are encouraged to do so simply because the book looked interesting, rather than because someone recommended it.

Table D7: Please provide your consent by providing your relationship with the child

Parent	84%
Grandparent	7%
Other family member	3%
Child-minder	2%
Carer	1%
Any other	3%
Cases	9,873

Percentages calculated within the column; sorted in descending order by percentage

Please provide your consent by providing your relationship with the child



Of the 14,094 children in this Key Stage taking part in the survey some 9,873 (70%) attended the library accompanied by an adult, and of these 84% were the child's parent.

Somewhat interestingly we find that 28% of girls and 30% of boys come alone. By age the proportions that visit alone are:

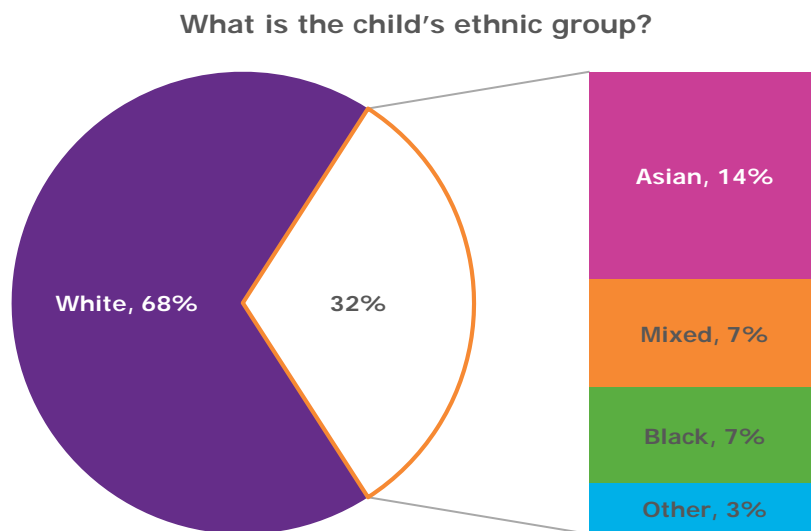
- seven: 21%
- eight: 23%
- nine: 25%
- ten: 34%
- eleven: 45%.

Clearly, as children get older the necessity of them being accompanied decreases. However, some might express concern over the potentially high proportions of young people attending the library on their own.

Table D8: What is the child's ethnic group?

White	68%
Asian	14%
Mixed	7%
Black	7%
Other	3%
Cases	9,241

Percentages calculated within the column; sorted in descending order by percentage



It is worth noting that of the 13,755 young people in Key Stage 2 who took part in the survey some 9,241 answered the question on ethnicity, equivalent to 67%. This does mean that there may be issues around how representative this result is, ie that 68% of respondents are white. Nonetheless, compared with children in pre-school or Key Stage 1 we have a smaller proportion classified as white (75% pre-school to Key Stage 1 cf 68% Key Stage 2) and consequently a higher proportion of young people classified as non-white.

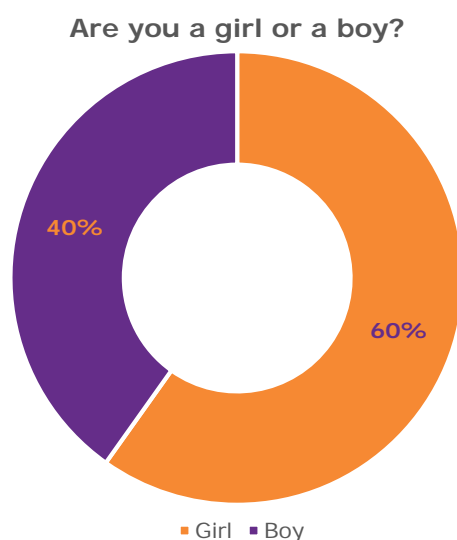
5.5 Key Stages 3 and 4 analysis

Results in this section focus solely on the analysis of questions asked of young people in Key Stages 3 and 4. The expectation is that it is the young person themselves who completes the survey. It should also be noted that where a young person in this age group attended the library alone, ie with no accompanying adult, then their response to the following questions could not be used: their home/usual postcode and their ethnic group. Where an adult did accompany the young person then by confirming their relationship with the young person answers to the postcode and ethnicity questions could be used.

Table E1: Are you a girl or a boy?

Girl	60%
Boy	40%
Cases	6,880

Percentages calculated within the column



As with young people in Key Stage 2 a greater proportion of girls visit the library than boys in this age group. Set in context with the ONS population pyramid data for 2015, which shows that in this age group 51% are boys and 49% are girls, it raises the question of why are boys staying away.

Comparison: ONS and Young People's Survey

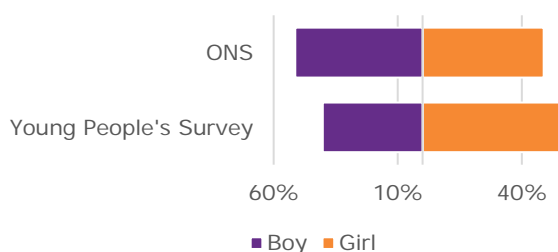
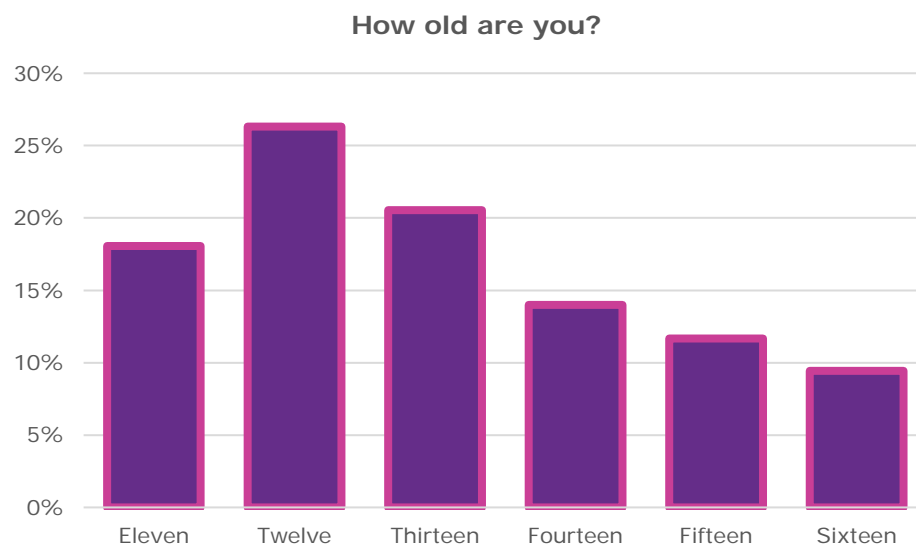


Table E2: How old are you?

Eleven	18%
Twelve	26%
Thirteen	21%
Fourteen	14%
Fifteen	12%
Sixteen	9%
Cases	6,765

Percentages calculated within the column



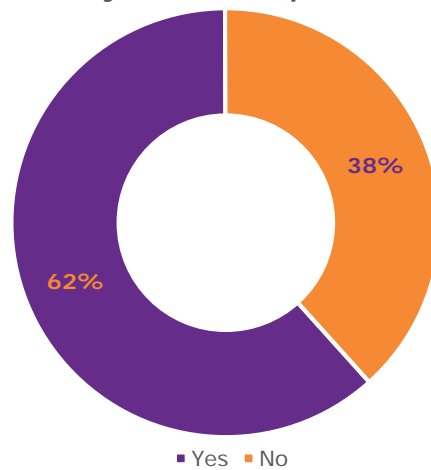
The average age of young people in this Key Stage is 13 years old, although the largest single group are those aged 12. Clearly, as illustrated in the chart and table above, as young people increase in age they are less likely to make use of library services.

Table E3: This term, have you borrowed a book from this library to read for pleasure?

Yes	62%
No	38%
Cases	6,842

Percentages calculated within the column

This term, have you borrowed a book from this library to read for pleasure?



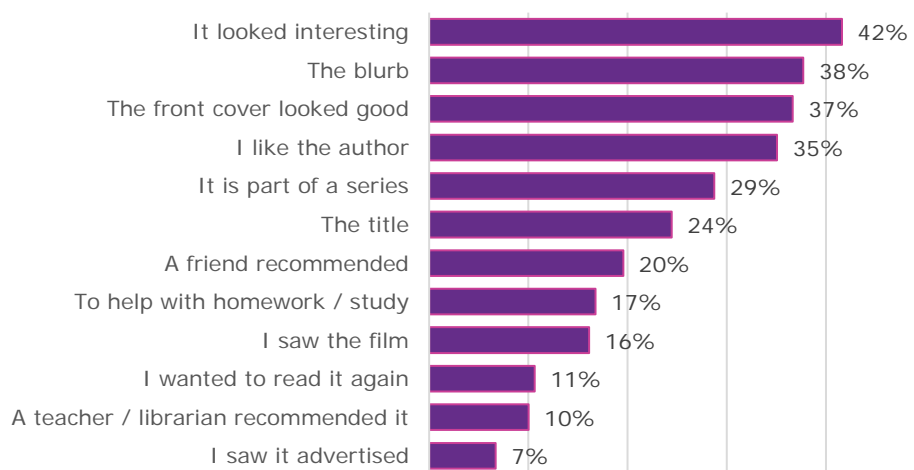
Close to two-thirds of young people in this Key Stage have borrowed books from the library to read for pleasure. ASCEL's Children's Promise of a focus on reading for pleasure and cultural opportunities is, in this context, on its way to being fulfilled.

Table E4: What exactly made you want to read it?

	%	Cases
It looked interesting	42%	1,748
The blurb	38%	1,585
The front cover looked good	37%	1,540
I like the author	35%	1,473
It is part of a series	29%	1,208
The title	24%	1,027
A friend recommended	20%	822
To help with homework/study	17%	704
I saw the film	16%	677
I wanted to read it again	11%	447
A teacher/librarian recommended it	10%	421
I saw it advertised	7%	282

Sorted in descending order by percentage/cases; as this is a multiple choice question responses will total to more than 100%

What exactly made you want to read it?

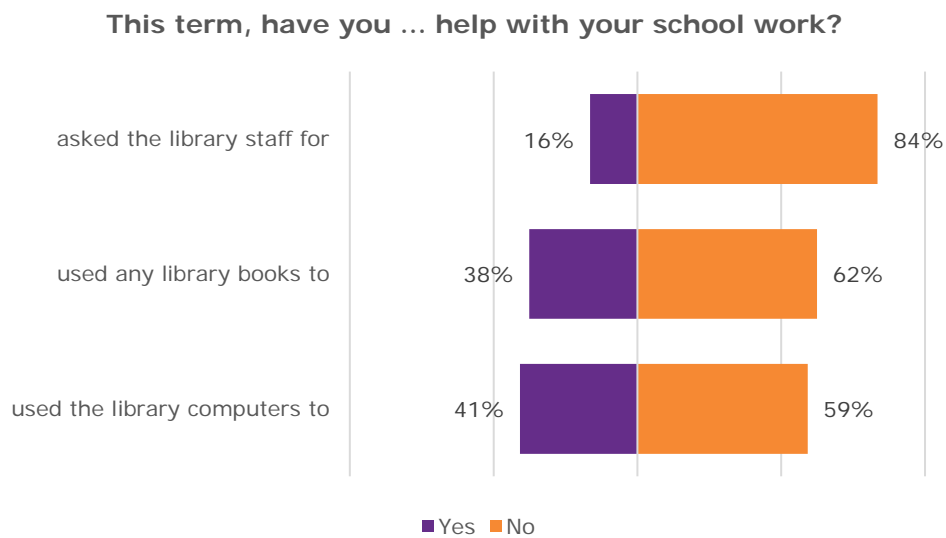


As with young people in Key Stage 2 the leading motivation to read a book is the fact that it looked interesting. Other popular motivations included the blurb, the front cover looked good and I like the author. Interestingly, young people in this Key Stage are least likely to read a book as a result of seeing it advertised.

Table E5: This term, have you... help with your school work?

	Yes	No	Cases
asked the library staff for	16%	84%	6,851
used any library books to	38%	62%	6,794
used the library computers to	41%	59%	6,825

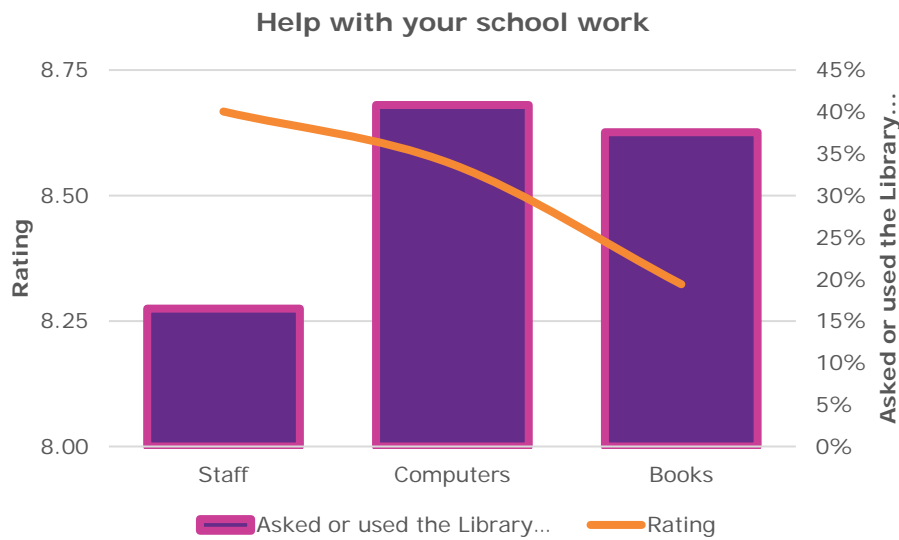
Percentages calculated within each row



Young people in this Key Stage were least likely to have asked the library staff to help with their school work and most likely to have used the library books or computers. Regardless we find that library staff do, when it comes to helping with school work, receive the highest ratings, see overleaf...

Table E6: How good/helpful/useful with school work were...

	Average	Cases
Library staff	8.7	1,996
The computers	8.6	3,021
The books	8.3	2,930

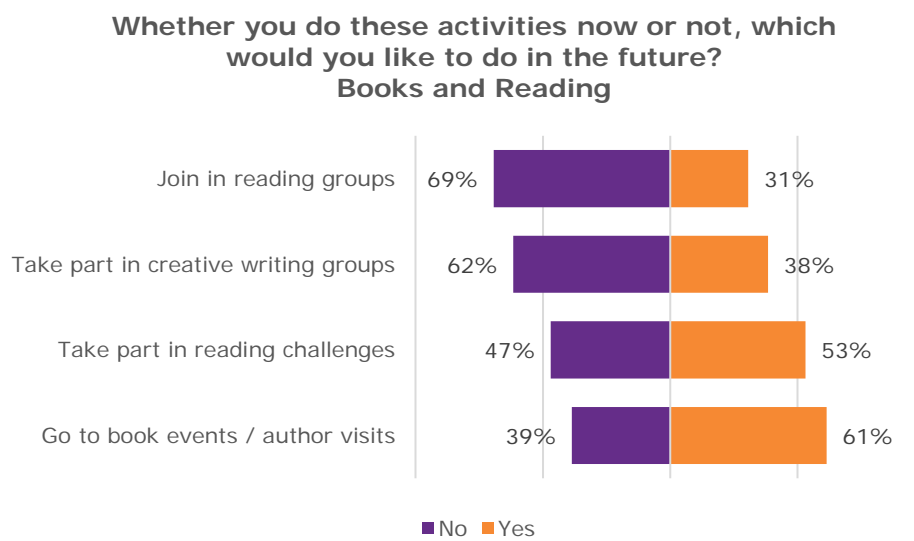


As shown in the chart above, despite being the least popular method for help with school work, library staff obtain the highest ratings.

Table E7a: Whether you do these activities now or not, which would you like to do in the future?

Books and reading:	No	Yes	Cases
Join in reading groups	69%	31%	5,839
Take part in creative writing groups	62%	38%	5,932
Take part in reading challenges	47%	53%	6,053
Go to book events/author visits	39%	61%	6,223

Percentages calculated within each row; sorted in descending order by 'No'

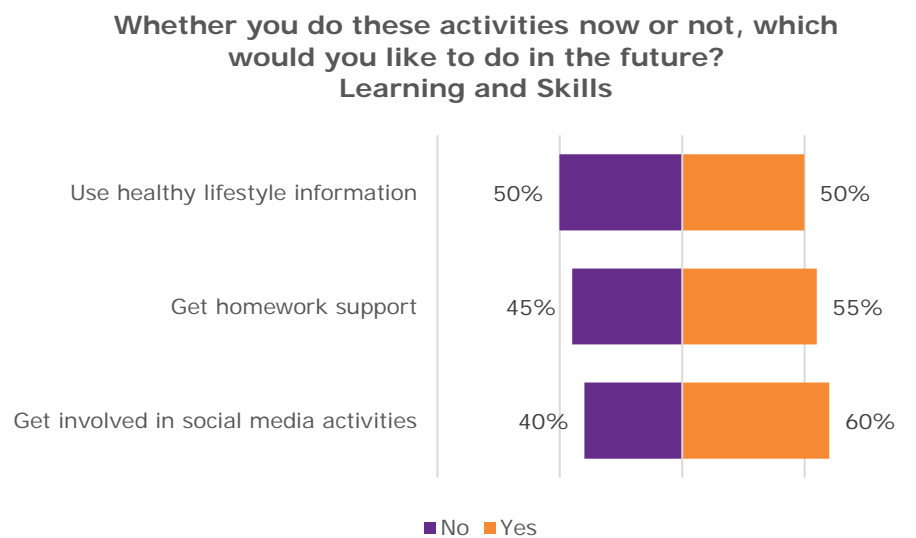


Young people, in this Key Stage, are more inclined to want to attend book events or author visits than they are to want to join a reading group. Furthermore, over half want to get involved in reading challenges – which is highly encouraging.

Table E7b: Whether you do these activities now or not, which would you like to do in the future?

Learning and skills:	No	Yes	Cases
Use healthy lifestyle information	50%	50%	5,856
Get homework support	45%	55%	6,047
Get involved in social media activities	40%	60%	6,137

Percentages calculated within each row; sorted in descending order by 'No'

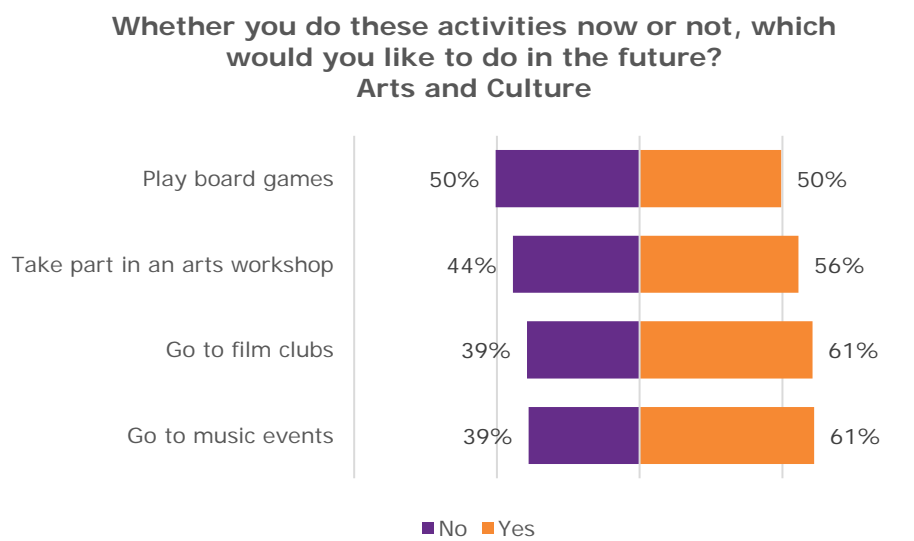


As far as learning and skills are concerned, half or more of respondents want to get hold of healthy lifestyle information, get homework support and get involved in social media activities.

Table E7c: Whether you do these activities now or not, which would you like to do in the future?

Arts and culture:	No	Yes	Cases
Play board games	50%	50%	5,854
Take part in an arts workshop	44%	56%	6,080
Go to film clubs	39%	61%	6,031
Go to music events	39%	61%	6,033

Percentages calculated within each row; sorted in descending order by 'No'



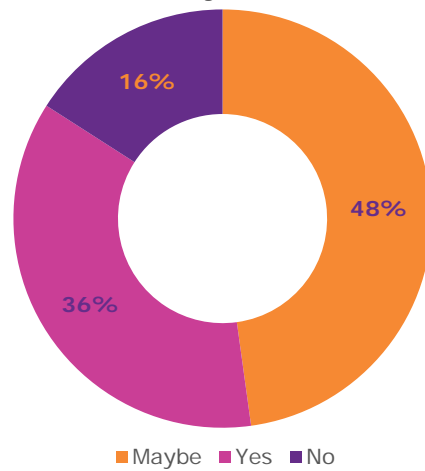
As with learning and skills, half or more of our respondents want access to a range of activities, the two most equally popular of which were music events and film clubs.

Table E7d: Whether you do these activities now or not, which would you like to do in the future? If there were volunteering opportunities in your libraries, would you be interested?

	Volunteering:
Maybe	48%
Yes	36%
No	16%
Cases	6,598

Percentages calculated within the column; sorted in descending order

If there were volunteering opportunities in your libraries, would you be interested?



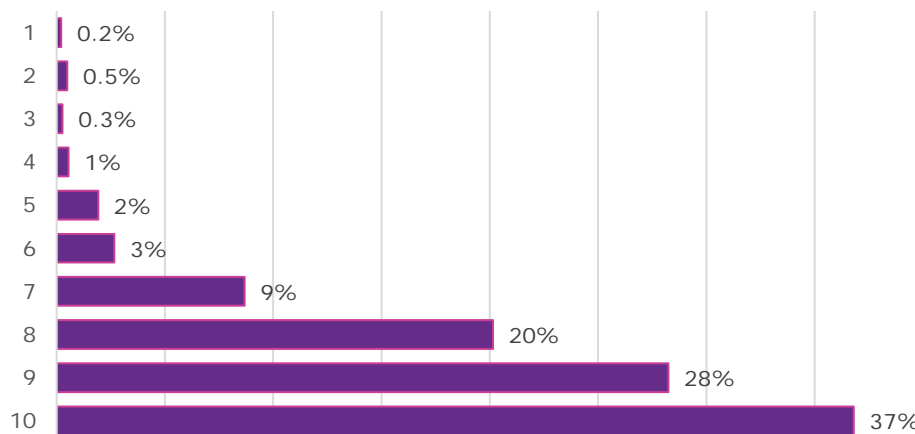
Young people in this Key Stage were most likely to state that they may be interested in getting involved with volunteering in their library. However, more than twice as many said yes compared to those who said no.

Table E8: What do you think of your library? Overall, I would mark the library out of 10

1	0%
2	0%
3	0%
4	1%
5	2%
6	3%
7	9%
8	20%
9	28%
10	37%
Cases	6,518

Percentages calculated within the column

**What do you think of your library?
Overall, I would mark the library out of 10**



Overall the average score awarded by young people in this Key Stage was 8.7. However, as can be seen in the table and chart above the most popular was a rating of 10 out of 10, with 37% of respondents. We find that girls are likely to rate the library a little higher than boys with an average overall score of 8.8 compared with 8.7 awarded by boys. Also, the older our young person was, the more discerning they tended to be, as shown below.

Table E9: What do you think of your library? Overall, I would mark the library out of 10 by age

	Average	Cases
Eleven	9.0	1,171
Twelve	8.9	1,699
Thirteen	8.7	1,297
Fourteen	8.7	898
Fifteen	8.6	730
Sixteen	8.3	591

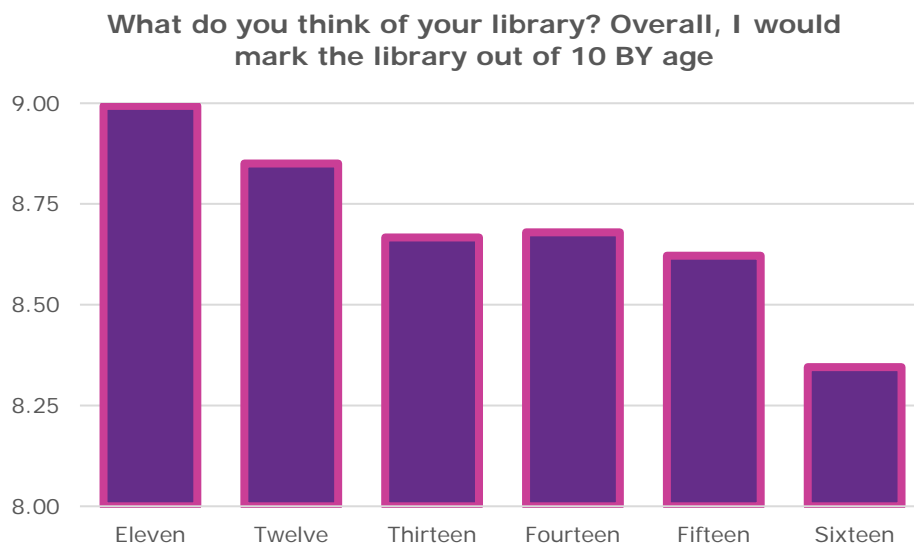
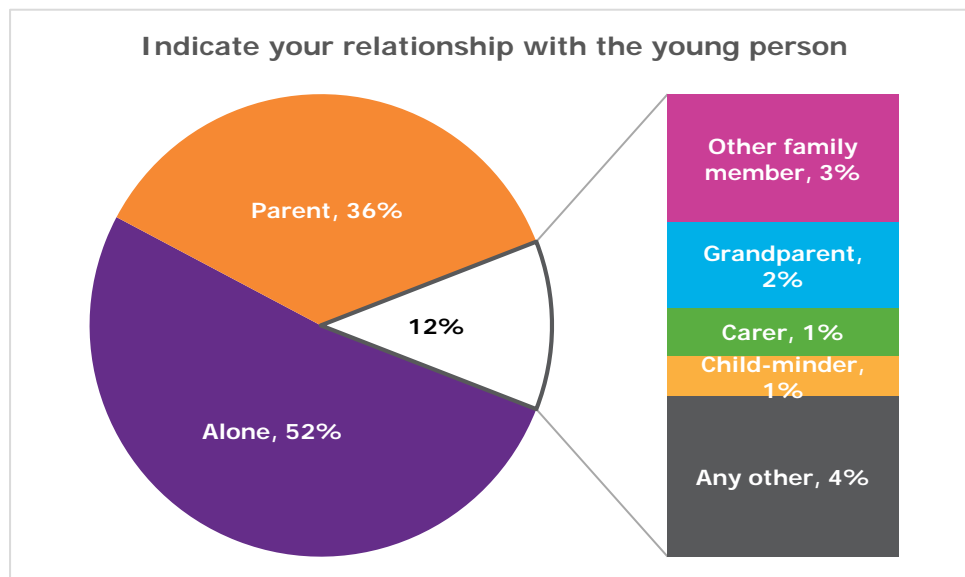


Table E10: Please provide your consent by indicating your relationship with the young person who has completed this form

A significant number of young people in Key Stage 3 to 4 attend the library alone. This impacts on the provision of consent and the two questions that follow, ie their postcode and ethnicity. Essentially, without parental or adult consent we are unable to obtain/analyse responses to these two questions. The analysis below includes those who completed a questionnaire but did not reply to this question. We have recoded their non-response to give it a status of 'alone'.

Alone	52%
Parent	36%
Other family member	3%
Grandparent	2%
Carer	1%
Child-minder	1%
Any other	4%
Cases	6,925

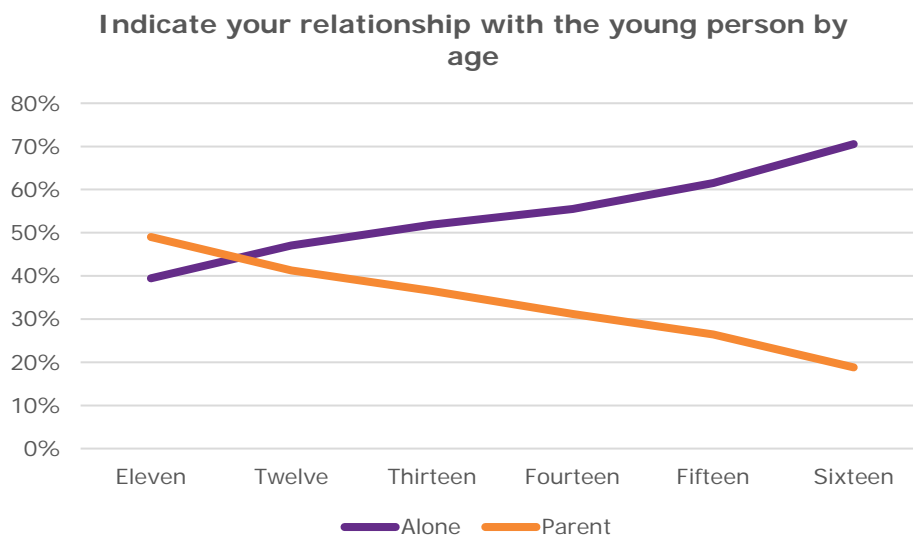
Percentages calculated within the column; sorted in descending order



So, on average we find that slightly more than half of young people in Key Stage 3 to 4 attend the library alone. For those who are accompanied it is usually by their parent rather than any other person. Somewhat interestingly, girls are more likely to attend alone (53%) than boys (51%) and there is a strong linear association between age and attendance either alone or with a parent, as shown below.

Table E11: Please provide your consent by indicating your relationship with the young person who has completed this form by age

	Alone	Parent	Cases
Eleven	39%	49%	1,222
Twelve	47%	41%	1,780
Thirteen	52%	37%	1,389
Fourteen	55%	31%	946
Fifteen	62%	26%	790
Sixteen	71%	19%	638



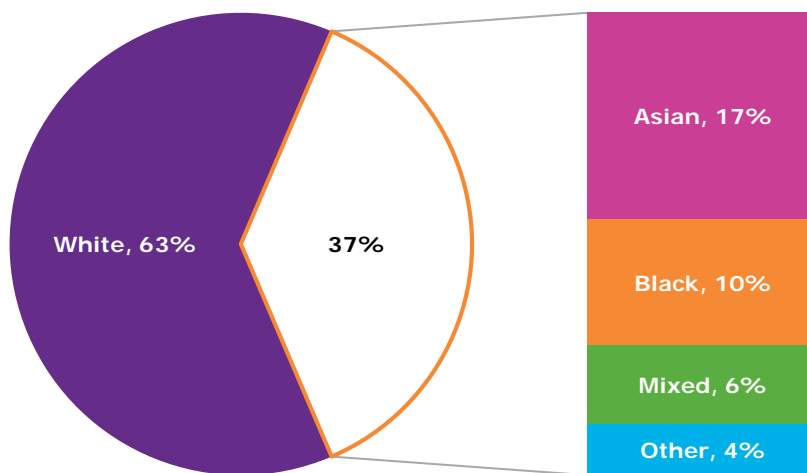
As can be seen in the table and chart above, as age increases so the likelihood that the young person attended alone increases and the likelihood they attended with their parent decreases. Perhaps not unsurprisingly we find that young people aged 11, in this Key Stage, are more inclined to have attended with their parent than they are alone while those aged 16 are, roughly, almost four times as likely to have attended alone than they are with a parent.

Table E12: What is the young person's ethnic group?

White	63%
Asian	17%
Black	10%
Mixed	6%
Other	4%
Cases	3,085

Percentages calculated within the column; sorted in descending order

What is the young person's ethnic group?



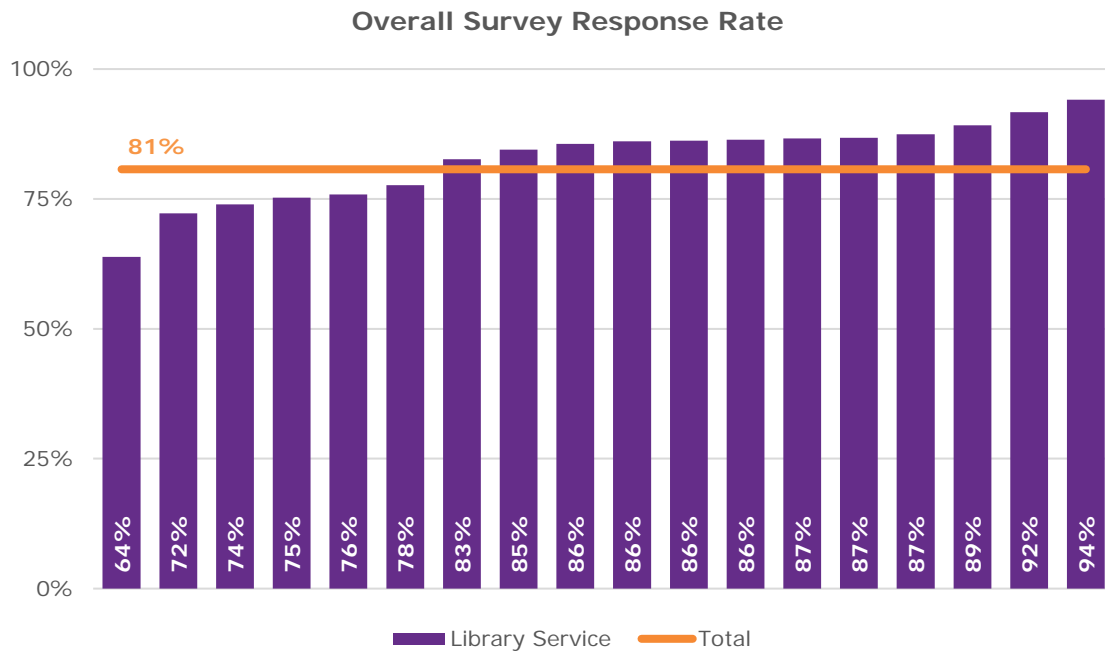
With some 6,925 people in this Key Stage taking part in the survey it is worth noting that less than half (45%) actually answered this question. Predominantly this occurred because the young person attended the library alone and therefore consent was not provided for us to collect/analyse this data.

6. Appendix

6.1 Participating library services

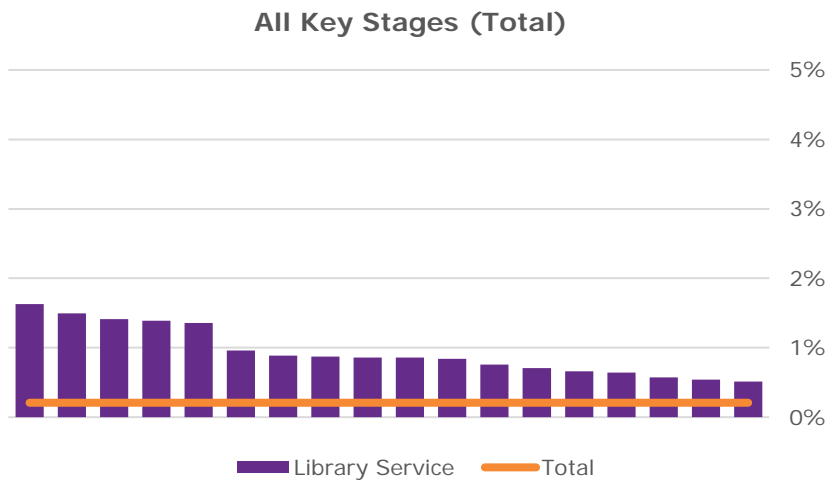
Library Service	Type	Region	Survey Year	No. of Libraries
Bexley	London Borough	Greater London	2016/17	6
Brent	London Borough	Greater London	2016/17	6
Bridgend	Welsh Unitary	Wales	2016/17	11
Bromley	London Borough	Greater London	2016/17	14
Caerphilly	Welsh Unitary	Wales	2014/15	36
City of Glasgow	Scottish Unitary	Scotland	2014/15	33
Dudley	Metropolitan District	West Midlands	2016/17	13
Essex	English County	East of England	2016/17	82
Greenwich	London Borough	Greater London	2014/15	13
Monmouthshire	Welsh Unitary	Wales	2016/17	6
North Somerset	English Unitary	South West	2016/17	13
Northamptonshire	English County	East Midlands	2015/16	40
Poole	English Unitary	South West	2014/15	10
Redbridge	London Borough	Greater London	2016/17	13
Richmond-upon-Thames	London Borough	Greater London	2016/17	11
The Vale of Glamorgan	Welsh Unitary	Wales	2015/16	9
Walsall	Metropolitan District	West Midlands	2016/17	17
Wandsworth	London Borough	Greater London	2014/15	11

6.2 Survey response level



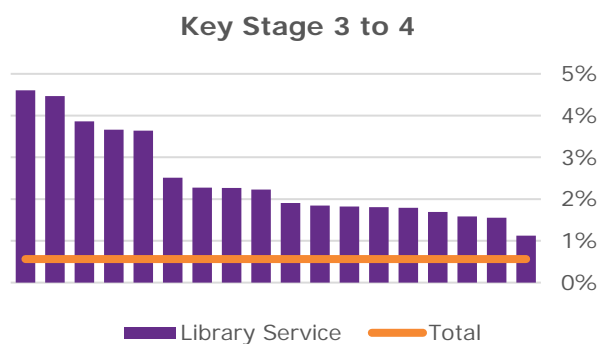
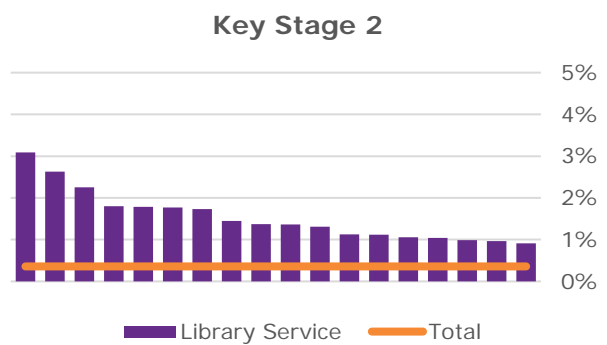
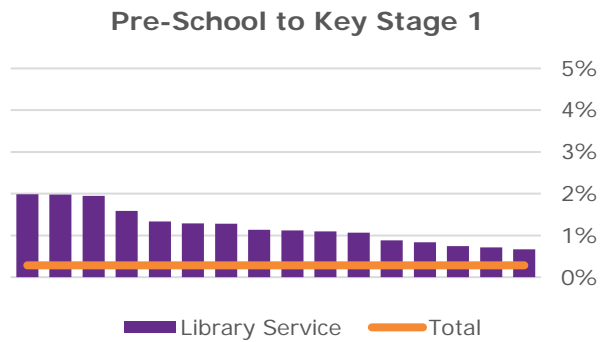
Survey response rates ranged from as low as 64% to as high as 94%, and overall the response rate was 81%. Essentially the higher the response rate the greater the statistical validity. A measure of statistical validity is the error rate, the results for which can be seen below in section 6.3 *Survey Error Rate*.

6.3 Survey error rate

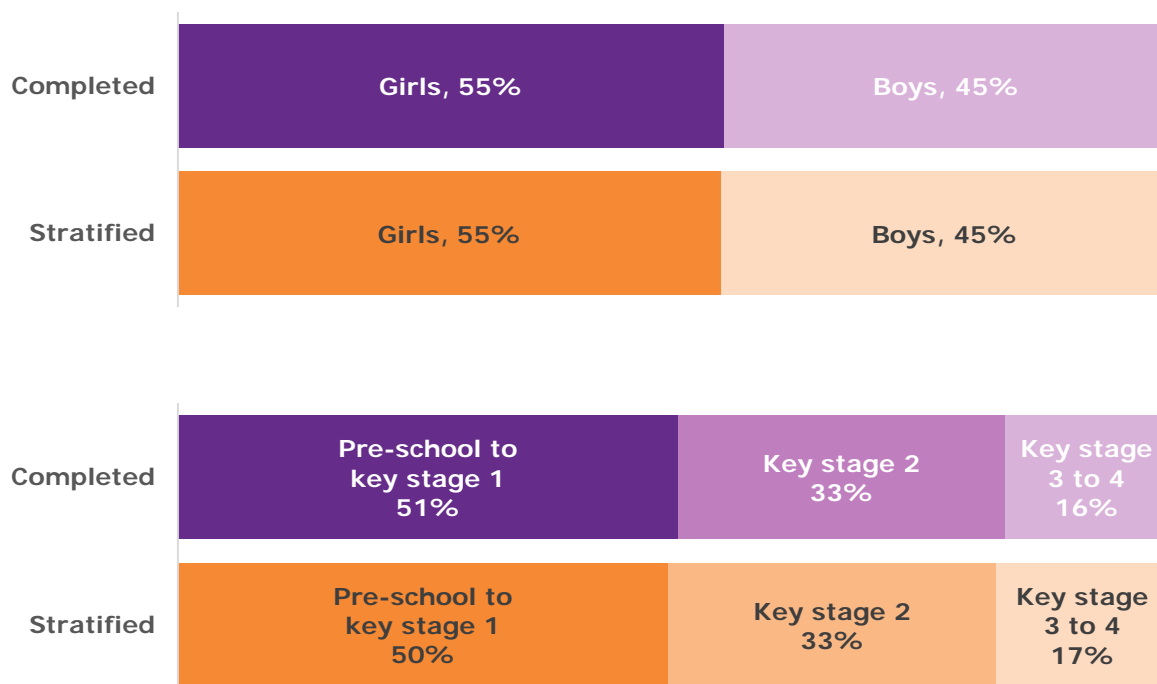


Ideally the error rate for each and every survey should be at 3% or lower. As can be seen in the chart above, All Key Stages (Total), results are well below this 3% threshold.

Breaking down results by individual Key Stages highlights issues around statistical validity at the more detailed level. All surveys undertaken for children in pre-school to Key Stage 1 are also well within the 3% threshold. However, for Key Stage 2, 3 and 4 we do find that in some individual cases the error rate exceeds 3%. Nonetheless for all Key Stages the total error rates are all at 1% or lower. Consequently we can claim that are results are statistically significant.



6.4 Survey bias



As noted previously, a total of 53,052 young people visited some 344 libraries during the survey fortnight. This large group of young people includes those that agreed to take part in our survey as well as those that did not. We have called this cohort our stratified group as it represents all young people who visited the library and conveniently we can categorise them by gender and Key Stage. We can then compare the proportions, or percentages, of those that did agree to take part with the stratified group to see if our survey is subject to any bias.

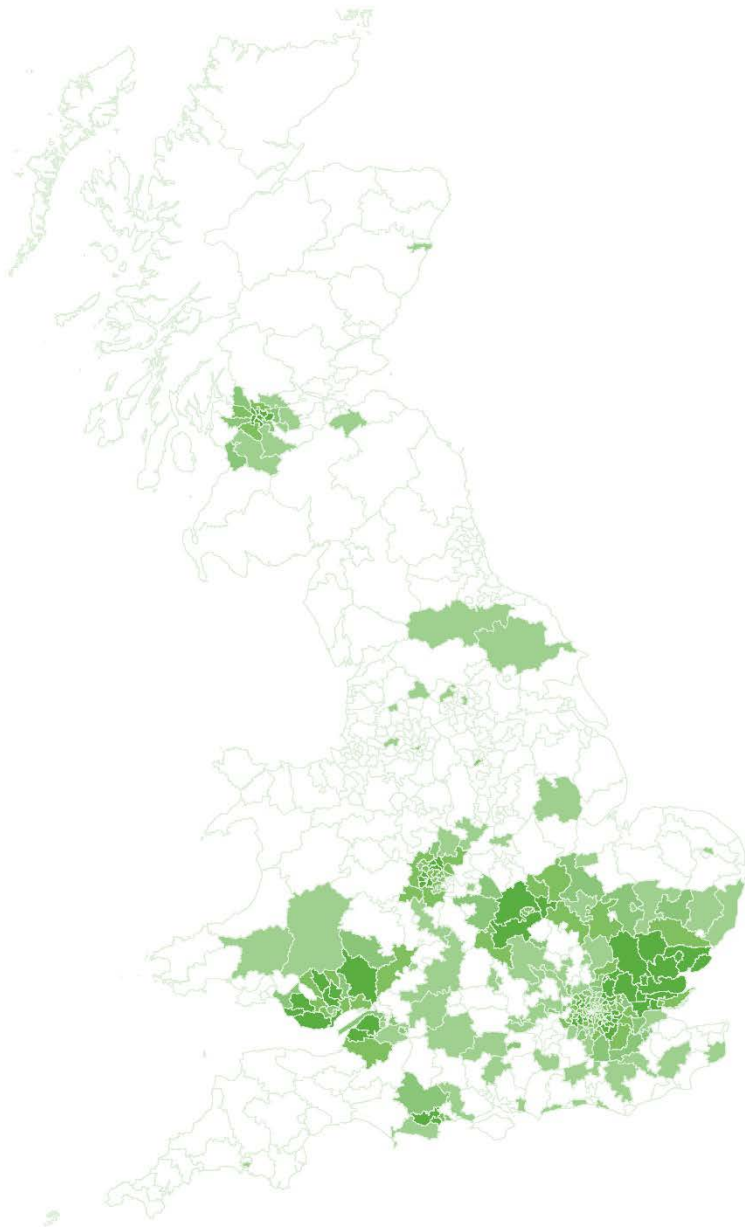
Generally we are confident that our survey is free of bias as the proportions for those that completed the survey and everyone that was approached do closely match. However, there are some small differences for those in pre-school to Key Stage 1 (of 1%) and those in Key Stage 3 to 4 (also 1%). Thus means that we have slightly more children in pre-school to Key Stage 1 taking part and slightly fewer in Key Stage 3 to 4 than is ideal. Rather than apply any corrective weighting, which may further distort the results, we simply note the low level of bias.

6.5 Young people's locations

As can be discerned in the map below, the young people taking part in this survey are primarily located in the south.

The darker areas represent those constituencies where the libraries and the young people who visit them are primarily concentrated. The lighter shaded areas indicate where young people are effectively travelling in from.

Clearly there are areas where no survey activity took place and this should be taken into account when considering how applicable the results from this report are in context of library services generally.



6.6 Index of Multiple Deprivation

The English Indices of Deprivation are based on 37 separate indicators, organised across seven distinct domains⁴ of deprivation which are combined, using appropriate weights, to calculate the Index of Multiple Deprivation (IMD). This is an overall measure of multiple deprivation experienced by people living in an area and is calculated for every Lower layer Super Output Area (LSOA), or neighbourhood. Every such neighbourhood is ranked according to its level of deprivation relative to that of other areas.

WIMD is the Welsh Government's official measure of relative deprivation for small areas in Wales. It is designed to identify those small areas where there are the highest concentrations of several different types of deprivation. As such, WIMD is a measure of multiple deprivation that is both an area-based measure and a measure of relative deprivation. All of these components are calculated for each of the LSOAs in Wales. The overall 2014 WIMD ranks and the ranks of the eight domains⁵ of deprivation are published on the StatsWales⁶ website.

We split Scotland into 6,976 small areas, called 'data zones', with roughly equal population. Next, we looked at indicators to measure the different sides of deprivation in each data zone, like pupil performance, travel times to the GP, crime, unemployment and many others. We then grouped these 38 indicators of deprivation into seven types, called 'domains'. We combined the seven domains⁷ into one SIMD, ranking each data zone in Scotland from 1 (most deprived) to 6,976 (least deprived).

For the purposes of this report each respondent was labelled as being in one of the ten deciles of the pertinent IMD. We then converted the deciles into quintiles as follows:

Decile Groups	Quintile Group
1 – 2, Most deprived 10% and 10–20%	1. Most deprived 20%
3 – 4, 20–30% and 30–40%	2. 20–40%
5 – 6, 40–50% and 50–60%	3. 40–60%
7 – 8, 60–70% and 70–80%	4. 60–80%
9 – 10, 80–90% and Least deprived 10%	5. Least deprived 20%

So, for example, all those classified as being in the first decile, whether they lived in England, Scotland or Wales, were ultimately classified within the same quintile group.

⁴ Income deprivation; employment deprivation; health deprivation and disability; education, skills and training deprivation; crime; barriers to housing and services; and living environment deprivation.

⁵ Income; employment; health; education; access to services; community safety; physical environment; and housing.

⁶ <https://statswales.gov.wales/Catalogue>

⁷ Income; employment; education; health; access to services; crime; and housing.

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