

The Tracking Arts Learning and Engagement Project (TALE)

**KEY STAGE 4 AND 5 STUDENTS' PARTICIPATION IN  
ARTS AND CULTURAL ACTIVITIES:  
WHO DOES WHAT?**

Wave 1 survey results: November 2017

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## About this report

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The Tracking Arts Learning and Engagement (TALE) project is a three-year longitudinal study of thirty schools, sixty teachers and their students.

In 2017, we asked the schools to take part in a survey. We wanted to find out more about Key Stage 4 and 5 students' participation in the arts. This information about the whole student cohort adds to what we are finding out from our annual case study visits.

The survey is modelled on the Arts Council "Taking Part" survey. We have added questions about subject choice and career intentions, as well as rewording some questions so that they are more in keeping with the cultural practices of young people. In future, we will be able to compare some of the answers from the TALE survey to those in "Taking Part".

This report does not include any analysis by school, nor any analysis of social class. At present, we do not have sufficient data to do this. We expect to add these perspectives after the second survey wave in 2018. We have also not provided a lot of interpretation of results. This too will occur after the next wave.

Individual schools that made a statistically significant survey return in this wave have had their own results returned to them in confidential reports.

### This report addresses the following questions:

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1. Who completed the survey?
2. Who is studying what?
3. Which arts and cultural activities do students engage with?
4. Where do students engage with arts and cultural activities?
5. Who do they do it with?
6. Who wants to do what in the future?
7. What gets in the way?
8. What helps students to take part in arts and cultural activities?

## Key results to date

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- 1) Students draw a clear distinction between the arts and academic subjects. They report that their academic subject workload often prevents them from becoming more deeply involved in the arts. However, many students report that the arts help them to express themselves and alleviate stress.
- 2) About a quarter of the surveyed students report that they are planning to study an arts subject in the future, but only a fifth are considering an arts-related career.
- 3) Students who do either paid part-time or voluntary work have higher levels of arts participation than their peers.
- 4) More than a quarter of the students use websites to share and discuss the arts. Gender differences, which appear in all other arts activities, do not apply for the use of ICT for arts purposes. Generally, girls participate to a greater degree in the arts than boys, as do students who prefer to identify as non-binary or do not wish to report their gender.
- 5) Three broad groups of students can be identified: students with least involvement, students with average levels of involvement and students who are highly involved in arts related activities. Students who are highly engaged in one arts activity are more likely to participate in other forms as well.
- 6) Arts participation appears to diminish with age.
- 7) Students from Mixed White backgrounds, especially White Gypsy/Irish Traveller backgrounds, report active involvement in the arts.
- 8) Arts participation is evenly distributed between school and free time.
- 9) Asian/Asian British Bangladeshi students and Asian/Asian British Pakistani students are less interested in the arts and have lower levels of engagement and support than their peers. Male and Asian/Asian British Bangladeshi students were more likely to do arts activities at school.
- 10) Arts activities are important for students with a physical disability – many were active participants in the arts, felt supported, would like to do more and were planning to participate in the arts in the future.
- 11) The majority of students surveyed regularly participate in film and music activities.
- 12) During the past year, half of the students had not visited a museum, and a third of the students had not read a book or visited a library.
- 13) In the visual arts, painting, drawing and photography are the most common activities. A third of the students report being engaged in one of these activities at least once a week.
- 14) A quarter of the students take part in a drama or theatre group inside or outside of school on a regular basis.
- 15) A quarter of the students appreciate opportunities to share their creative work with an audience. Among them, females, students with a physical disability and White Gypsy/Irish Traveller students, Mixed White/Black African students and Mixed White/Asian students are more likely to enjoy sharing their creative work than boys, Asian/Asian British Bangladeshi students and Black/Black British African students.
- 16) Students report that their family and friends are important to their arts participation. Arts organisations seem to have a marginal direct influence on creating students' interest in the arts. However, students who receive encouragement from school, family and/or an arts organisation are more likely to be engaged in the arts than students who do not receive support.

# 1. Who completed the survey?

2,480 questionnaires have been completed so far. 111 students do not want their answers be used for the research. The sample size is therefore 2,369. 139 students filled in the questionnaire using a paper/pencil format, the others completed online.

1, 435 of the students are female, 777 male, 69 identify as non-binary and 45 preferred not to report their gender.

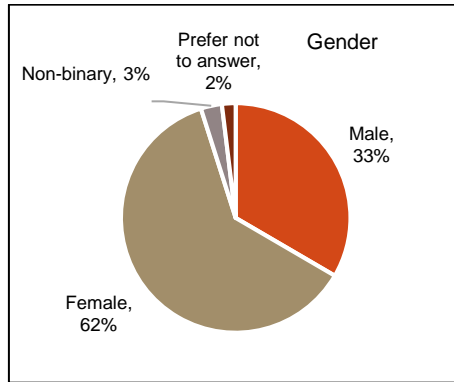


Figure 1: Sample size by gender

Table 1 shows sample sizes and gender distribution by year-group.

Table 1: Sample sizes in relation to the school year the students attended when filling in the questionnaire

	N	Male	Female	Non-binary	Prefer not to answer
Year 10	1109	32 %	64 %	3 %	2 %
Year 11	762	32 %	63 %	3 %	2 %
Year 12	340	39 %	59 %	2 %	2 %
Year 13	111	45 %	42 %	9 %	4 %
Total	2322	33 %	62 %	3 %	2 %

91 students report a physical disability, 2,121 students report none and 101 are not sure. 232 students ticked "yes" when asked about having a learning difficulty, 2,123 students report none, and 14 are not sure.

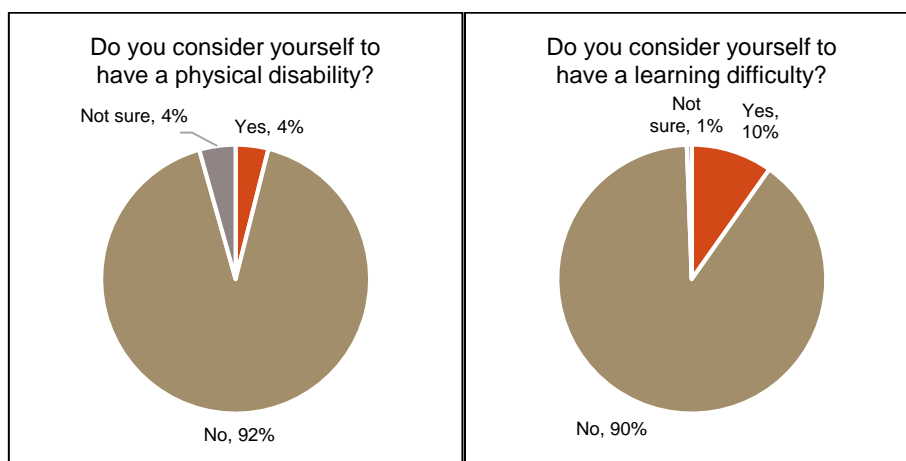


Figure 2: Sample by physical disability and by learning difficulty

## 1. Who completed the survey?

The majority of students who completed the questionnaire report having a white (British) background (78 %), 7 percent Asian background, 6 percent Black background and 5 percent report a mixed ethnic background. 3 percent chose another ethnic background, ranging from Dutch to Polish and Spanish.

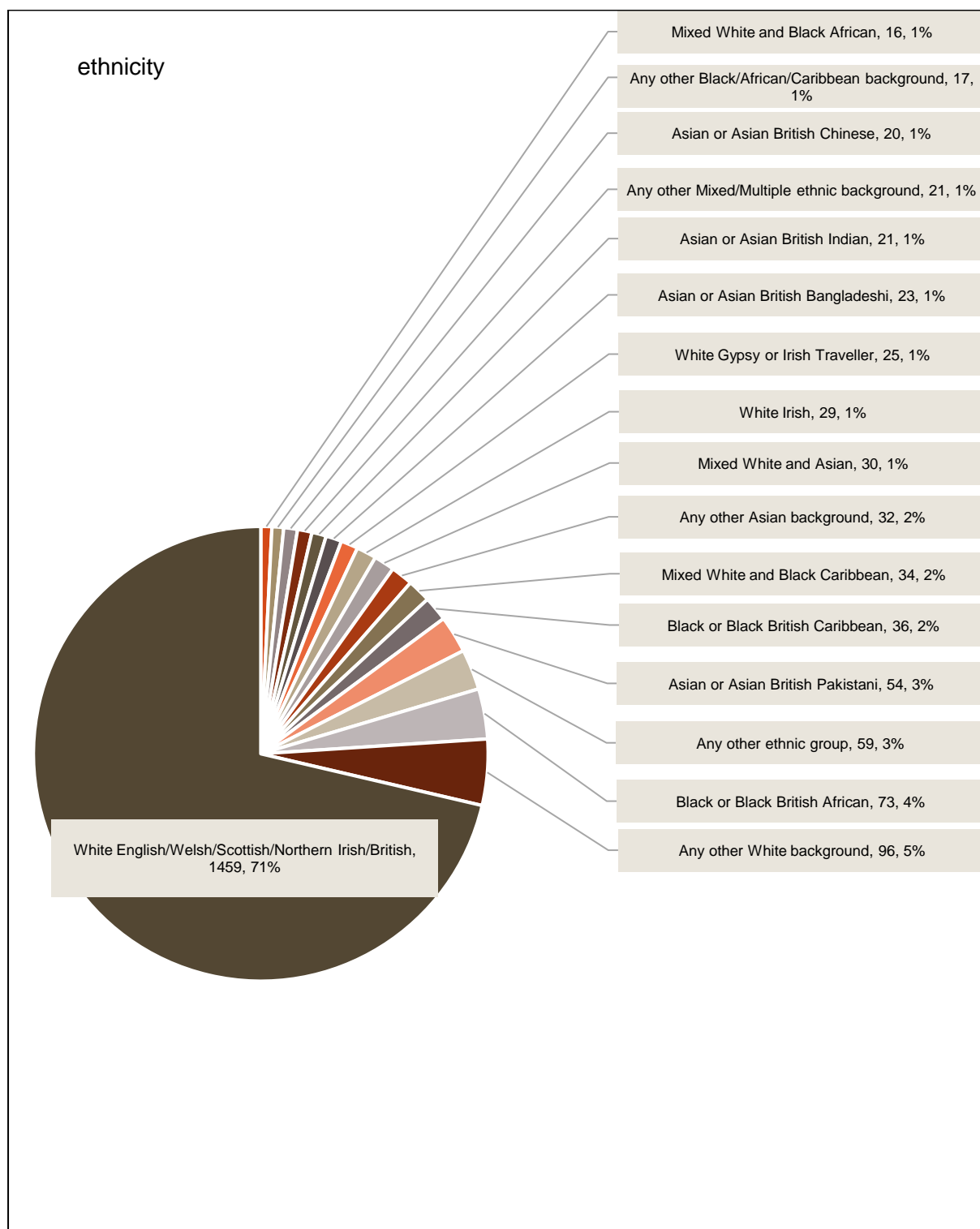


Figure 3: sample by ethnicity

# 1. Who completed the survey?

The following figure shows the number of records by school in respective regions.

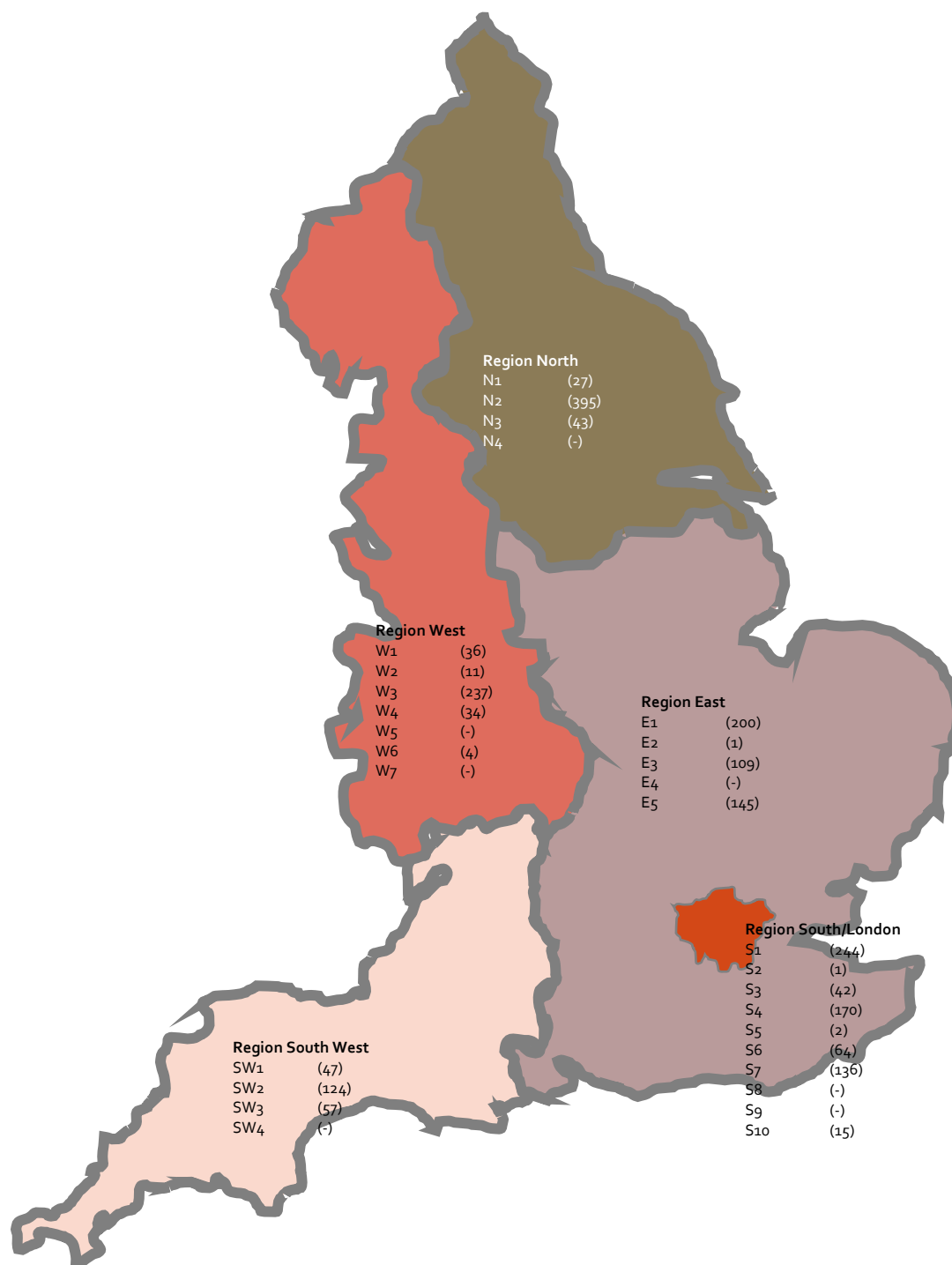


Figure 4: schools and sample sizes by region

## 2. Who is studying what?

Given the current decline in arts enrolments across the country, we are interested in what arts related subjects these students take at GCSE or BTEC Level 2 and what kind of subjects they will choose or – for the older students – have they already chosen at A level or BTEC Level 3.

As shown in table 2, the number of arts subjects chosen in GCSE or BTEC Level 2 ranges from zero (356 students) to six subjects (22 students). The mean level of chosen subjects is 1.6, which means that on average students chose one or two arts-related subjects in GCSE or BTEC Level 2.

For A level or BTEC Level 3, the number of chosen/to be chosen arts subjects decreases<sup>1</sup>. About half of the students who completed the questionnaire report that they have not/would not choose an arts subject (48%). On average, students chose only one arts subject at A level or BTEC Level 3<sup>2</sup>. However, students who took several arts subjects at GCSE or BTEC Level 2 also will take, or have already taken, more arts-related subjects at A level or BTEC Level 3<sup>3</sup>.

Table 2: Number of arts subjects (to be) chosen at GCSE or BTEC Level 2 and A level or BTEC Level 3

Number of arts subjects	GCSE or BTEC Level 2 subjects		A level or BTEC Level 3 subjects	
	Frequency		Frequency	t
Zero	356	15 %	1144	48 %
1	861	36 %	581	25 %
2	713	30 %	297	13 %
3	328	14 %	181	8 %
4	60	3 %	71	3 %
5	21	1 %	23	1 %
6	22	1 %	12	1 %

### Considered by gender we find that:

- Female students report taking more arts subjects at GCSE or BTEC Level 2 than males.
- There is, however, no gender difference in A level or BTEC Level 3 subject choice.
- Students who identify as non-binary choose more arts subjects compared to other groups.

### Considered by ethnicity we find that:

- Ethnicity seems to play a minor role in the number of GCSE or BTEC Level 2 subjects chosen.
- Black/Black British Caribbean students report an average number of 2 subjects chosen at GCSE or BTEC Level 2.
- There is a relatively low number of arts subjects for Asian/Asian British Pakistani students with an average number of 1.4.
- For A level or BTEC Level 3 subjects, there is a much larger distinction between students of different ethnicities.
- White Gypsy/Irish Traveller students choose up to three arts subjects on average.
- Asian/Asian British Bangladeshi students choose none.

<sup>1</sup> As there are students from year 10 to year 13 in the survey, some have already chosen a subject, and others will choose. With greater numbers of returns in the second wave, we will disaggregate this information by year level.

<sup>2</sup> The mean level of A level arts subjects (to be) chosen decreased to 1.04. However, this question was answered incorrectly by 54 students who report doing more than four arts subjects at A level, or BTEC level 3.

<sup>3</sup> The correlation of the number of subjects taken at GCSE or BTEC Level 2 and A level or BTEC Level 3 is moderate and positive ( $r = 0.416$ ,  $p = 0.000$ ).



## 2. Who is studying what?

### Considered by physical disability and by learning difficulty we find that

- Students with a physical disability generally choose more GCSE or BTEC Level 2 arts subjects, as well as A level or BTEC Level 3 subjects, than their peers.
- On average, they choose two arts related subjects in each of the stages.
- Students with a learning difficulty choose on average more arts related subject than peers.
- Students with report learning difficulties choose two or more arts subjects on average.

### Enrolment by subjects

- English Literature is the most common subject taken at GCSE or BTEC Level 2.
- The next most popular subject is Art and Design with about 22 percent of the students involved.
- Drama (18 %), Music (13 %) and Product Design (12 %) are often taken by students.
- Theatre Studies, Music Technology, Expressive Arts or 3D Art and Design appear to be less popular (1 %), and perhaps may not be offered as frequently.

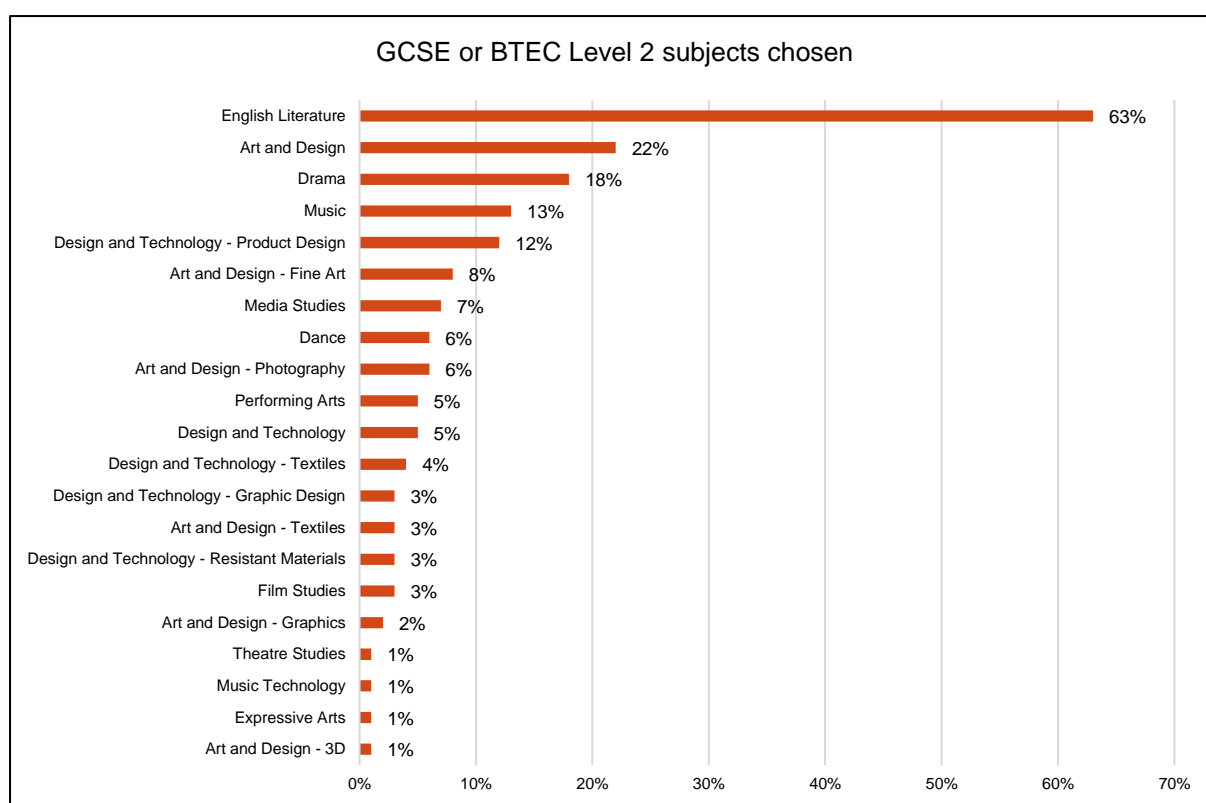


Figure 5: GCSE or BTEC Level 2 subjects chosen

We note a potential problem in the survey data. Students seemed to tick not only arts related subjects, but also individual components of a subject. We have therefore aggregated "Art and Design" options, well as "Design and Technology".

Figure 6 shows the adjusted range of subject choice. English literature remains the most common subject, followed by Art and Design, Design and Technology, Drama, Music, Media Studies and Performing Arts. Film Studies, Theatre Studies, Music Technology as well as Expressive Arts are the subjects least often chosen by students.

## 2. Who is studying what?

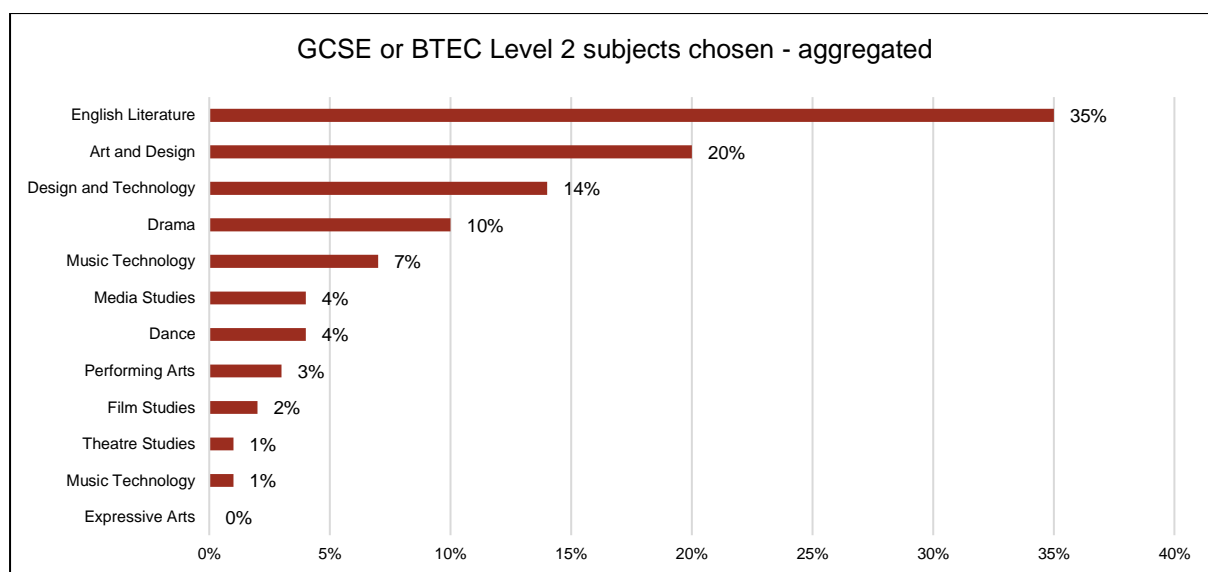


Figure 6: GCSE or BTEC Level 2 subjects chosen - aggregated subjects

In A level or BTEC Level 3, English Literature, English Language and Literature, as well as Art and Design are the most common subjects taken.

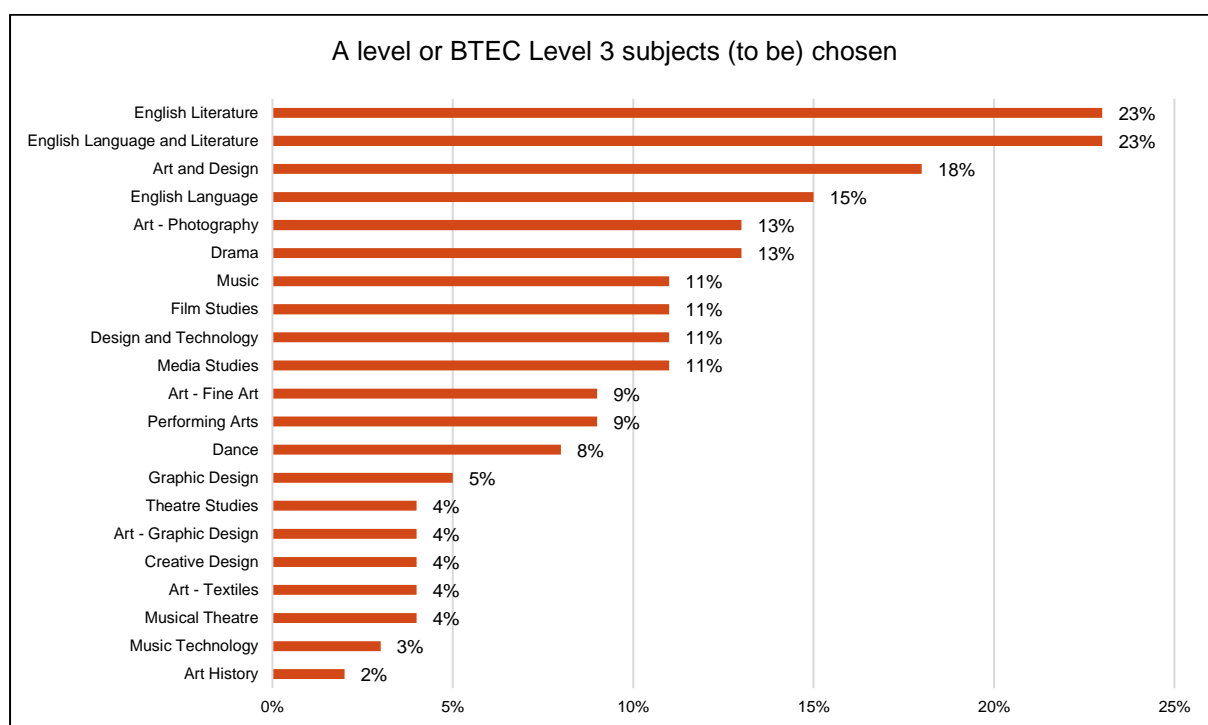


Figure 7: Level 3 subjects (to be) chosen

## Who is studying what?

- English Literature and Art and Design are the most popular arts subjects at GCSE level.
- On average, students report choosing two arts subjects at GCSE and one at A level /BTEC<sub>3</sub>.
- Females and students who identify as non-binary take more arts subjects than males at GCSE, as do students who report learning difficulties. However, males and females choose arts subjects in about the same proportions at A levels or BTEC Level 3.

### 3. Which arts and cultural activities do students engage with?

The survey canvassed students' participation in music, arts events, the use of websites and ICT for arts activities, dance, writing and literature, films, visual arts and crafts. We asked "In the last year have you done any of the following activities?"

Across the whole sample, the activities students most often engaged in involved films and music.

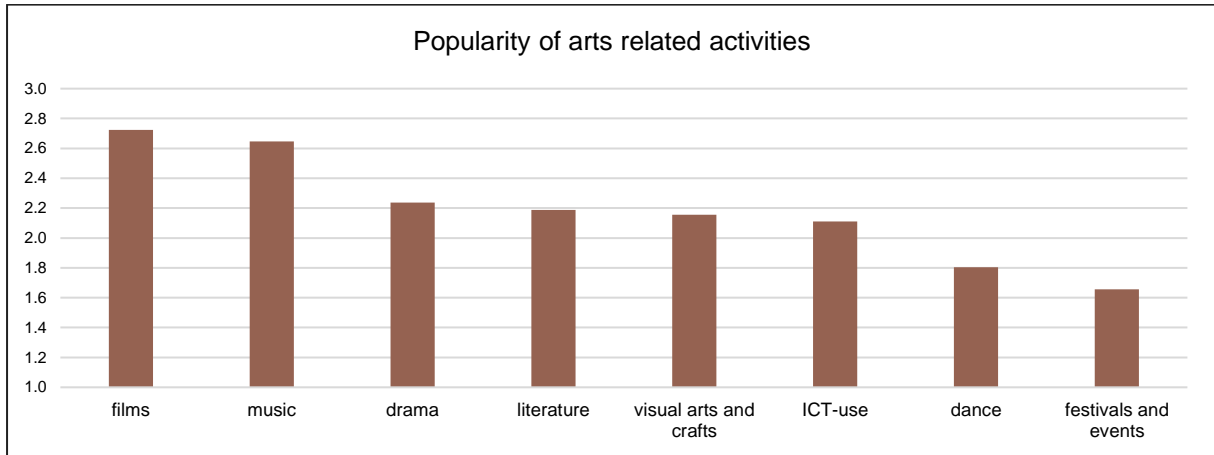


Figure 8: Popularity of arts related activities (mean)

From these responses, three broad groups of students can be identified: those who are highly involved in the arts (N = 180, almost 9 %); those who have an average level of involvement (N = 991, almost 48 %), and students who are not very involved (N = 912, almost 44 %) (see figure 9).

Figure 9 shows the pattern of engagement in different art forms for each of these three broad groups.

- Students who are generally not very involved in the arts are most likely to be engaged with film or music.
- Students who have an average level of engagement are fairly evenly spread across art forms.
- Students who are highly involved in the arts are significantly more engaged in all art forms but are particularly engaged with drama and dance.

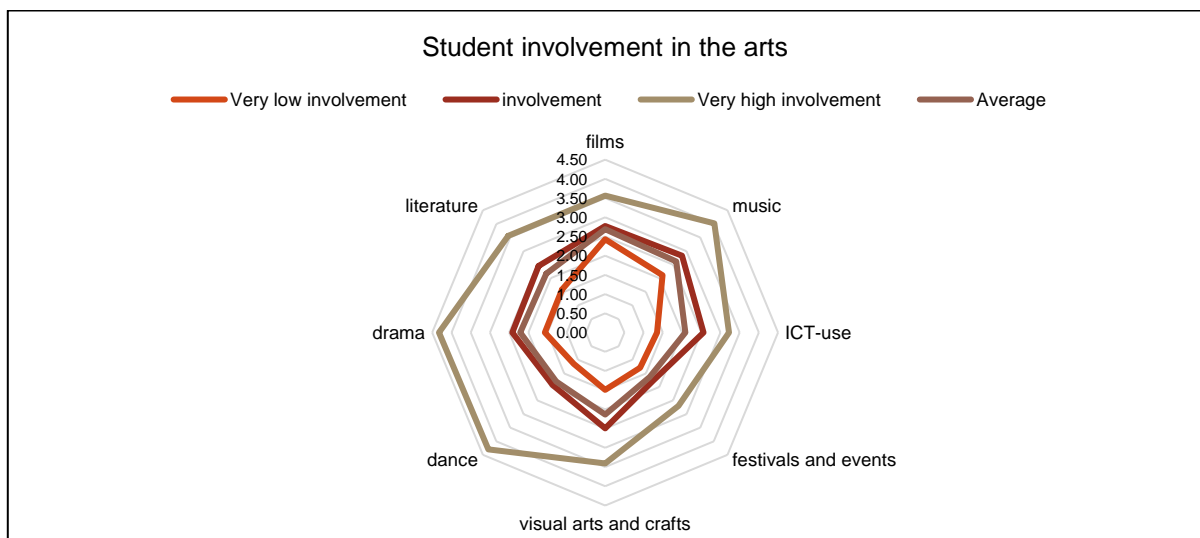


Figure 9: Student involvement in the arts (the larger the circle, the more involvement)

### 3. Which arts and cultural activities do students engage with?

#### Considered by gender we find that:

- Female students and those who identify as non-binary are most likely to be engaged in the arts.
- Males constitute 63 percent of the students who are least involved and only 3 percent of the highly involved group.

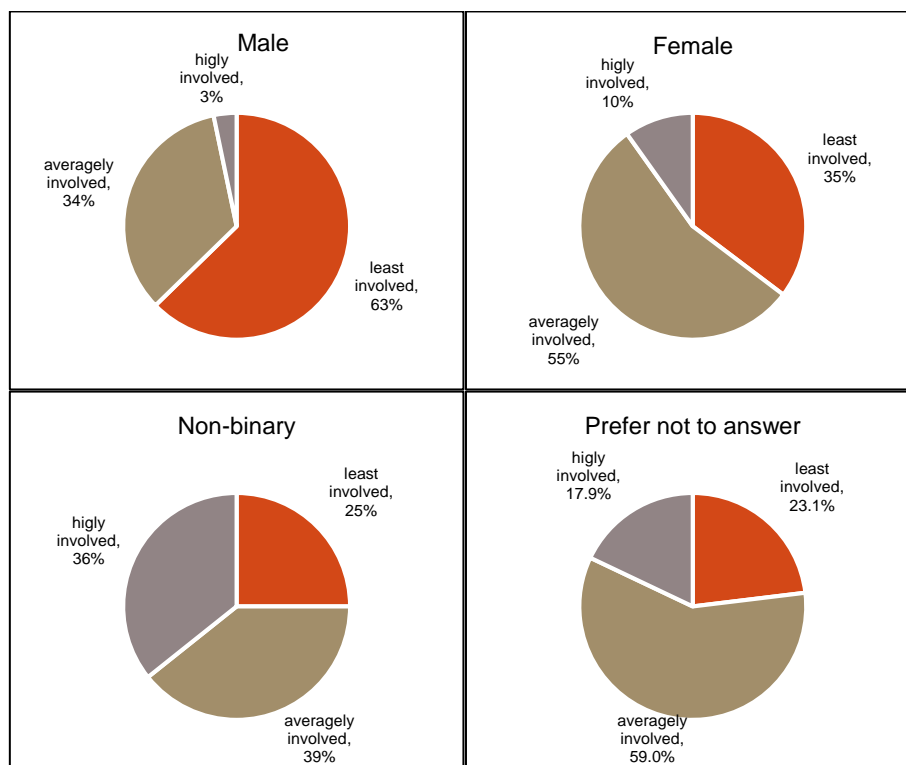
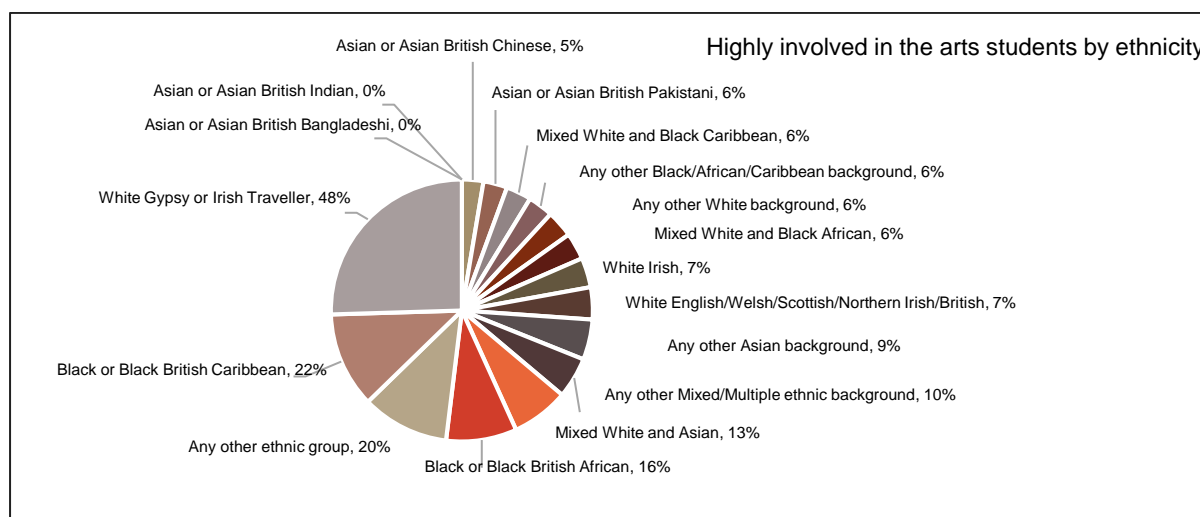


Figure 10: Involvement in the arts by gender

#### Considered by ethnicity we find that:

- Almost half of the White Gypsy/Irish Traveller student group are highly engaged in the arts.
- More than a fifth of Black/Black British Caribbean students are highly engaged in the arts.
- More than 60 percent of Asian/Asian British Bangladeshi students are in the group least involved in the arts and none are in the highly engaged group.
- Almost half of White British students are in the group of those least involved in the arts and only 7 percent are in the highly involved group.



### 3. Which arts and cultural activities do students engage with?

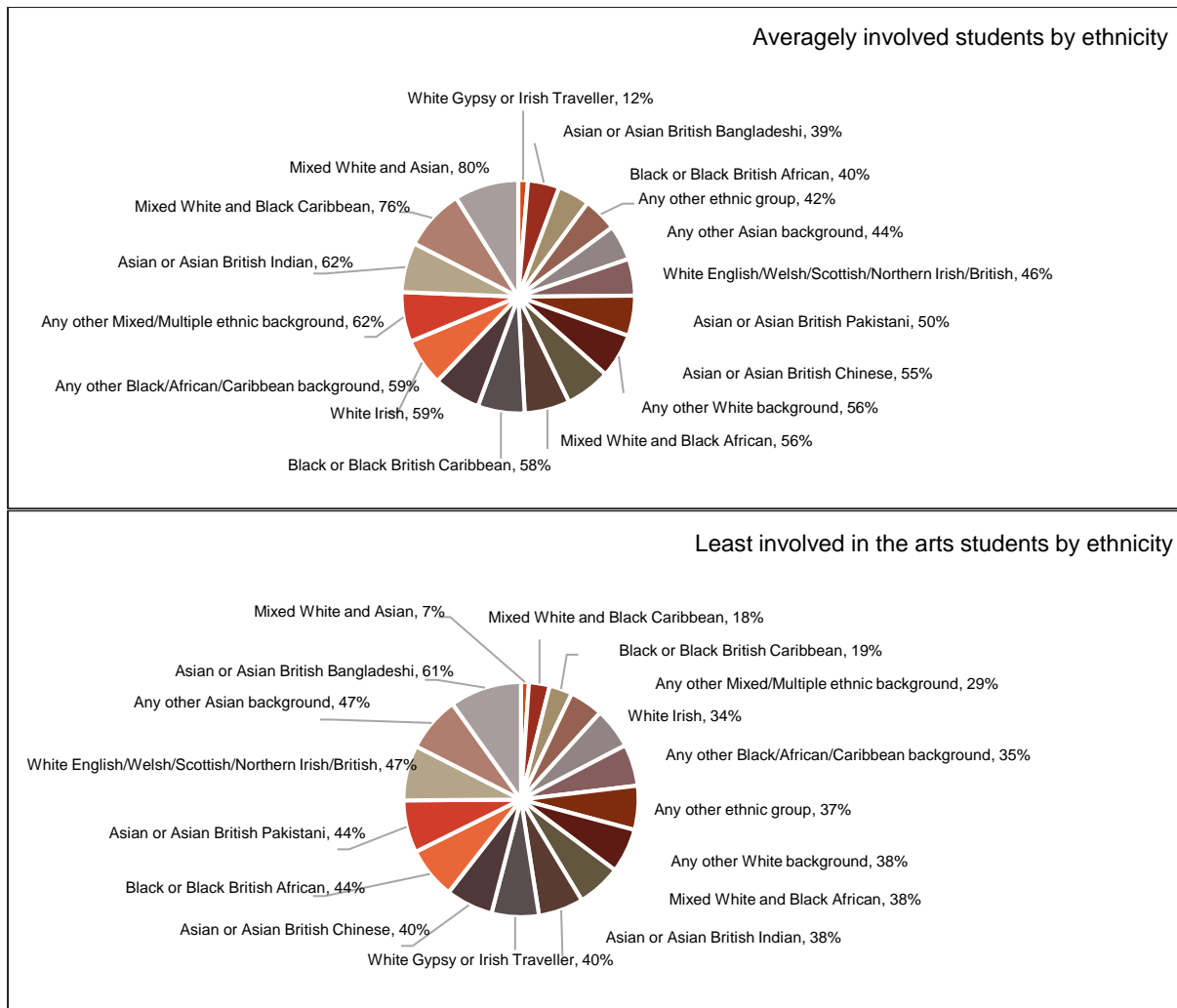


Figure 11: Involvement of students in the arts students by ethnicity

#### Considered by physical disability and by learning difficulty we find that:

- More than a quarter of students with a physical disability belong to the group of highly involved students.
- 17 percent for students with a learning difficulty report being highly involved in the arts.

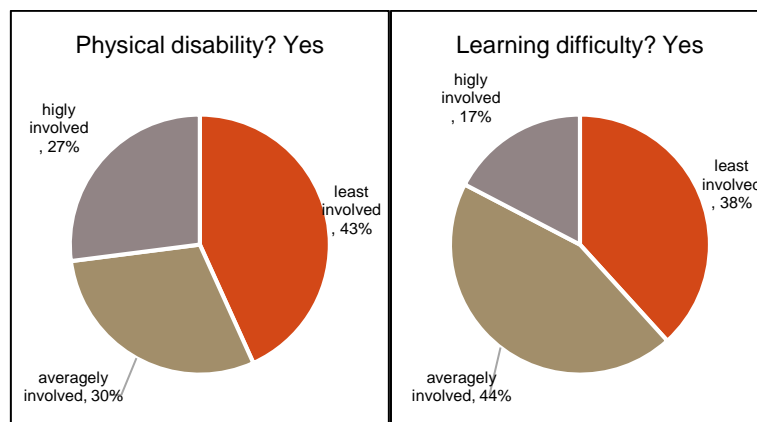


Figure 12: arts involvement by physical disability and by learning difficulty

### 3. Which arts and cultural activities do students engage with?

## Wellbeing and arts engagement

44 percent of the students report that arts engagement helped them to feel relaxed and less stressed. Only about a quarter (23 %) of the students disagree.

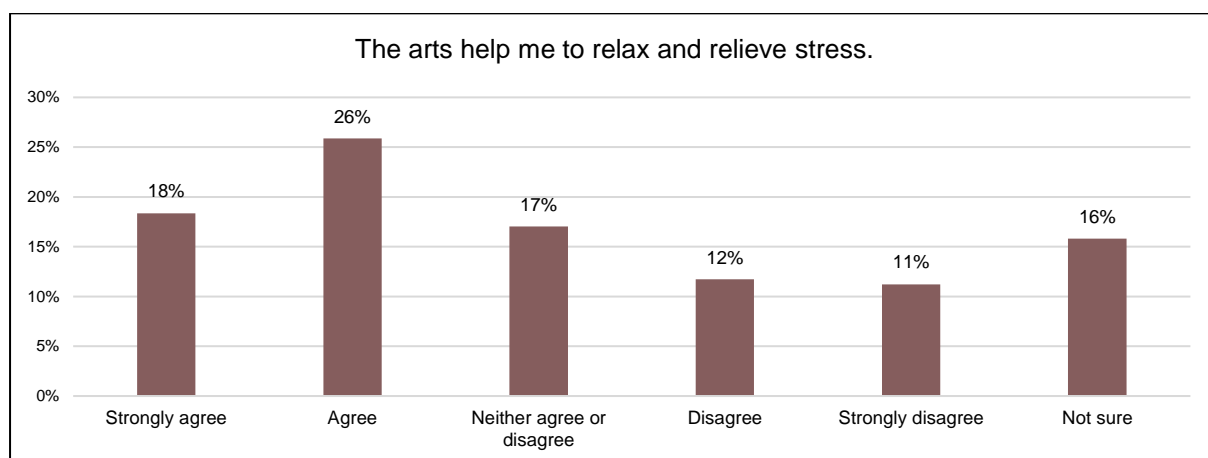


Figure 13: The arts help me to relax and relieve stress.

#### Considered by gender we find that:

- More than half of the female students and students who identify as non-binary agree that the arts help them to relax.
- Male students are less likely to agree that the arts help them to relax/relieve stress with 27 percent agreeing.

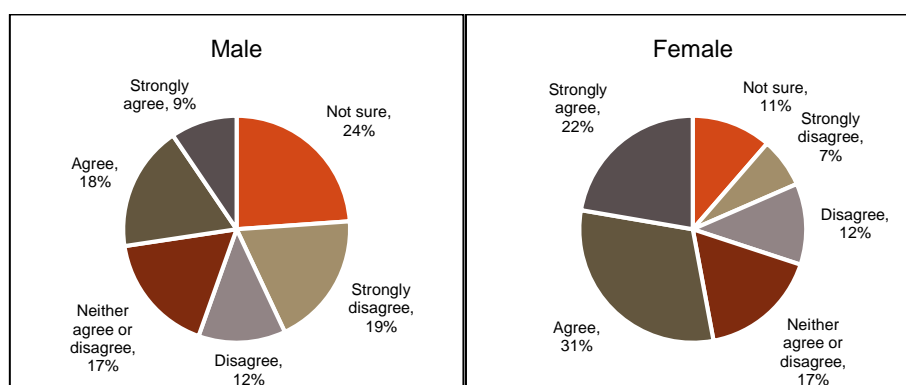


Figure 14: The arts help me to relax and relieve stress by gender

#### Considered by ethnicity we find that:

- Significant proportions of Mixed White/Asian (32 %) and Black/Black British Caribbean students (28 %) associate the arts with relaxation.
- About a fifth of White British students (19 %) strongly agree that the arts help them relax, while 12 percent strongly disagree.

#### Considered by physical disability and by learning difficulty we find that:

- Students with physical disabilities and students with learning difficulties respond to this question in the same way as students without disabilities or learning difficulties.
- 44 percent of students with physical disability and 42 percent of students with a learning difficulty (strongly) agree that the arts help them to relax and relieve stress.

### 3. Which arts and cultural activities do students engage with?

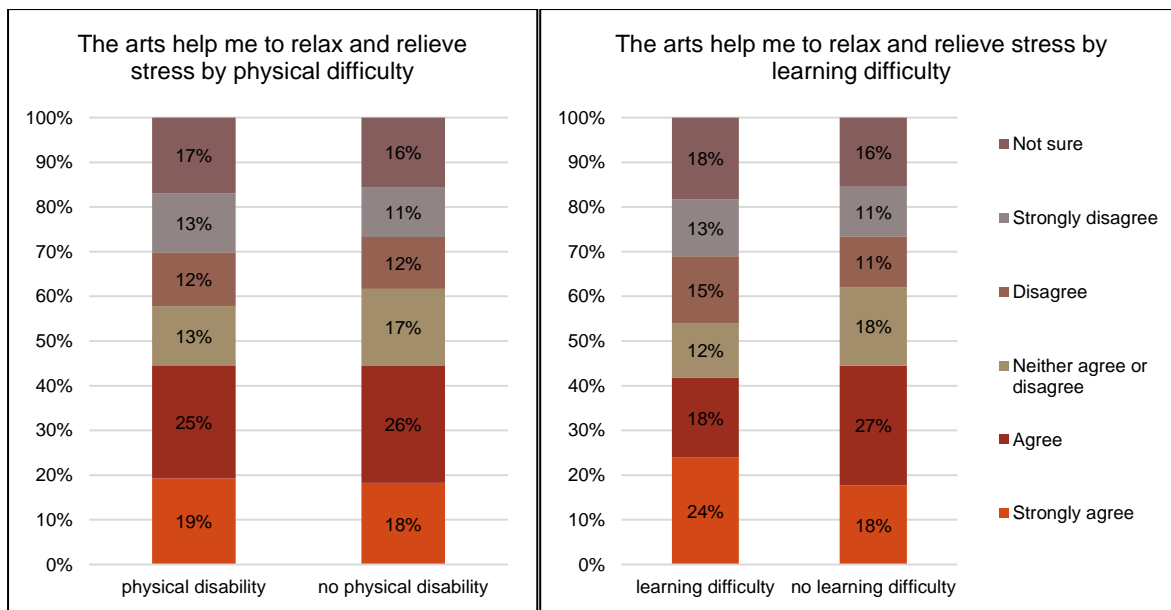


Figure 15: The arts help me to relax and relieve stress by physical difficulty and by learning difficulty

## Sharing my creative work

A quarter of the students like to share their work with an audience (29 % prefer not to).

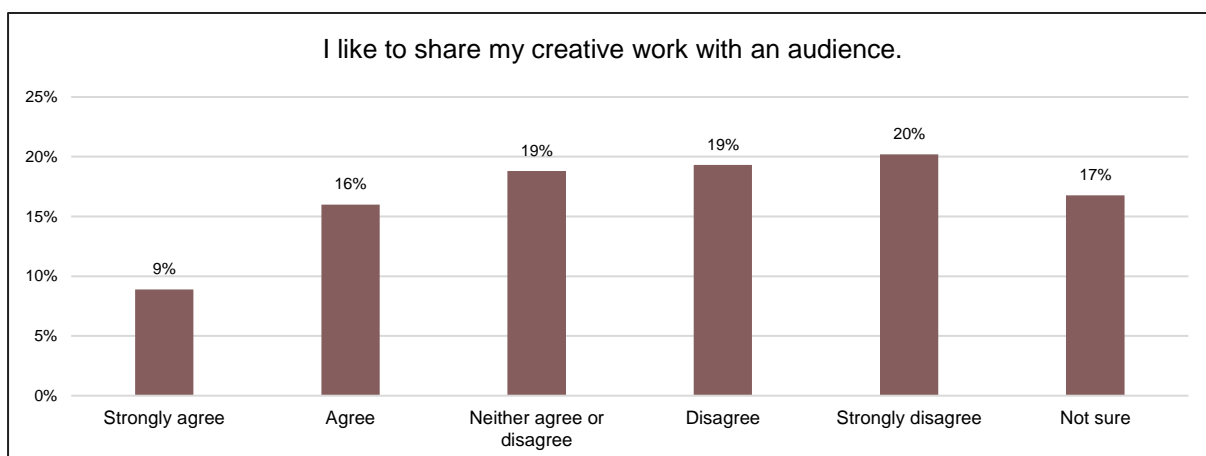


Figure 16: I like to share my creative work with an audience.

### Considered by gender we find that:

- 44 percent of male students do not like to share their creative work with an audience, while 18 percent agree that they do like to do so.
- 25 percent of females agree that they do like to share their work with an audience, while 38 percent disagree.

### 3. Which arts and cultural activities do students engage with?

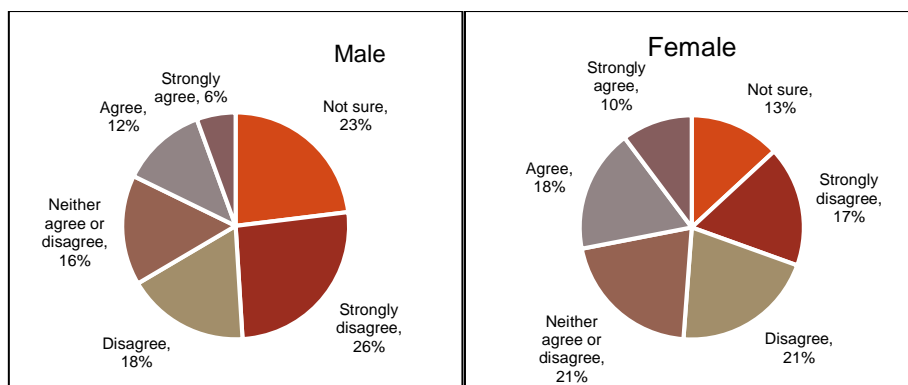


Figure 17: I like to share my creative work with an audience by gender

#### Considered by ethnicity we find that:

- The groups who most like to share their work with an audience are White Gypsy/Irish Traveller (21 %), Mixed White/Black African students (20 %) and Mixed White/Asian (16 %) students.
- The groups who least like to share their work with an audience are Asian/Asian British Bangladeshi (22 %), White British (22 %) and Black/Black British African students (21 %).

#### Considered by physical disability and by learning difficulty we find that:

- 31 percent of students with a physical disability report that they like to share their creative work with an audience; 32 percent disagree.
- A quarter of students without a physical disability report to be comfortable sharing their creative work with an audience, while 40 percent disagree.
- 28 percent of students with a learning difficulty like to share their work with others, compared to 24 percent of students without a learning difficulty.
- About the same proportion of students with and without a learning difficulty disagree with the statement that they like to share their creative work with an audience (37 %/39 %).

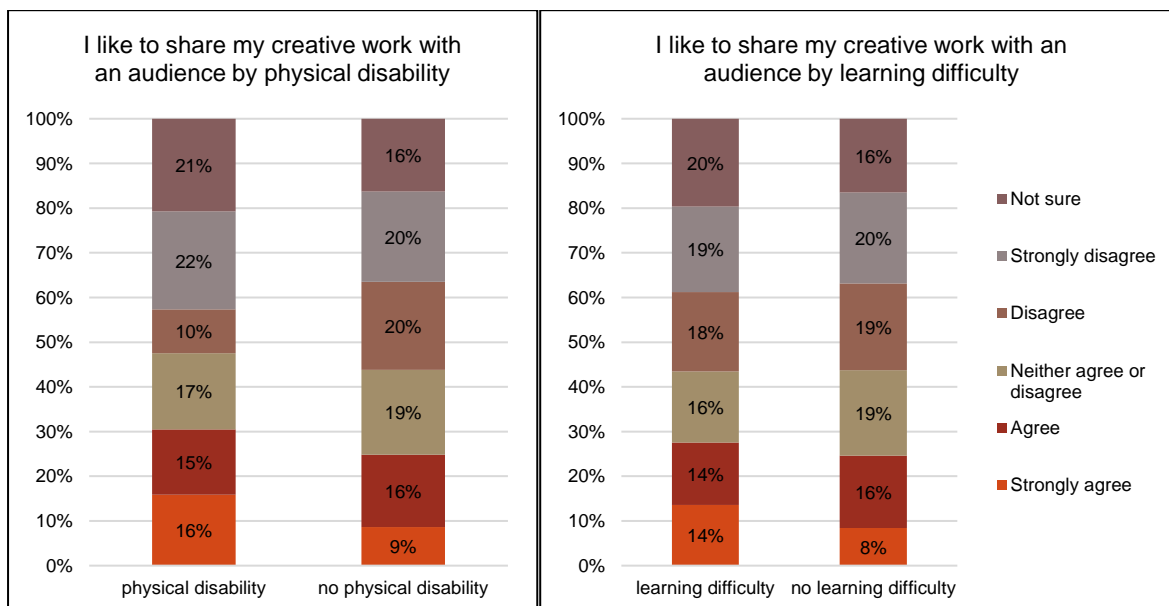


Figure 18: I like to share my creative work with an audience by physical disability and by learning difficulty

The following sections address specific arts activities undertaken during the past year.



### 3. Which arts and cultural activities do students engage with?

#### 3.1 Film

- Nearly all students show an interest in watching films. 20 percent report watching films daily and 62 percent at least once a week. Only one percent of students report never watching films.
- Most students visit cinemas regularly – 42 percent visit a cinema at least once a month or more often.
- 13 percent of students report that they create a film or video at least once a month and 3 percent create film daily<sup>4</sup>. 42 percent report that they never create a film or video.
- 16 percent of students have taken part in a film-making project in the past year.

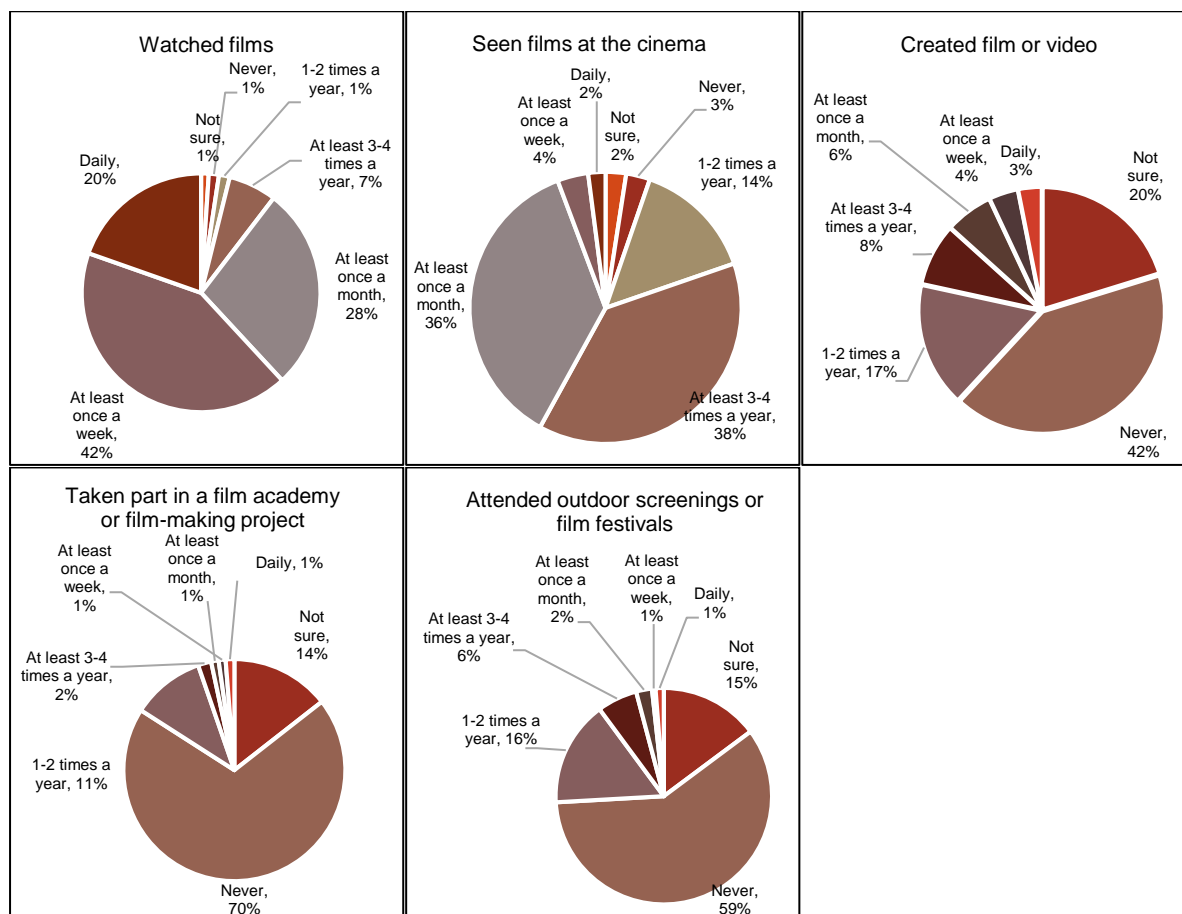


Figure 19: film related activities

Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- There are no significant gender differences in film activities.
- White Gypsy/Irish Traveller students report more film related arts activities than students of other ethnicities who showed very similar patterns of participation.
- Students with a physical disability are more engaged in film related activities than their peers without a physical disability.
- Students with a learning difficulty are more engaged in film related activities than their peers.

#### 3.2 Music

- Almost all the students (91 %) report that they listened to music daily.
- 69 percent of the students attended a live music event, concert, gig or broadcast during the past year.
- Over a third of the students (34 %) take part in a music lesson/project/workshop out of school.

<sup>4</sup> This is inclusive of social media.

### 3. Which arts and cultural activities do students engage with?

- Nearly a third of students are actively involved in producing music, writing or creating music (30%), singing as part of a band (29%) or being a DJ (13%).
- 59 percent of students play an instrument or device, a fifth of them very regularly.

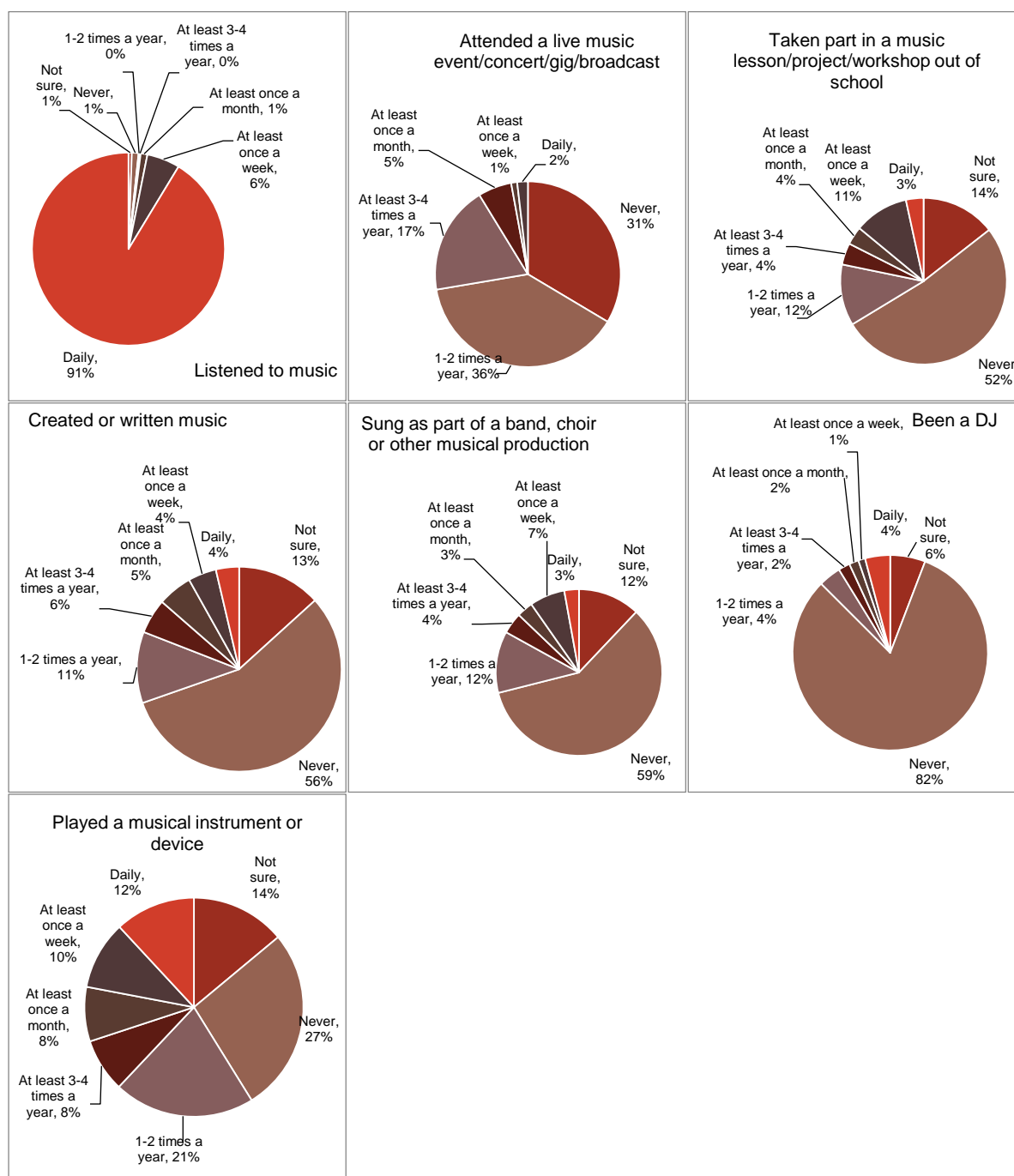


Figure 20: music activities

### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more involved in music than male students.
- White Gypsy/Irish Traveller and Black/Black Caribbean students are very involved in music related arts activities.
- Asian/Asian British Bangladeshi students are less likely to be involved in music related arts activities.
- Students with a physical disability or a learning difficulty show higher involvement in music related activities than their peers.

### 3. Which arts and cultural activities do students engage with?

#### 3.3 Drama

- Nearly half of the students report attending performances in theatres, cinemas or at school.
- A quarter (24 %) of the students watch television drama on a daily basis, while 20 percent report that they never watch television dramas.
- 25 percent take part in a drama or theatre group inside or outside of school.
- More than third of the students (38 %) report that they rehearsed or performed in a play/drama at least once in the past year, suggesting a school or classroom drama practice.

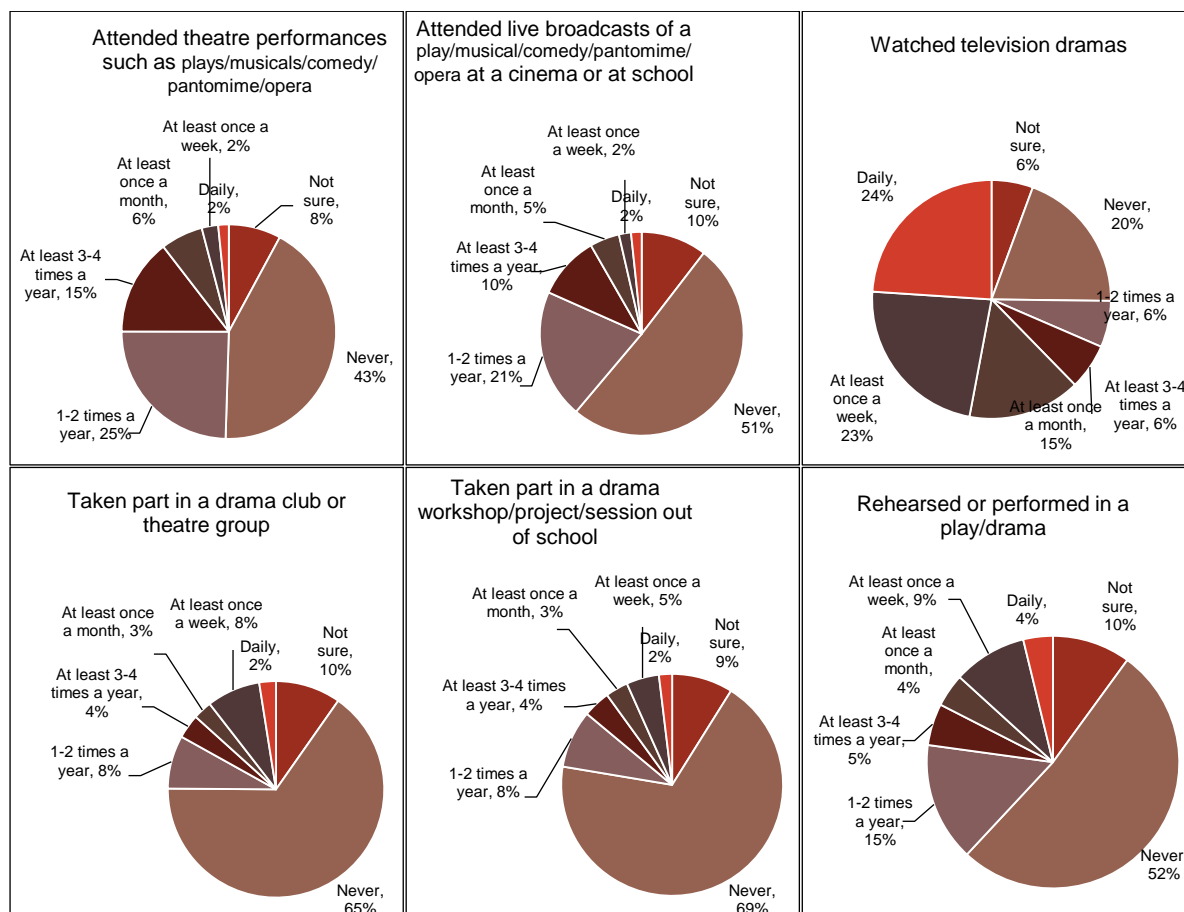


Figure 21: drama activities

Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more involved in drama than male students.
- White Gypsy/Irish Traveller students and Black/Black British Caribbean students and students are more involved in drama activities than their peers.
- Students with a physical disability and those with a learning difficulty show high levels of participation in drama activities.

#### 3.4 Literature

- 18 percent of students report that reading a book, graphic novel or play is a daily activity and 52 percent of students report reading a book or comic at least once a month.
- 22 percent of students report not having read a book outside of school in the past year.
- 22 percent of students never visit a library, but this is a weekly activity for 16 percent.
- 42 percent of the students report they create stories, plays or poems on their own at least once or twice a year or more often.

### 3. Which arts and cultural activities do students engage with?

- 13 percent of students have performed poetry in the past year.
- 13 percent of students report that they have taken part in a book group/club.
- 30 percent of students agree that they have listened to authors talk about their work in the past year.

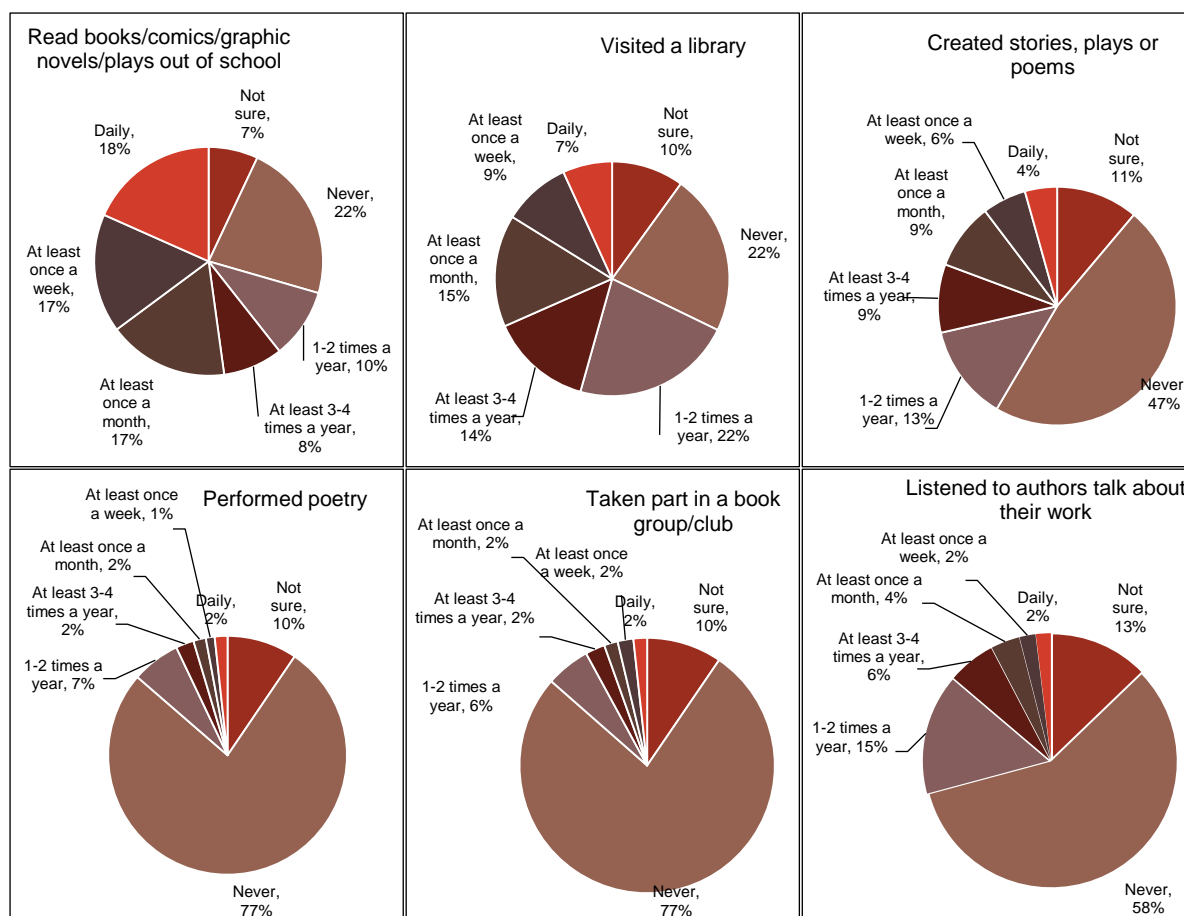


Figure 22: literature activities

#### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

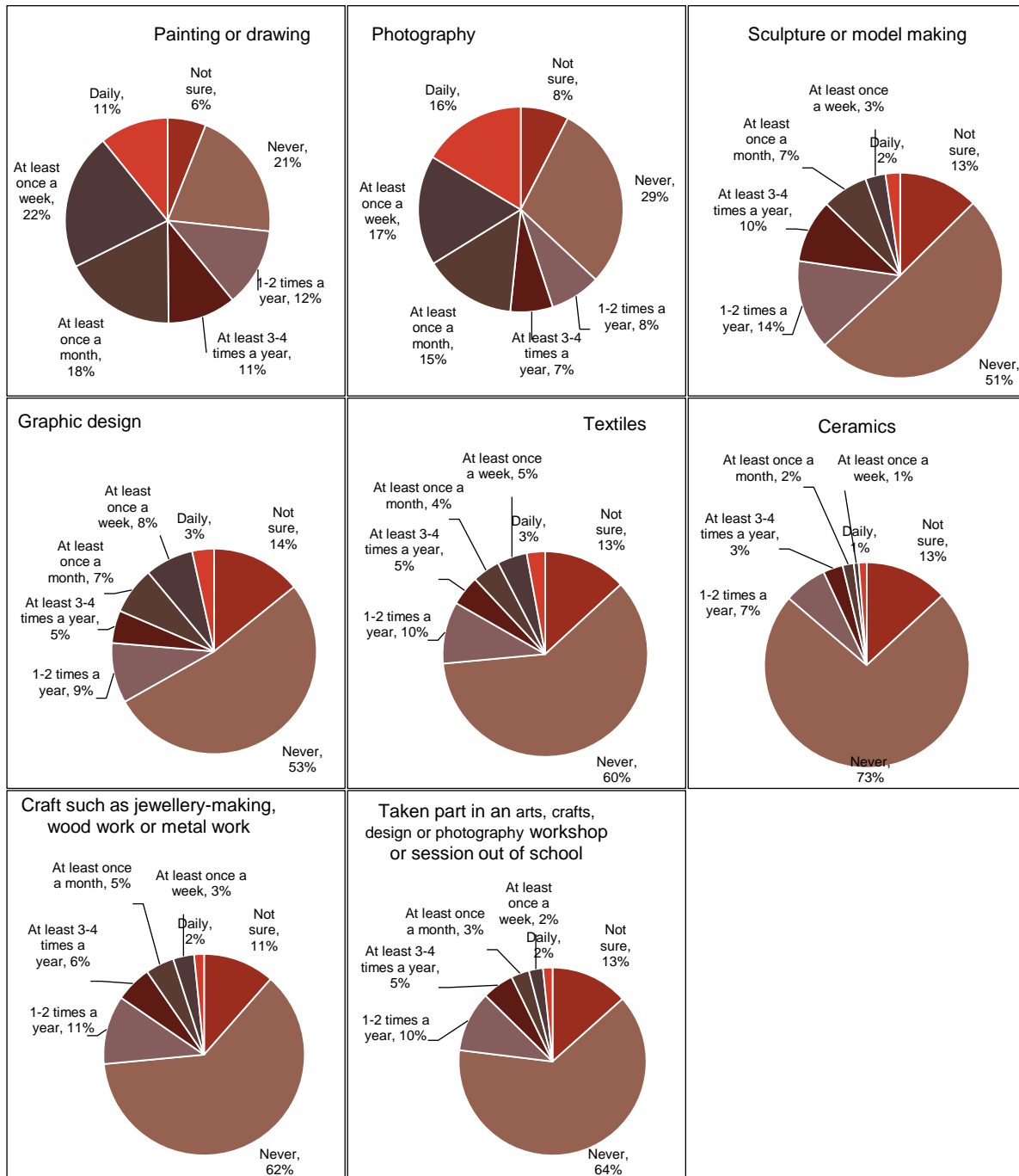
- Females and students who identify as non-binary are more involved in literature related activities than males.
- White Gypsy/Irish Traveller students, Black/Black British Caribbean students as well as Mixed White/Asian students are more involved in literature activities than their peers.
- Students with a physical disability are more involved in literature activities than their peers.
- Those who are not sure about having a learning difficulty show more involvement in literature related activities than others.

### 3.5 Visual arts and crafts

- Painting, drawing and photography are most common, with about a third of the students reporting that they engage in such activity at least once a week.
- 73 percent say that they sometimes paint or draw and for 11 percent painting or drawing are daily activities.
- A third of students engage in photography at least once a week and 16 percent do it daily.
- Sculpture or model making is done by almost half of the students – at least once or twice a year. Some of the students (12 %) report making sculptures or models more frequently.
- A third of the students engage in some graphic design at least once a year.
- Over a quarter (27 %) of the students report working with textiles over the past year.
- 13 percent of students do ceramics at least once a year.

### 3. Which arts and cultural activities do students engage with?

- 27 percent of students engage in craft work such as jewellery-making, wood work or metal work.
- 23 percent of students take part in arts, crafts, design or photography workshops/sessions out of school.



- Half of the students have visited an art museum in the last year, a fifth of them have visited one at least three to four times a year or more often.
- More than a third of the students involved in the survey have not been to a museum during the past year.
- 40 percent of the students report that they attended an exhibition of arts, design, photography or craft at least once in the past year.

### 3. Which arts and cultural activities do students engage with?

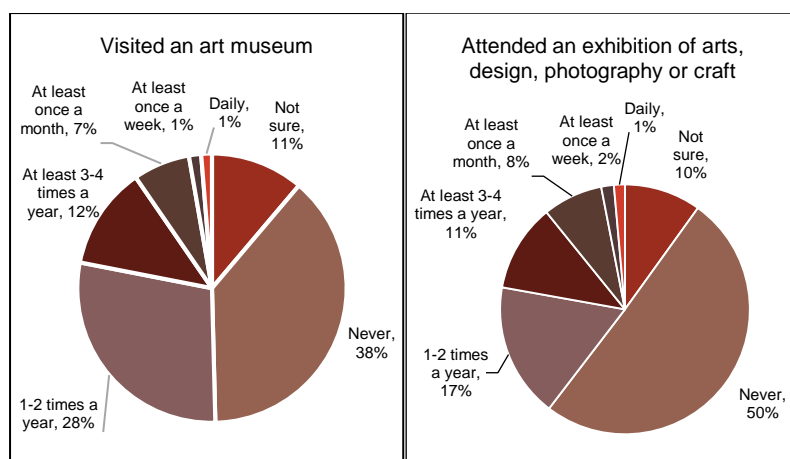


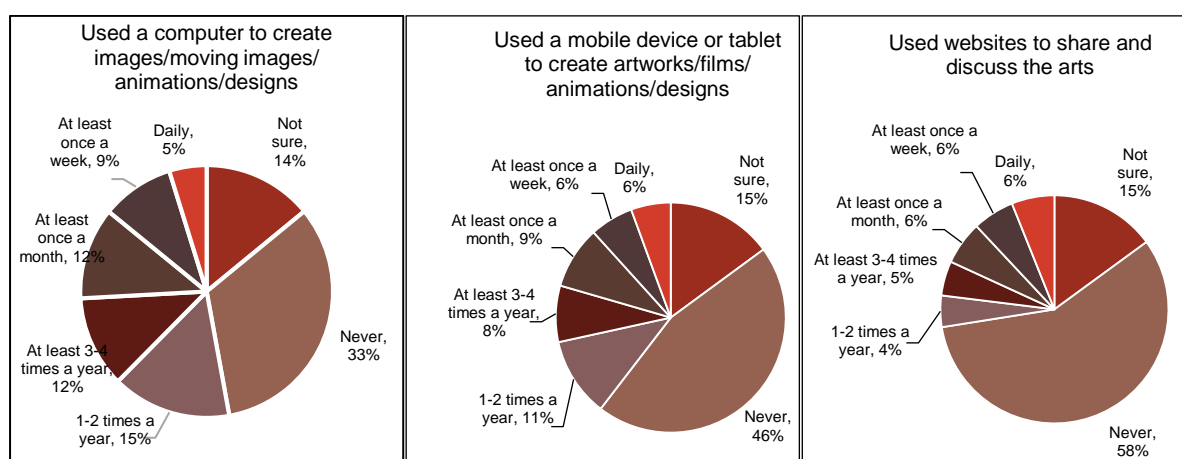
Figure 23: visual arts and crafts activities

#### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more likely to be involved in visual arts and crafts than males.
- There is little difference in participation in visual arts and crafts by ethnicity, with outliers to the positive for White Gypsy/Irish Traveller students and Mixed White/Asian students and outliers to the negative for White Irish and Asian/Asian British Bangladeshi students.
- Students with a physical disability report more involvement in visual arts than students without a disability.
- Those with learning difficulties match the general population.

### 3.6 ICT use for arts activities

- 53 percent of students report using computers to create (moving) images and designs.
- 40 percent of students use mobile devices or tablets for arts activities.
- 27 percent of students use websites to share and discuss the arts. 12 percent of them use them at least once a week or daily.
- Half of the students use websites to research the arts.
- 16 percent of students say that they create their own arts related blog/website or podcast.
- 24 percent of students create computer games, 3 percent of them once a week or daily.



### 3. Which arts and cultural activities do students engage with?

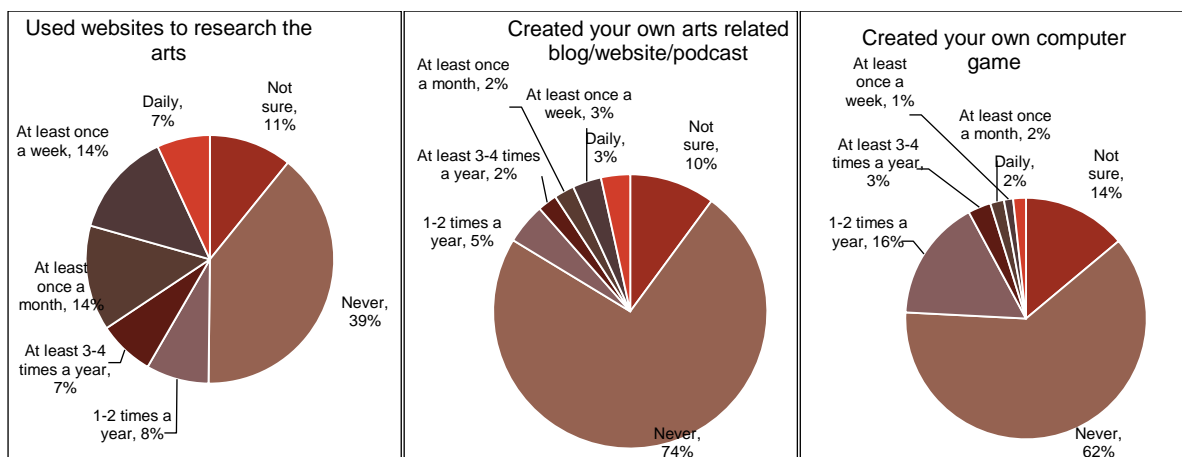


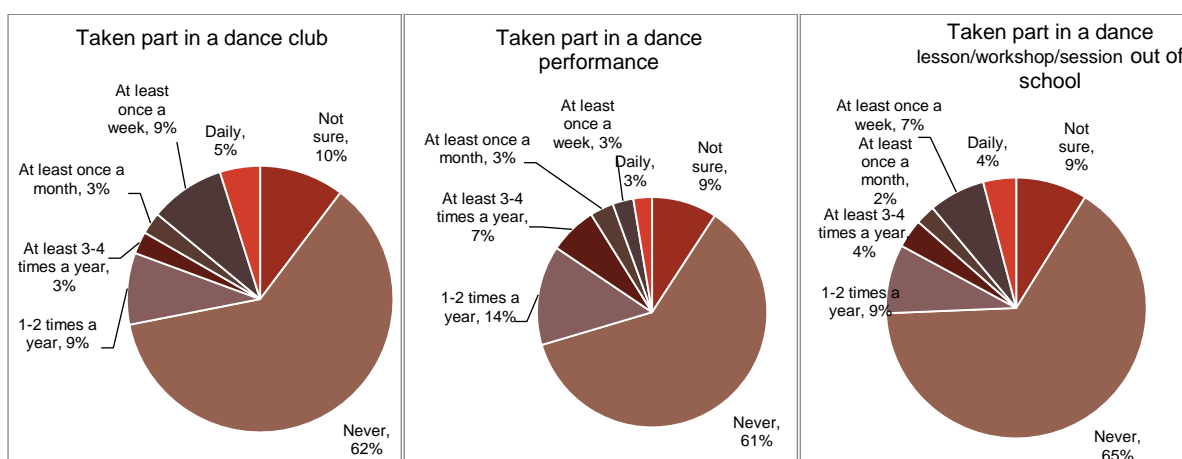
Figure 24: ICT-use for arts activities

#### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- There are no differences between male and female students in ICT-use for arts purposes.
- Asian/Asian British Chinese, White Gypsy/Irish Traveller students and Mixed White and Asian students use ICT for arts purposes more often than the others.
- Least frequent use was by Asian/Asian British Bangladeshi students and White Irish students.
- Students with physical disabilities used ICT for arts related activities more often than students without.
- Students with learning difficulties engaged in ICT use for arts purposes as often as students without a difficulty.

### 3.7 Dance

- 28 percent of students take part in dance clubs.
- 30 percent of students take part in dance performances.
- 26 percent of students take part in dance lessons/workshops/sessions out of school.
- 29 percent report that they created a new dance routine at least once a year, and 9 per cent did so at least once a week or daily in the past year.
- 37 percent of students report that they attended a dance performance or event – 9 percent attended such an event at least once a month, another 28 percent once to four times a year in the past year.



### 3. Which arts and cultural activities do students engage with?

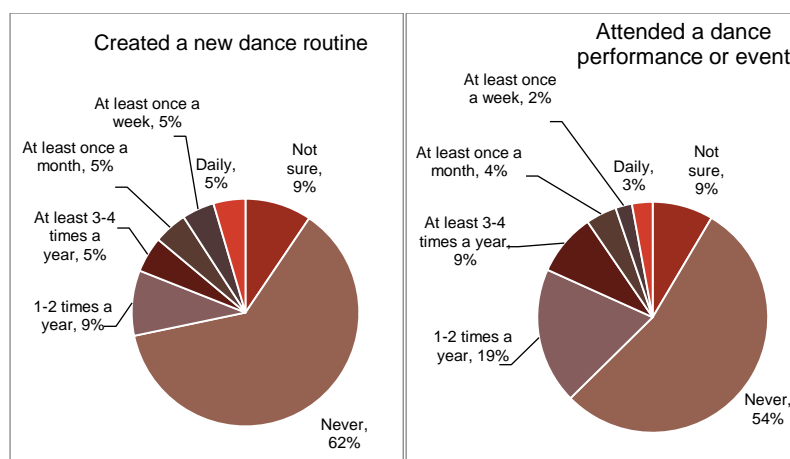


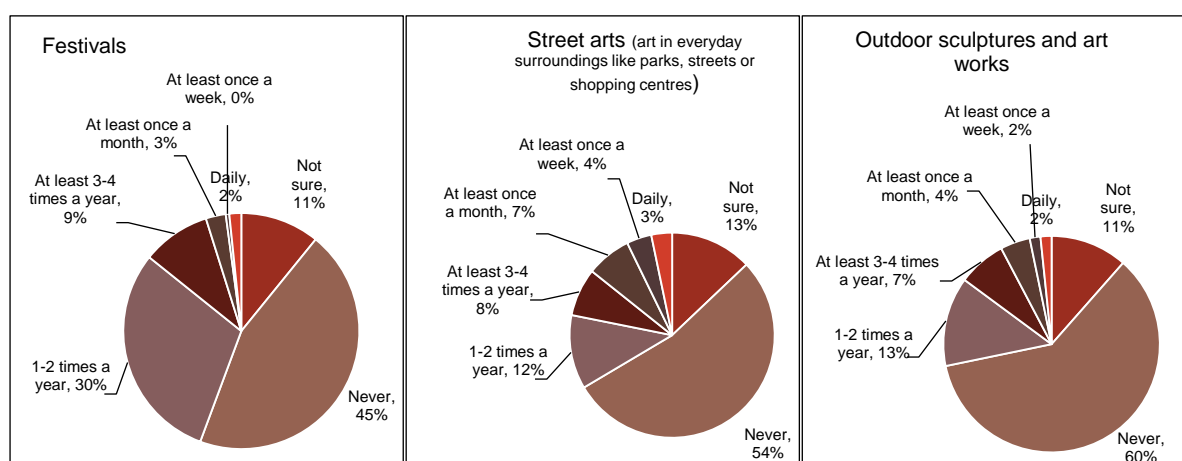
Figure 25: dance activities

#### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more engaged in dance activities than male students.
- White Gypsy/Irish Traveller students, Black/Black British Caribbean students and students of any other Mixed/Multiple ethnic background report high levels of involvement in dance activities.
- Asian/Asian British Bangladeshi students as well as Asian/Asian British Pakistani students and Mixed White/Black African students are less involved in dance activities.
- Students with a physical disability report more dance related activities than other groups.
- Students with a learning difficulty are as much involved in dance activities as students without a difficulty.

### 3.8 Festivals and events

- Festivals and arts events are regularly attended by up to 44 percent of students.
- 32 percent of students engage in street arts regularly.
- About a quarter of the students report seeing outdoor sculptures and art works at least three to four times during the past year and another 13 percent once or twice a year.
- 24 percent of students have been to a circus performance.
- 43 percent of students were at a carnival event at least once or twice a year.





### 3. Which arts and cultural activities do students engage with?

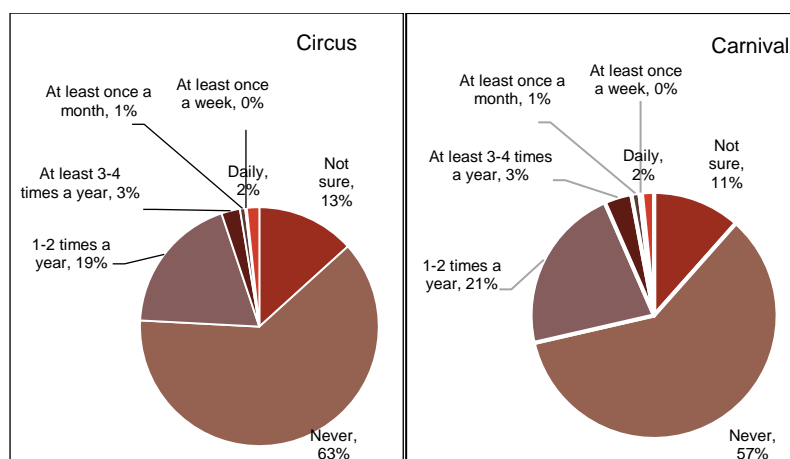


Figure 26: festivals and arts events

#### Considered by gender, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more engaged in festivals and arts events than male students.
- White Gypsy/Irish Traveller students participate in festivals and events more often than any other group.
- Asian/Asian British Bangladeshi students participated least often in festivals and arts events.
- Students with a physical disability are more likely to participate in festivals and arts events than their peers.

#### Which arts and cultural activities do students engage in?

- Films are the most popular arts related activity among students, followed by music.
- Most of the students agree that the arts are associated with well-being (relaxation and stress relief).
- Female students and those who identify as non-binary are generally more highly involved in the arts than males.
- There is no significant gender difference in the use of ICT for arts related purposes.
- White Gypsy/Irish Traveller students are highly engaged in arts related activities.
- Asian/Asian British Bangladeshi students report relatively low involvement in arts activities.
- High proportions of students reporting a physical disability are very involved in the arts.
- Generally the pattern of engagement of students with learning difficulties is similar to that of students having no difficulties.

## 4. Where do students engage with arts and cultural activities?

More than 20 percent agree that school started their interest in the arts. However, a greater percentage (39 %) disagree with this proposition.

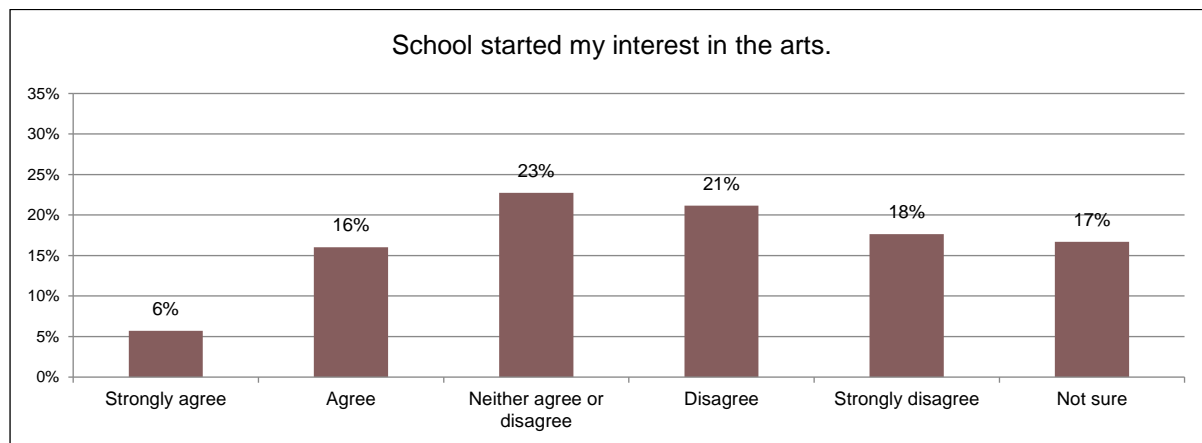


Figure 27: School started my interest in the arts

### Considered by gender we find that:

- About 17 percent of male students agree or strongly agree and 39 percent (strongly) disagree that school started their interest in the arts.
- 25 percent of females agree and 39 percent (strongly) disagree that school started their interest in the arts.

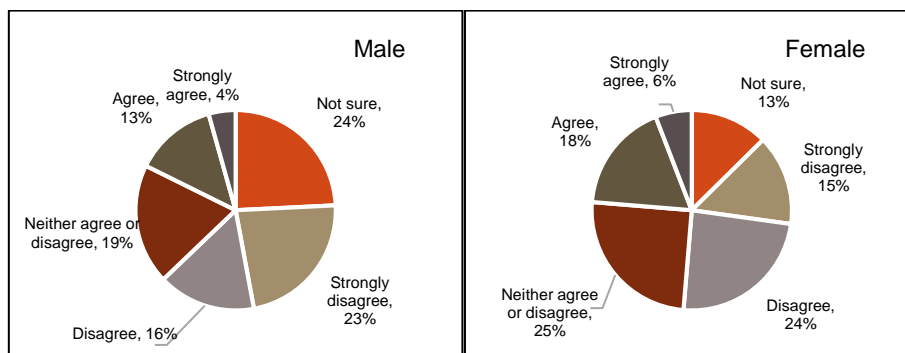


Figure 28: School started my interest in the arts by gender

### Considered by ethnicity we find that:

- A high proportion (35 %) of Asian/Asian British Bangladeshi students strongly disagree with the proposition that school started their interest in the arts.
- The opposite picture applies to White Gypsy/Irish Traveller students, 28 percent of whom agree that school started their interest in arts.

### Considered by physical disability and by learning difficulty we find that:

- Almost 30 percent of students reporting a physical disability agree that the school started their interest in the arts – compared to about a fifth of students with no disability.
- Fewer students with a physical disability disagree that school started their interest in the arts (36 %/ 39 %).
- Those with learning difficulties match the general population.

#### 4. Where do students engage with arts and cultural activities?

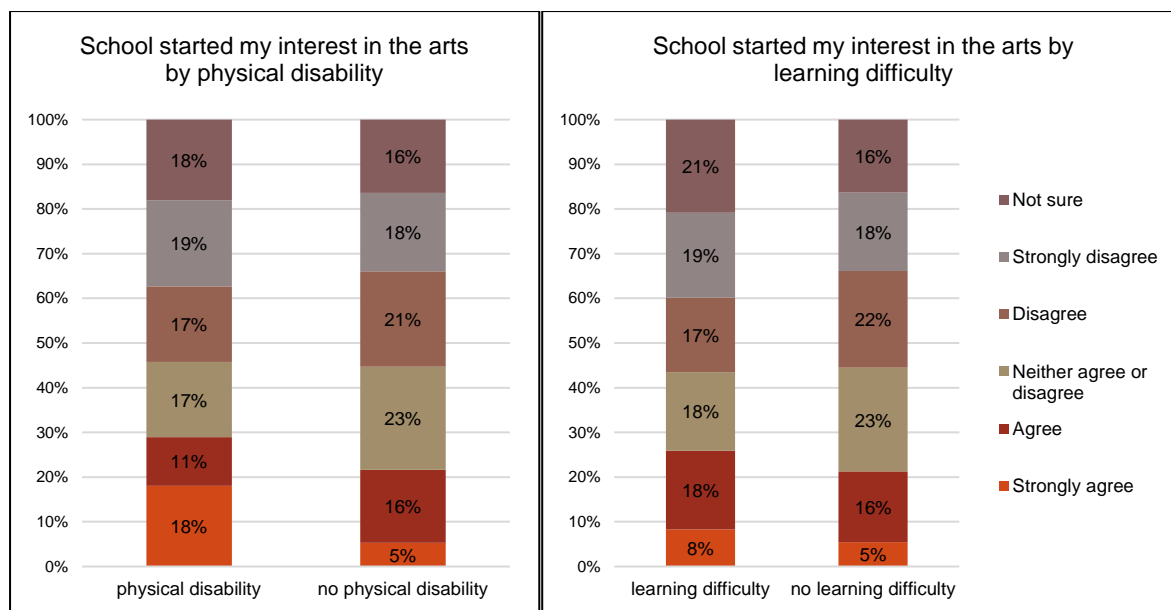


Figure 29: School started my interest in the arts by physical disability and learning difficulty

### School support for taking an interest in the arts

Around 40 percent of students report that their school supports their interest in the arts, with only 20 percent saying the reverse.

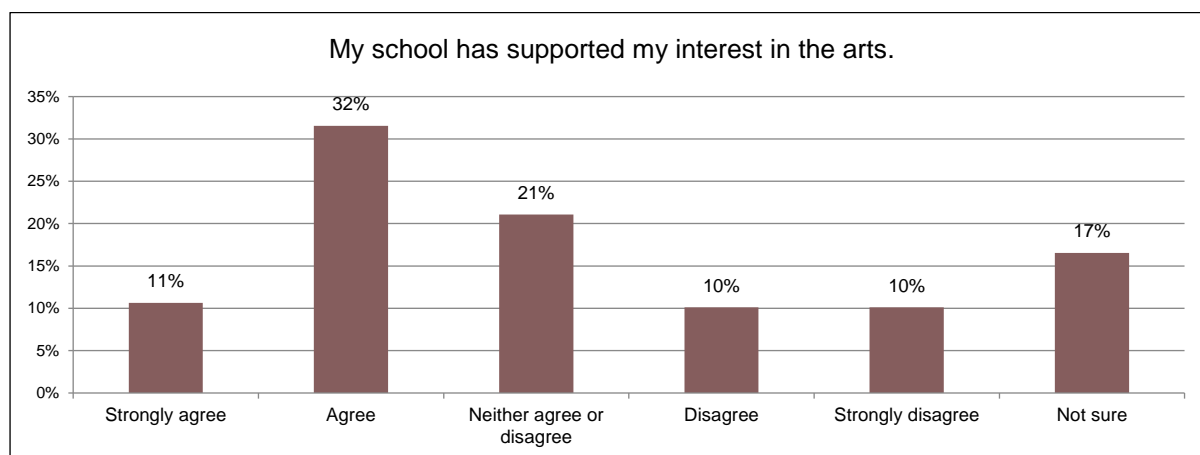


Figure 30: My school has supported my interest in the arts

#### Considered by gender we find that:

- The majority of students report that school supports their interest in the arts.
- Female students feel especially supported by schools in their arts interests, with more than half of the female student population agreeing or strongly agreeing to this statement.
- The student population of students who identify as non-binary agree with 40 percent.
- 31 percent of males think that school supports their interest in the arts.

#### 4. Where do students engage with arts and cultural activities?

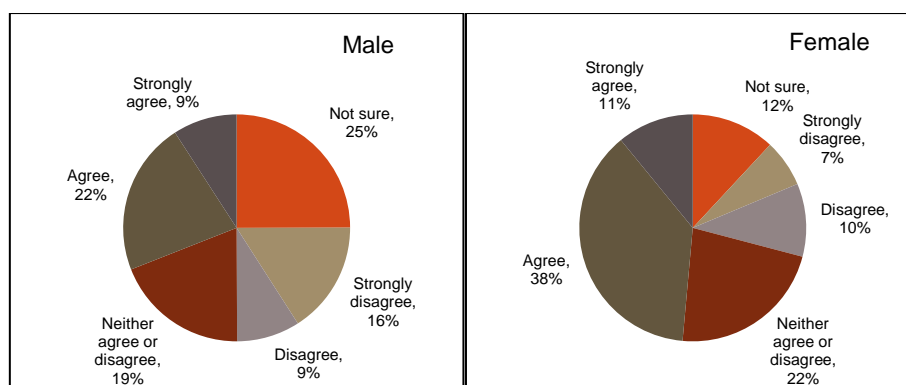


Figure 31: My school has supported my interest in the arts by gender

#### Considered by ethnicity we find that:

- About a quarter of White Gypsy/Irish Traveller students (24 %) agree that school shows support for their interest in the arts; a fifth of this group strongly disagree.
- Students with multiple ethnic backgrounds agree (22 %), but only a few Black/Black British African students (4 %) and Asian/Asian British Chinese students (4 %), strongly agree.

#### Considered by physical disability and by learning difficulty we find that:

- A high percentage of students with a physical disability strongly agree that their school supports their interest in the arts (22 %), another 19 percent agree.
- The agreement rate, however, matches between students with and without a physical disability (41 %/43 %).
- Students with and without a learning difficulty show the same patterns of agreement (43 %/42 %) and disagreement (24 %/20 %) to the statement that school has supported their interest in the arts.

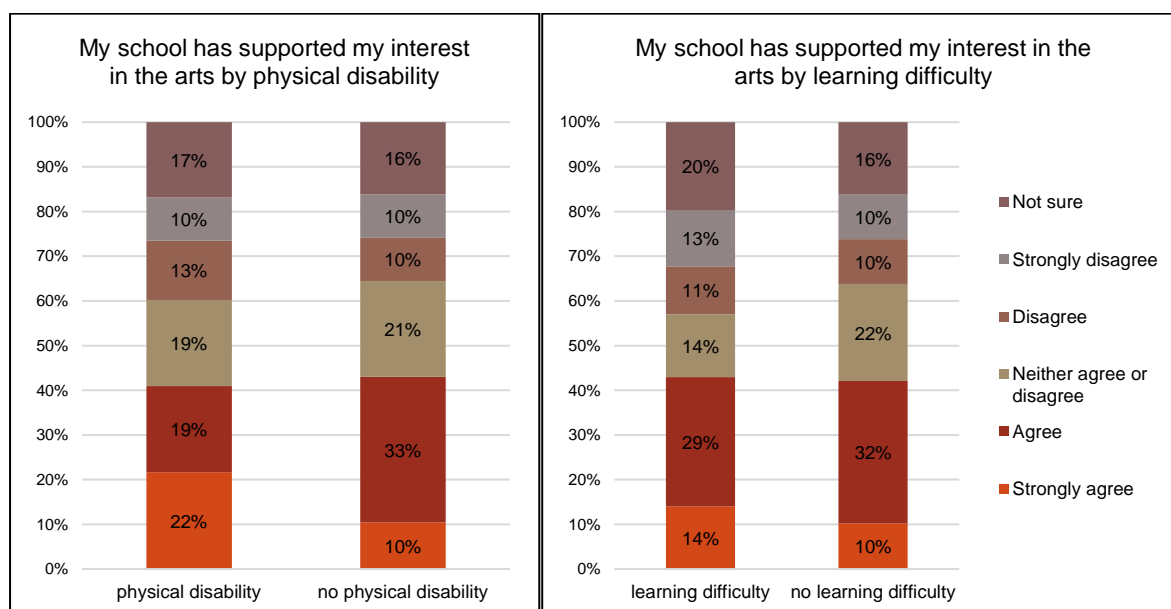


Figure 32: My school has supported my interest in the arts by physical disability and learning difficulty

#### 4. Where do students engage with arts and cultural activities?

### Arts activities in school

In answer to a direct question about arts activities in schools about 35 percent of students say they mostly do arts activities within school, while about the same percentage disagree or strongly disagree with this proposition.

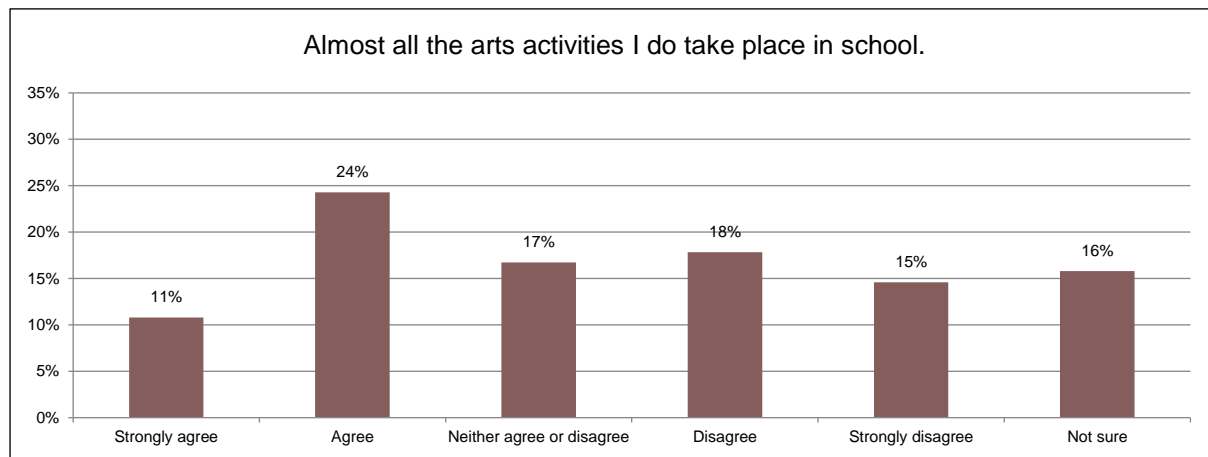


Figure 33: Almost all the arts activities I do take place in school.

#### Considered by gender we find that:

- 30 percent of males and 38 percent of females report that almost all the arts activities take place in school.
- 32 percent of males and 43 percent of females (strongly) disagree with this statement.

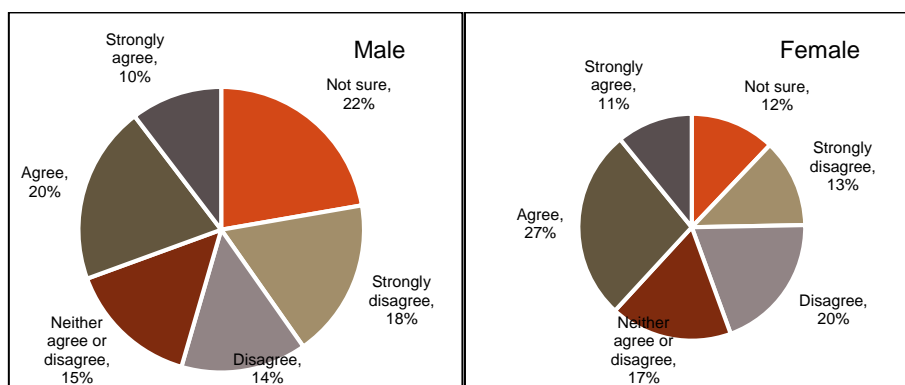


Figure 34: Almost all the arts activities I do take place in school by gender

#### Considered by ethnicity we find that:

- Generally, there is a balance amongst those from different ethnic backgrounds between those who strongly agree and disagree.
- 17 percent of Asian/Asian British Bangladeshi students agree that almost all the arts activities they do take place in school.
- 8 percent of students with a Black/African/Caribbean background strongly agree that most of their arts activities take place inside school, while 29 percent strongly disagree with this statement.
- About 17 percent of White Gypsy/Irish Traveller students agree, while White Irish students seem to do more arts outside of school (22 %) than inside (only 7 percent agree to this statement).

#### 4. Where do students engage with arts and cultural activities?

##### Considered by physical disability and by learning difficulty we find that:

- 37 percent of students with a physical disability and 36 percent of students without a disability agree that almost all their arts activities take place in school.
- Agreement patterns of students with a learning difficulty match the ones of students without having any difficulties with learning (32 %/35 %).

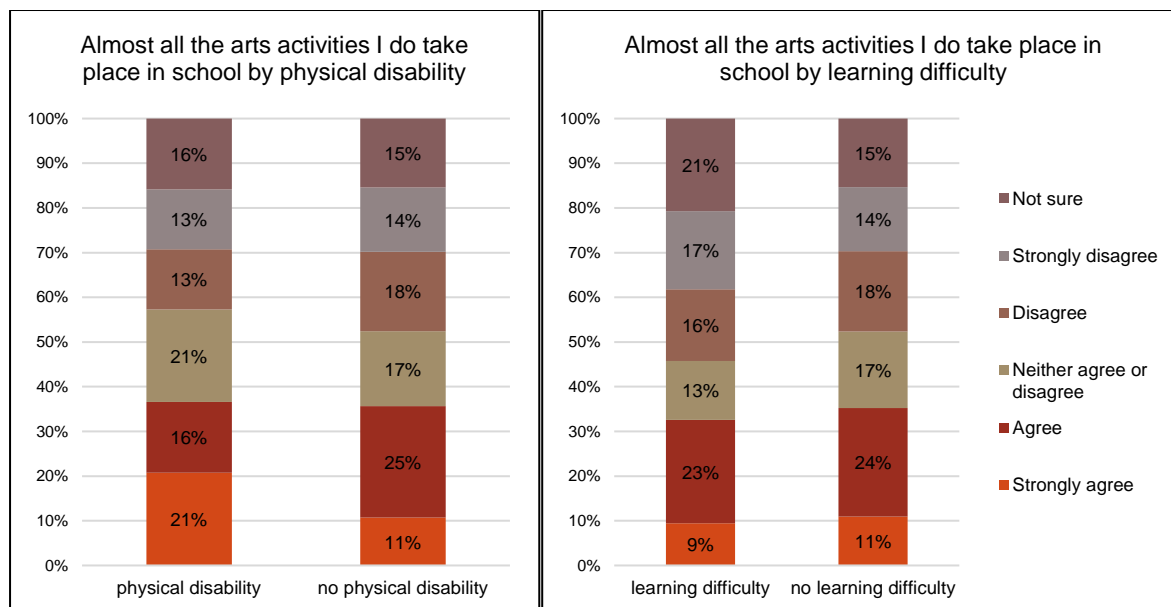


Figure 35: Almost all the arts activities I do take place in school by physical disability and by learning difficulty

### Arts activities outside of school

About 35 percent of students say they mostly do arts activities within school, while about the same percentage disagree or strongly disagree with this proposition. However, answers to the next question, *Most of the arts activities I do are outside of school* produced a different picture. Only around 22 percent agree or strongly agree (compared to the 33 percent who claim not to do arts activities in school). Furthermore, 40 percent disagree or strongly disagree with the statement *Most of the arts activities I do are outside of school*.

Explanations for the apparent contradictory answers might be that: (1) students who were not involved in arts did not know how to react to these items, (2) that the word "almost" caused interpretation issues, (3) there are arts activities which are related to school and outside of school: is a museum visit with the arts class something that happens in school? or (4) in completing a survey students begin to think about questions they have not thought about before and give more precise answers the more they have completed. We suggest that, despite the contradiction, the combined answers point to the importance of school for a significant proportion of students.

#### 4. Where do students engage with arts and cultural activities?

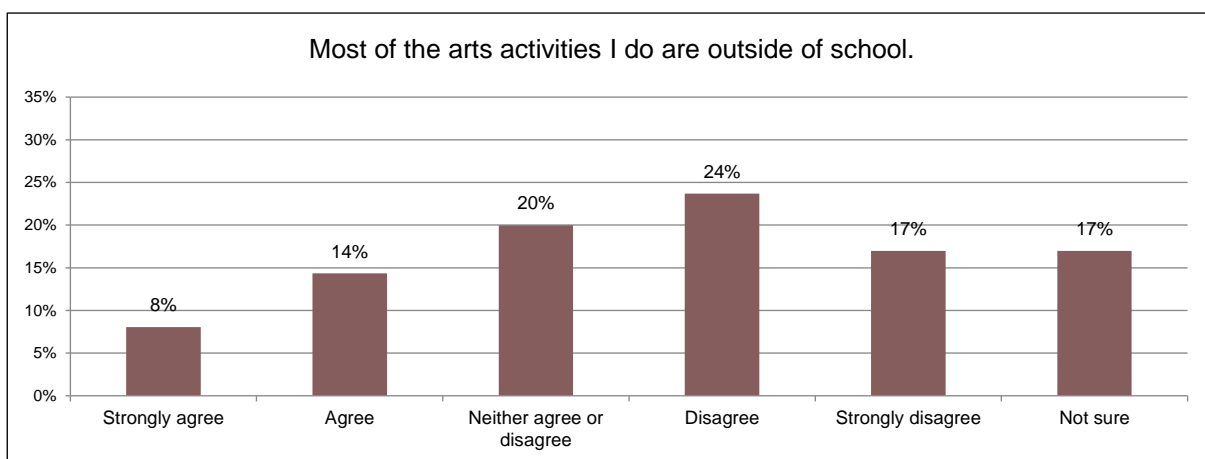


Figure 36: Most of the arts activities I do are outside of school.

#### Considered by gender we find that:

- 26 percent of female students report doing most of their arts activities outside of school, compared to 17 percent males.
- 35 percent of those who identify as non-binary report that most of their arts activities happen outside of school.

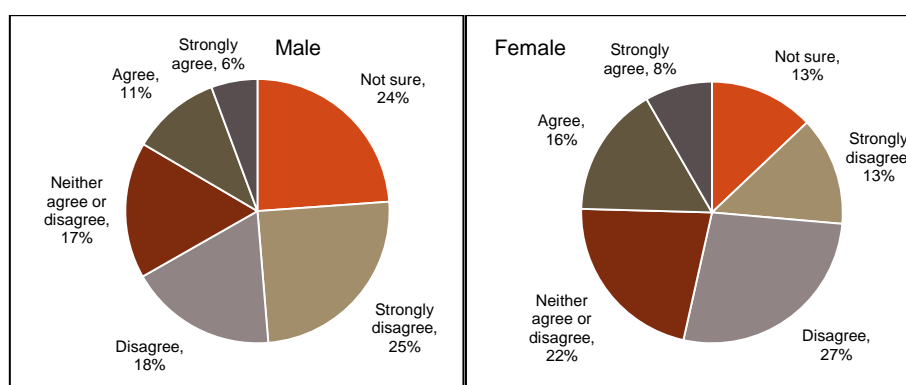


Figure 37: Most of the arts activities I do are outside of school by gender

#### Considered by ethnicity we find that:

- White Irish students report more arts activities inside school than outside.
- A high percentage (44 %) of Asian/Asian British Bangladeshi as well as Asian/Asian British Pakistani students (30 %) and Black/Black British African students (28 %) strongly disagree with the statement that most of their arts activities are done outside of school.

#### Considered by physical disability and by learning difficulty we find that:

- 32 percent of students with a learning disability agree that most of the arts activities they do are outside of school, compared to 23 percent of students without a disability who agree with this statement.
- Almost a quarter (24 %) of students considering themselves to have a learning difficulty agree that they do most of their arts activities outside of school, while 38 percent disagree.
- This almost matches the students who do not have a learning difficulty (41 % disagree and 22 % agree).

#### 4. Where do students engage with arts and cultural activities?

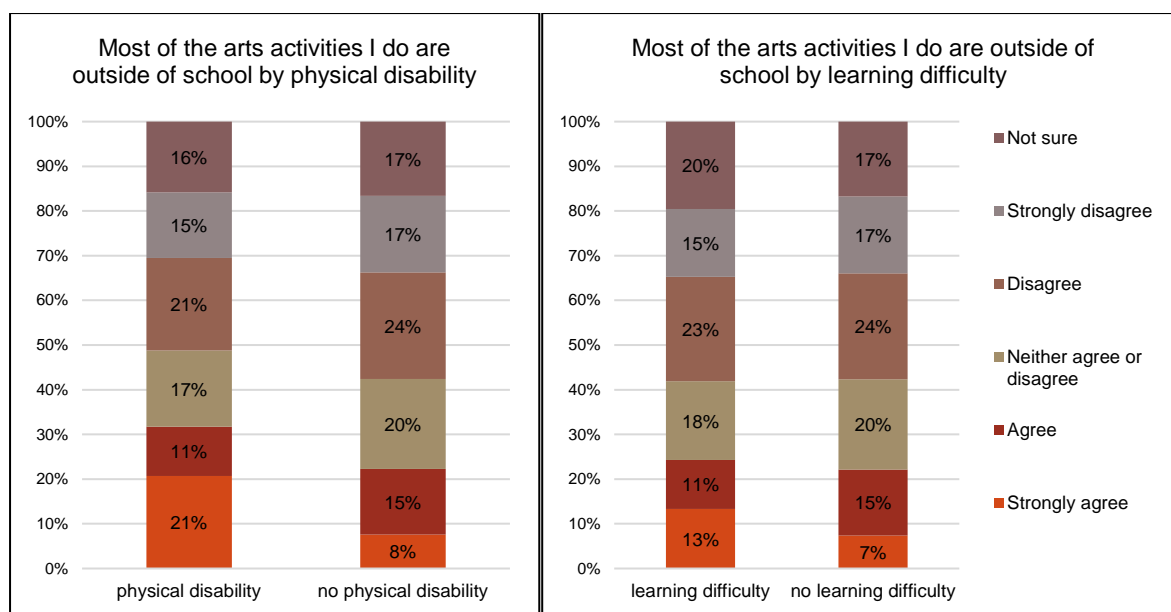


Figure 38: Most of the arts activities I do are outside of school by physical disability and by learning difficulty

#### Where do students engage with arts and cultural activities?

- School is an important catalyst for starting and supporting students' interest in the arts. About 20 percent of students report that school started their interest in the arts. About double that number report that their interest in the arts is supported in school. Only 20 percent of students actively disagree with the idea that school supports their interest in the arts. Another 17 percent are not sure.
- Male students feel less supported in their arts interests and fewer agree that school started their interest in the arts; however, most of their arts activities are in school.
- Students who identify as non-binary mostly agree to the statements that school supports them in taking interest in the arts. Their arts activities seem to be equally distributed between school and free time.
- Asian/Asian British Bangladeshi students do not feel support from school and mostly disagree that school started their interest in the arts.
- Asian/Asian British Bangladeshi and Asian/British Pakistani students take part in the arts – if at all – mostly outside of school.
- White Gypsy/Irish Traveller students seem to do more arts activities inside of school than outside.
- Students with a physical disability feel supported by school in their arts interests, and agree that school helped to start their interest in the arts. A notable proportion engage in arts both inside and outside of school.



## 5. Who do they do it with?

About a third of the students report that they often take part in arts activities with friends, but about the same number strongly disagree with this statement. 22 percent neither agree nor disagree.

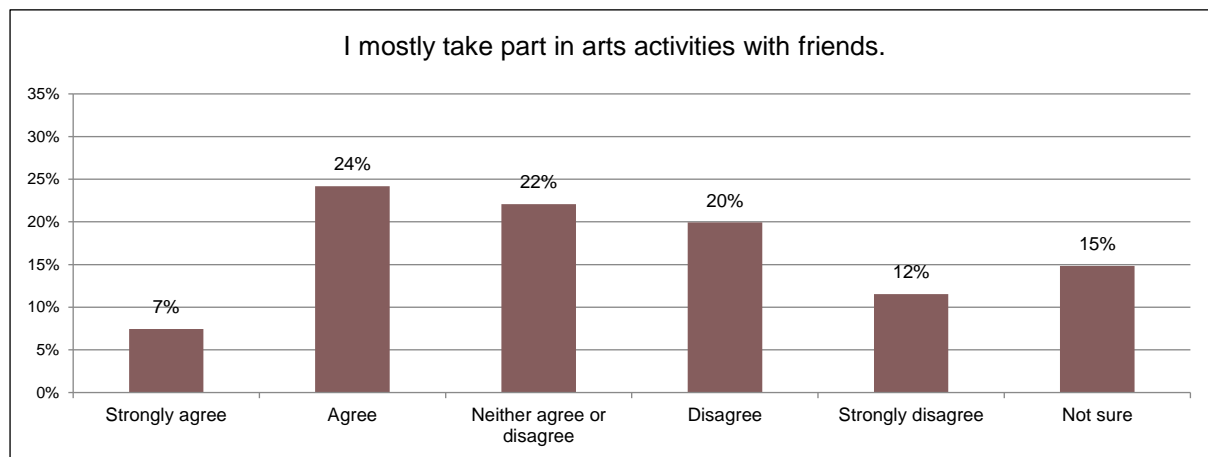


Figure 39: I mostly take part in arts activities with friends.

### Considered by gender we find that:

- 35 percent of females say they mostly take part in arts activities with friends, with 30 percent disagreeing.
- A quarter of male students agree they participate in arts activities together with friends, while 35 percent disagree.

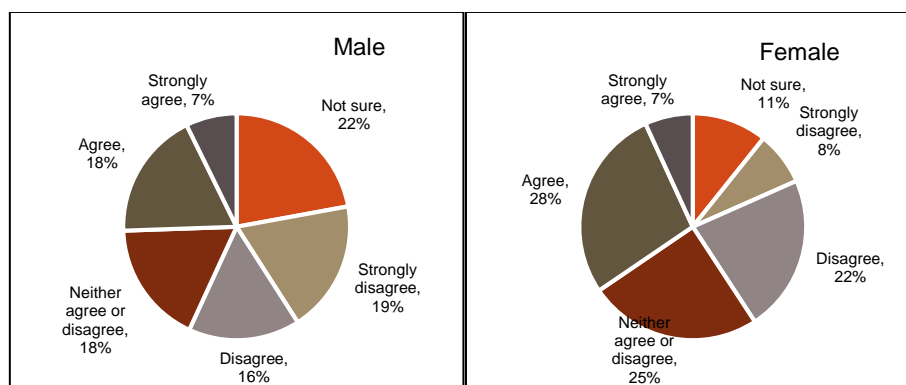


Figure 40: I mostly take part in arts activities with friends by gender

### Considered by ethnicity we find that:

- 24 percent of White Gypsy/Irish Traveller students as well as 22 percent of students with Black/African/Caribbean ethnic backgrounds agree that they mostly take part in arts activities with friends.
- 6 percent of Black/African/Caribbean background students strongly agree that they mostly take part in the arts with friends, while none of them strongly disagree.
- 13 percent of Asian/Asian British Chinese students agree that they mostly take part in arts activities with friends.
- 14 percent of White Irish as well as Black/Black British African students disagree that they mostly take part in arts activities with friends.

## 5. Who do they do it with?

### Considered by physical disability and by learning difficulty

- 35 percent of students with a physical disability agree that they mostly take part in the arts with friends.
- About the same percentage (33 %) of students who do not have a physical disability agree about this.
- 29 percent of students with a learning difficulty (strongly) agree they take part in the arts mostly with friends, compared to 33 percent of students without a learning difficulty.

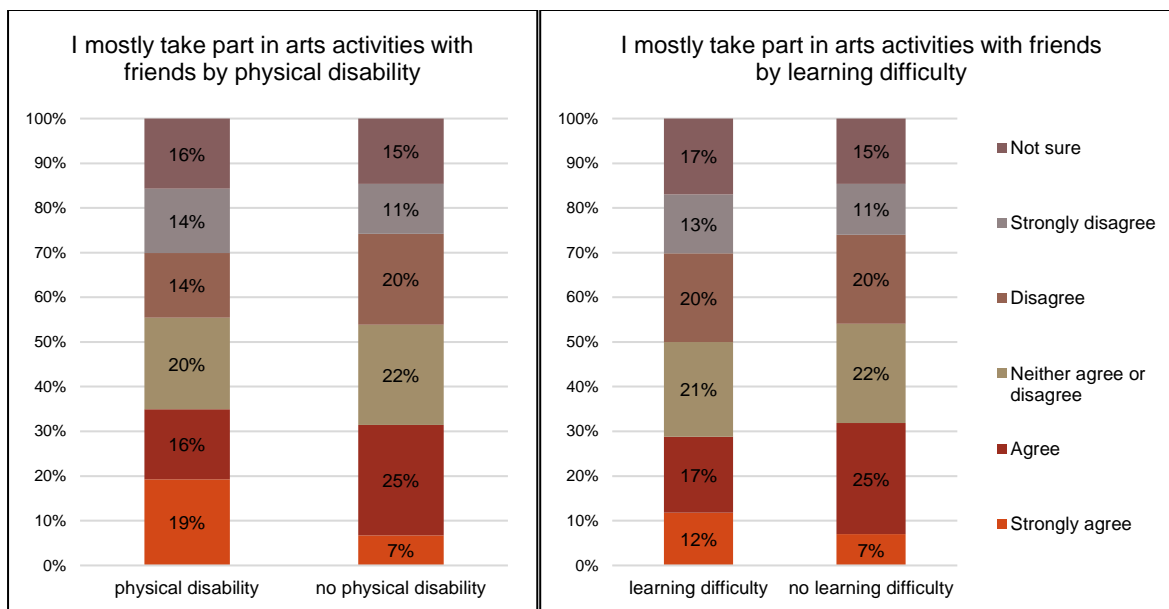


Figure 41: I mostly take part in arts activities with friends by physical disability and by learning difficulty

### Considered by year group we find that:

- 44 percent of year 13 students agree that they participate in arts activities with friends, while a quarter (strongly) disagree.
- Year 10, 11 and 12 students show the same patterns with about 33 percent of year 10, 29 percent of year 11 and 32 percent of year 12 students agreeing that they do most of their arts activities with friends.

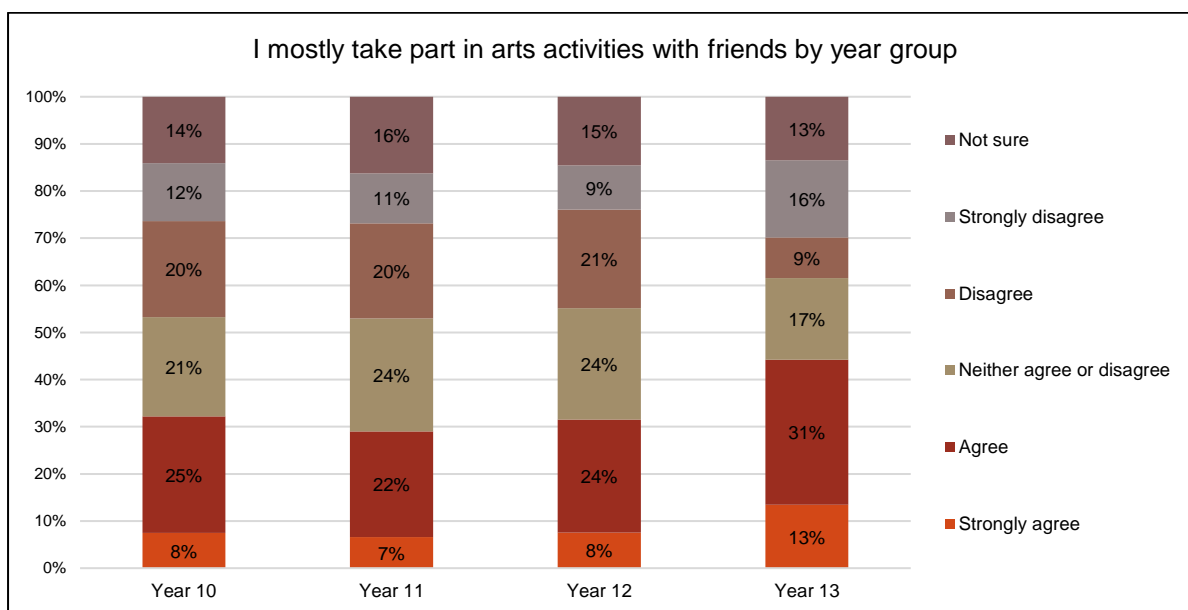


Figure 42: I mostly take part in arts activities with friends by year group

## 5. Who do they do it with?

### Who do they do it with?

- About a third of the students report that they often take part in arts activities with friends, but about the same amount strongly disagree.
- Females and students who identify as non-binary like to do arts activities together with friends more than males.
- White Gypsy/Irish Traveller students and Asian/Asian British Chinese students prefer to engage in arts activities together with friends.
- White Irish students and Black/Black British African students disagree that they take part in the arts mostly with their friends.
- Physical disabilities or learning difficulties do not appear to prevent students from engaging in arts activities with friends. Students with a physical disability as well as students with a learning difficulty share the same patterns of responses as students without a physical disability or students without a learning difficulty.
- More students in year 13 do arts activities with friends than students in year groups 10 to 12.

## 6. Who wants to do what in the future?

Many students do arts activities in school and in their free time, but this may not mean seeing the arts as a career option. Almost a third of the students plan to continue to participate in the arts in their own time.

More than a quarter of the students plan to study an arts subject in the future, about 11 percent would consider voluntary work in the arts 7 percent plan to do an arts-based apprenticeship, and about a fifth plan to get a job in the arts.

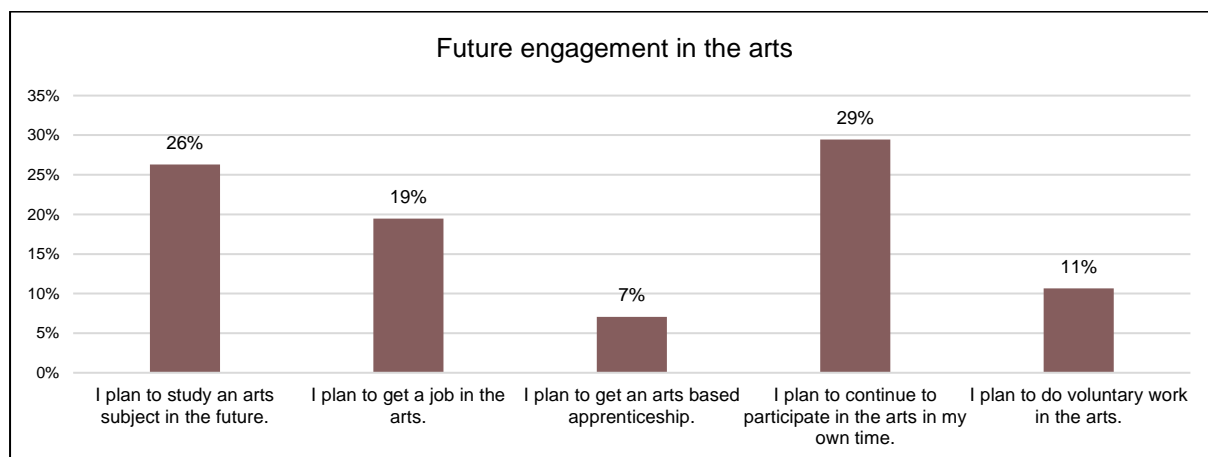
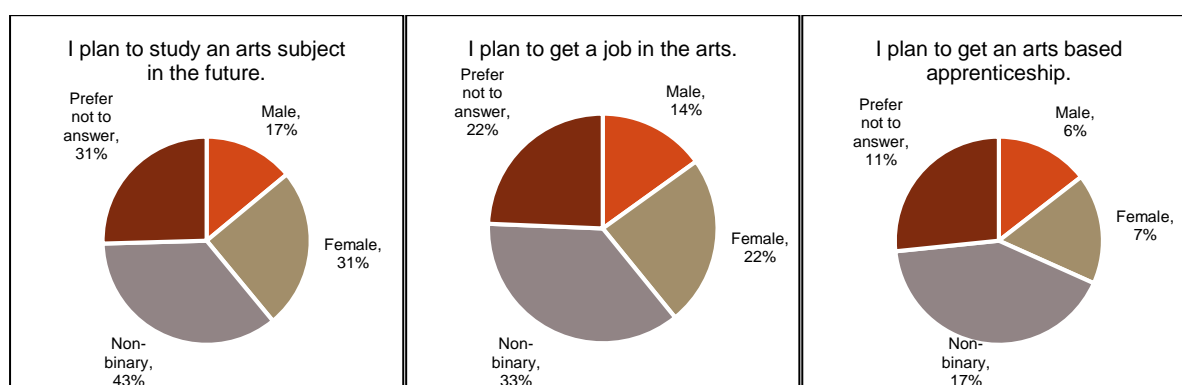


Figure 43: Future engagement in the arts

### Considered by gender we find that:

- 31 percent of females and 43 percent of those who identify as non-binary plan to study an arts subject in the future, while only 17 percent of males have this ambition.
- 22 percent of females and 33 percent of students who identify as non-binary plan to get a job in the arts, while only 17 percent of males have this ambition.
- Apprenticeships appeal equally to males and females (6 %/7 %).
- Twice as many females as males plan to continue to participate in the arts in their own time (36 %/ 18 %).
- Twice as many females as males plan to do voluntary work in the arts (12 %/6 %).



## 6. Who wants to do what in the future?

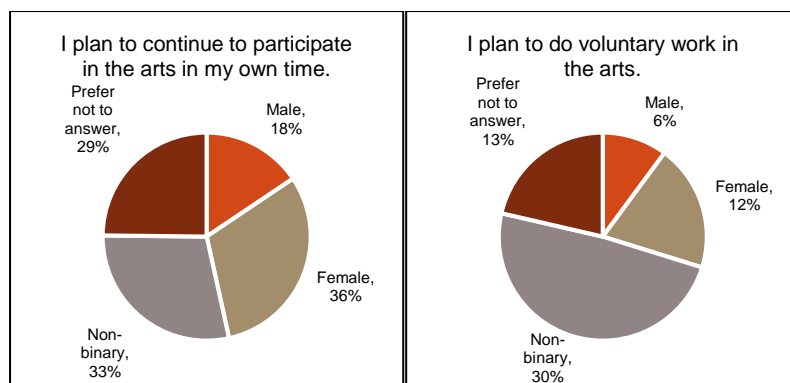


Figure 44: future engagement in the arts by gender

### Considered by ethnicity we find that:

- A quarter of White British students plan to study an arts related subject in the future.
- Almost half of the Mixed White/Black African students (45 %) and half of the Mixed White/Black Caribbean students have plans to study an arts subject.
- 9 percent of students from Asian/Asian British Bangladeshi background plan to study an arts subject in the future.

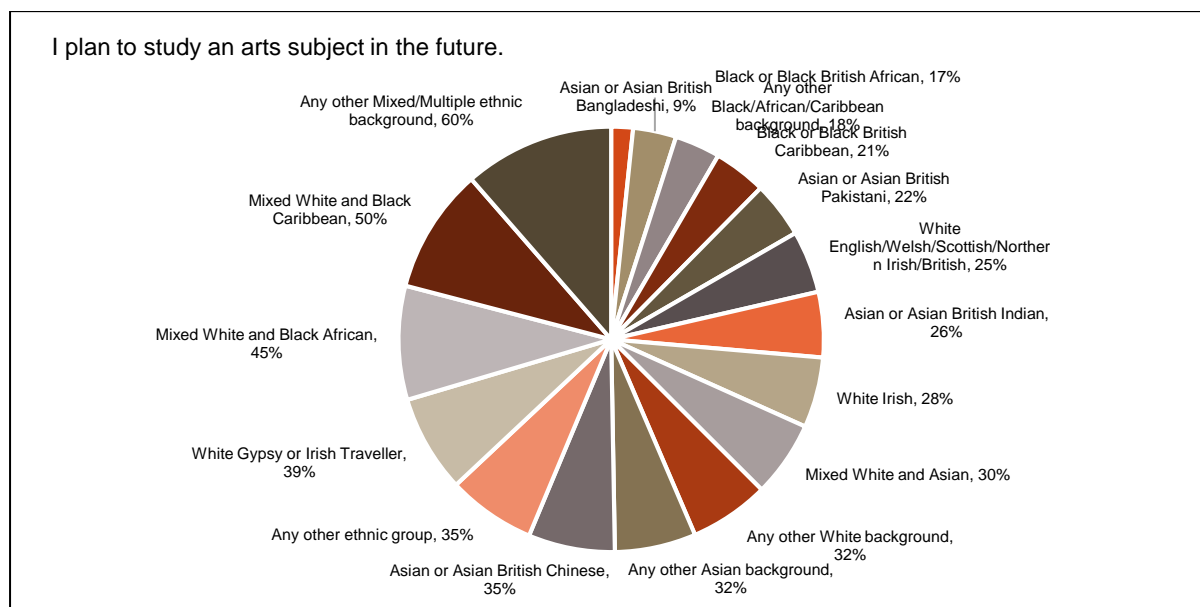


Figure 45: I plan to study an arts subject in the future by ethnicity

- About a fifth (19 %) of White British students plan to get a job in the arts.
- 39 percent of Mixed White/Asian, 36 percent of Mixed White/Black African and 29 percent of Mixed White/Black Caribbean students want to get a job in the arts.
- Only for 9 percent of Asian/Asian British Bangladeshi students and students of any Black/African/Caribbean background aspire to get an arts related job.

## 6. Who wants to do what in the future?

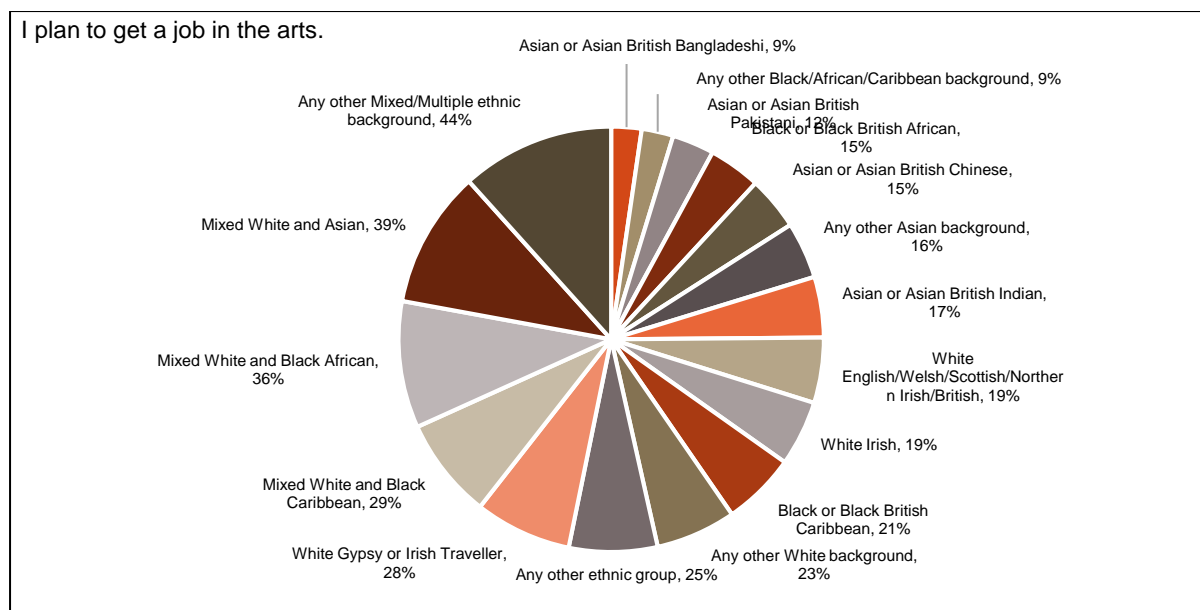


Figure 46: I plan to get a job in the arts by ethnicity

- 7 percent of White British students plan to try to get an arts based apprenticeship.
- A fifth of Black/Black British Caribbean students plan to study an arts subject and get a job in the arts in the future but none are considering an arts based apprenticeship.
- 17 percent of White Gypsy/Irish Traveller students and 18 percent of Mixed White/Black Caribbean students and 18 percent of students of other (mixed) ethnic backgrounds see an arts based apprenticeship as an option.

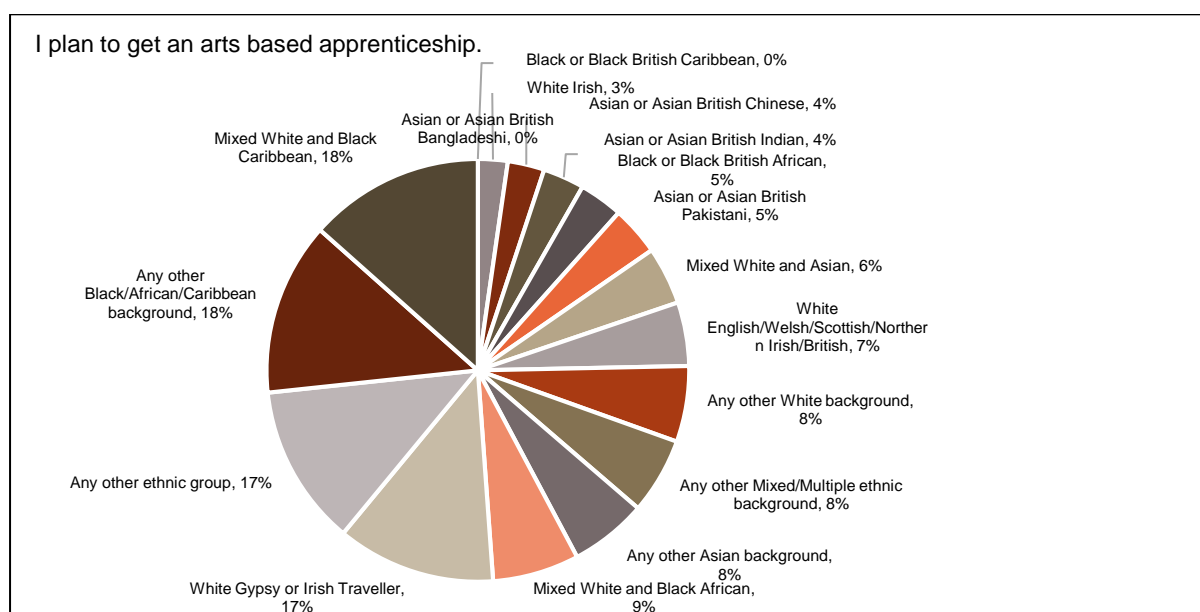


Figure 47: I plan to get an arts based apprenticeship by ethnicity

- 29 percent of White British students want to participate in the arts in their own time in the future.
- More than 40 percent of Asian/Asian British Indian students (43 %), Mixed White/Asian students (45 %) and students of other (white) multiple backgrounds (44 %) signal an intention to continue arts participation.
- 9 percent of Asian/Asian British Bangladeshi students have an interest in participating in the arts in their own time.

## 6. Who wants to do what in the future?

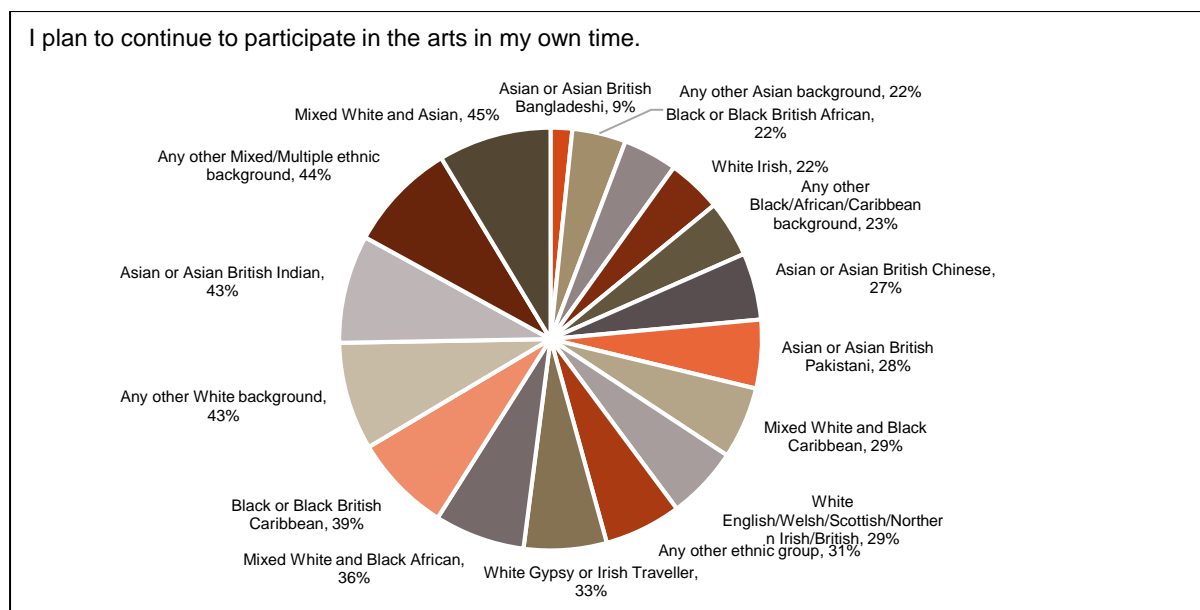


Figure 48: I plan to continue to participate in the arts in my own time by ethnicity

- 10 percent of White British students have plans to voluntarily work in the arts.
- 22 percent of White Gypsy/Irish Traveller students and students with Asian/Asian British Indian background intend to voluntarily work in the arts in the future.
- Only 4 percent of students within the groups of Asian/Asian British Chinese students and Asian/Asian British Bangladeshi students have plans to do voluntary work in the arts.

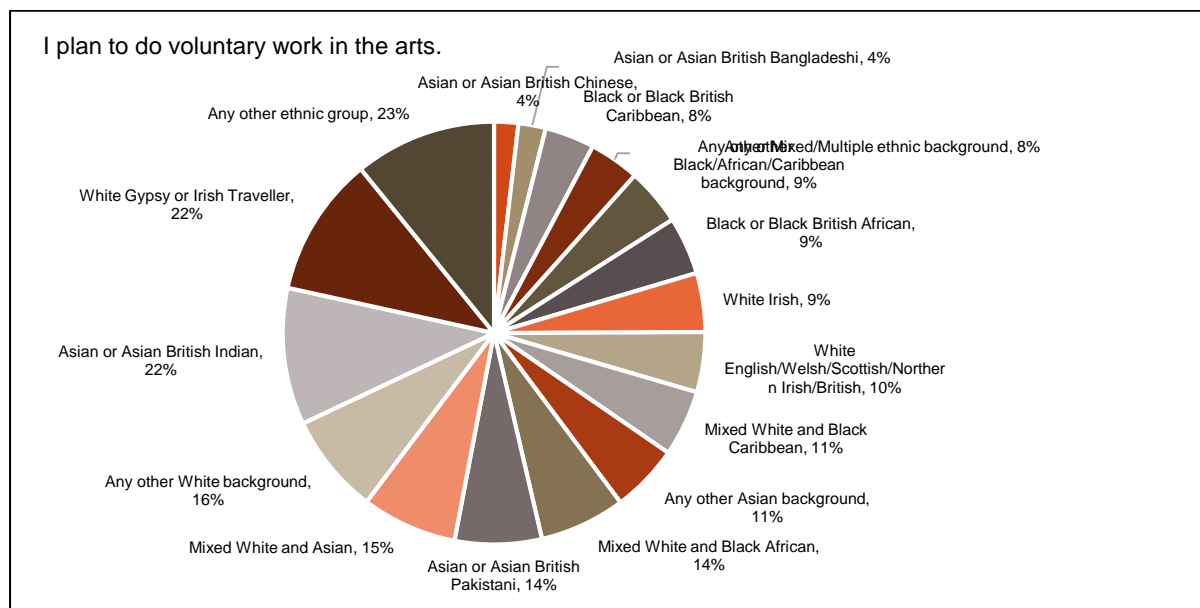


Figure 49: I plan to do voluntary work in the arts by ethnicity

### Considered by physical disability we find that:

- Students with a physical disability are more likely to have plans to engage in the arts in the future.
- A third plan to study an arts subject in the future, a quarter want to get a job in the arts.
- 18 percent plan to get an arts based apprenticeship, more than a third plan to continue to participate in the arts in their own time and a quarter plan to voluntarily work in the arts.

## 6. Who wants to do what in the future?

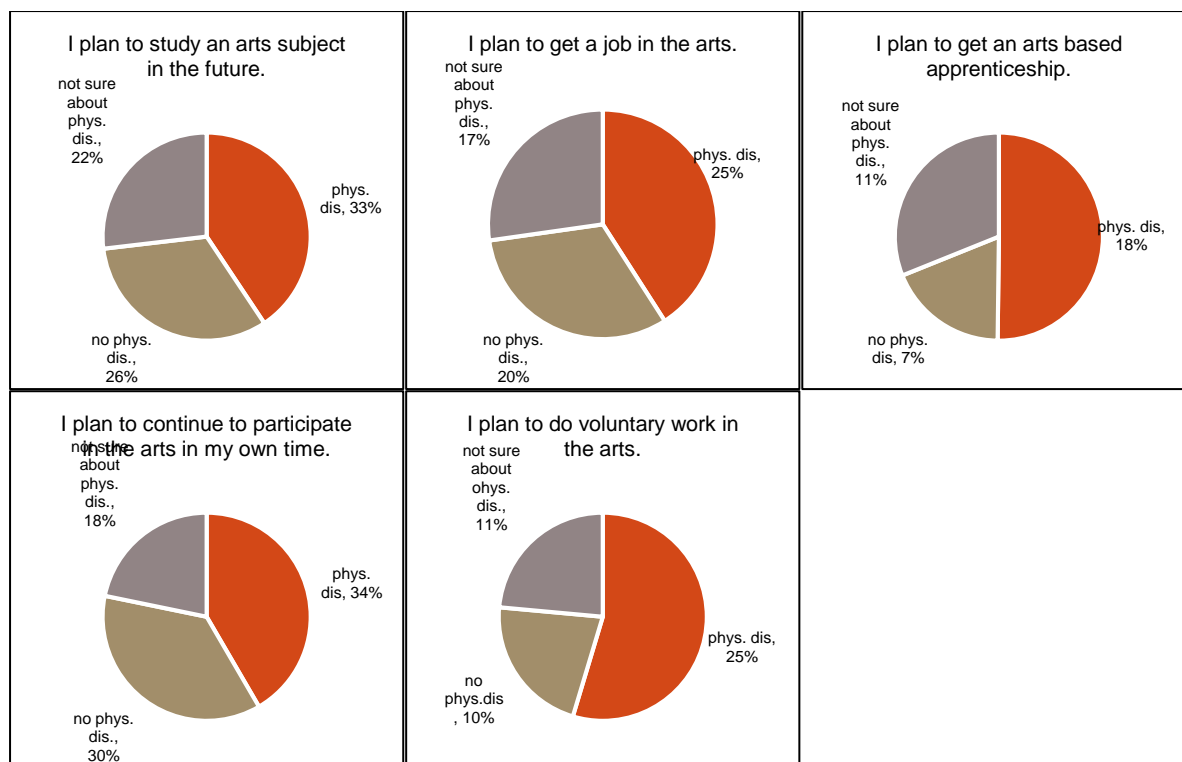
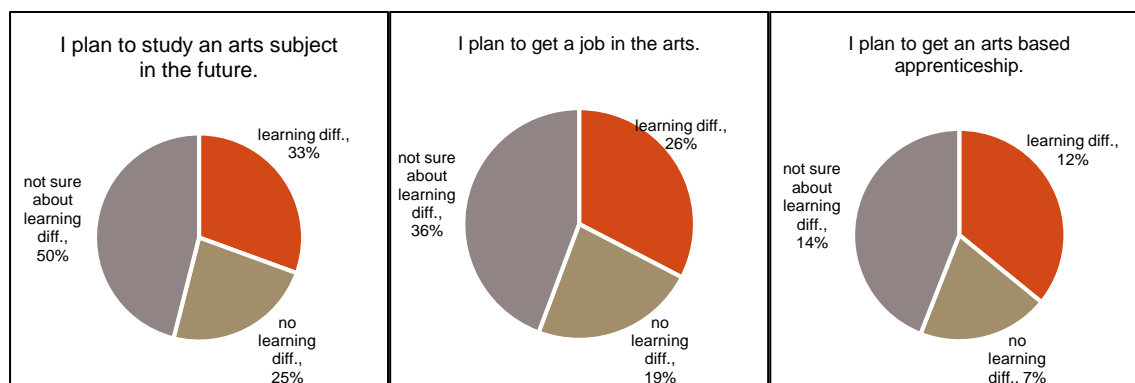


Figure 50: future engagement in the arts by physical disability

### Considered by learning difficulty we find that:

- 33 percent of students with a learning difficulty plan to study an arts subject in the future, compared to 25 percent of students who do not have a learning difficulty.
- 26 percent of students with a learning difficulty agree they plan to get a job in the arts, compared to 19 percent who do not have a learning difficulty.
- Almost double the percentage of students with learning difficulties compared to students without (12 %/7 %) agree they plan to get an arts based apprenticeship.
- Almost the same percentage of students with (30 %) and without (29 %) a learning difficulty plan to continue in the arts in their own time.
- 17 percent of students who have a learning difficulty plan to voluntarily work in the arts, while 10 percent of students without a difficulty do so.





## 6. Who wants to do what in the future?

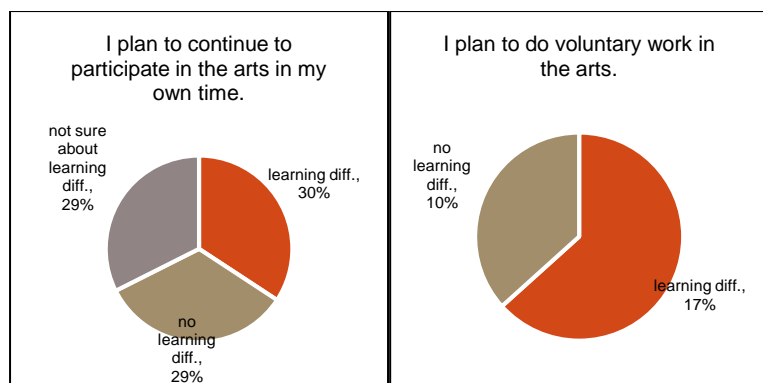


Figure 51: future engagement in the arts by learning difficulty

### Considered by year group we find that:

- Year 12 students are the least likely group to be wanting to study an arts subject in the future (20 % compared to 26 %-29 % in the other three year groups).
- 20 percent of students in each year group plan to get a job in the arts.
- Aspirations for an arts based apprenticeship are highest in year 10 (9 %) and lowest in year 12 (4 %).
- There is no significant difference between the year groups in their plans for continuing to participate in the arts in their own time. 30 percent in each year group agree with this.
- Plans for doing voluntary work in the arts are most likely amongst by year 13 students (19 %), while there are 10 to 11 percent of students in the other three year groups who have this intention.

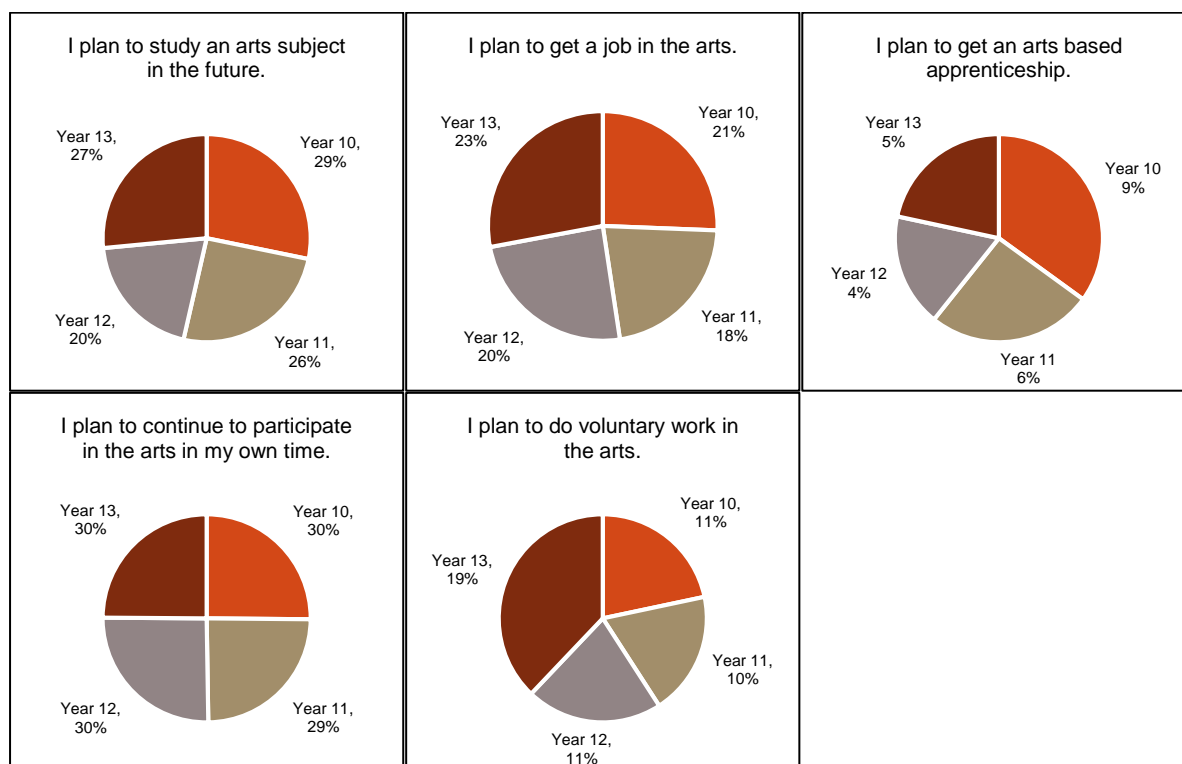


Figure 52: future engagement in the arts by year level

## 6. Who wants to do what in the future?

### Who wants to do what in the future?

- About 20 percent of the students plan to get a job in the arts.
- About a quarter plan to study an arts subject in the future, with fewer in year 12 and more in year 10.
- Percentages of students considering an arts apprenticeship are low, but are equally distributed between girls and boys.
- About 30 percent of students plan to continue to participate in the arts in their own time in the future.
- Female students and those who identify as non-binary are most likely to consider a future career in the arts and to intend to work voluntarily in the arts.
- A significant proportion of Mixed White/Black Caribbean and Mixed White/Black African students are planning to study an arts subject in the future and get a job in the arts.
- Asian/Asian British Bangladeshi students are least likely to have arts related plans.
- Students with a report physical disability are more likely to intend to pursue the arts in the future compared to their peers.

## 7. What gets in the way of participating in the arts?

Most of the students surveyed would like to do more arts activities (42 %), while only 22 percent (strongly) disagree with the statement. 36 percent neither agree or disagree or are not sure about it.

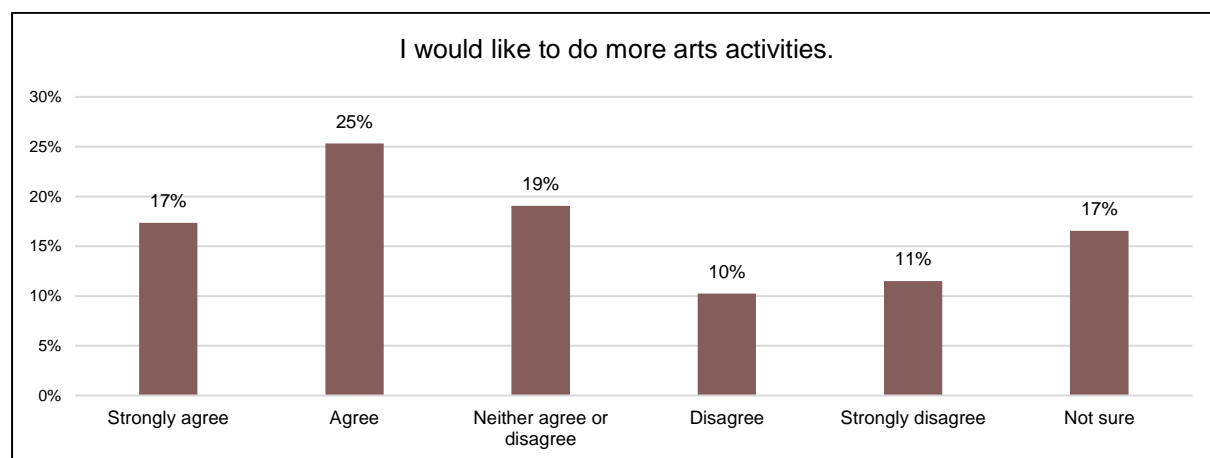


Figure 53: I would like to do more arts activities.

### Considered by gender we find that:

- About a quarter of male students (26 %) agree that they would like to do more arts activities, while 31 percent disagree.
- More than half of the female students (52 %) would like to do more arts activities, while 29 percent disagree.

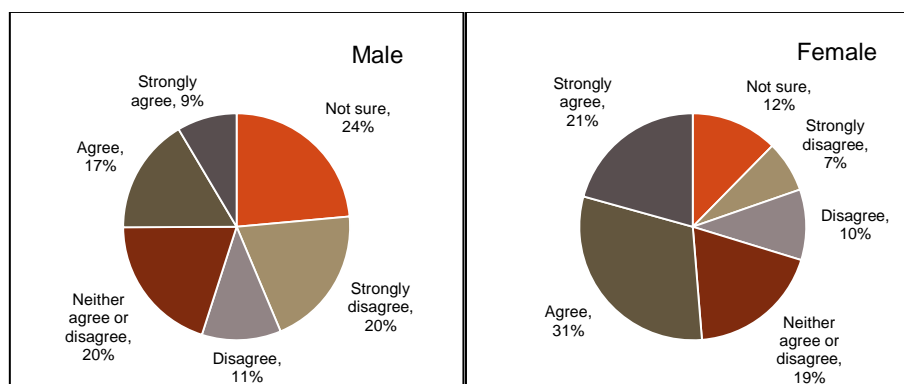


Figure 54: I would like to do more arts activities by gender

### Considered by ethnicity we find that:

- 17 percent of White British students would like to do more arts activities, while 12 percent disagree.
- More than a quarter of White Irish students, White Gypsy/Irish Traveller students (26 %) and students of other Black/African/Caribbean background (28 %) agree that they would like to do more arts activities.
- 30 percent of Mixed White/Asian students and 39 percent of students from other Asian backgrounds would like to do more arts activities.
- Only 9 percent of Asian/Asian British Bangladeshi students and only 11 percent of Asian or Asian British Pakistani students strongly agree that they would like to do more arts activities.
- 22 percent of Asian/Asian British Bangladeshi students and 16 percent of Asian/Asian British Pakistani students strongly disagree that they would like to do more arts activities.

### Considered by physical disability and by learning difficulty we find that:

- 42 percent of students with a physical disability agree that they would like to do more arts activities. This matches the percentage of students without a disability.
- Agreement patterns for students having a learning difficulty match the patterns for those without a learning difficulty (42%/43%).

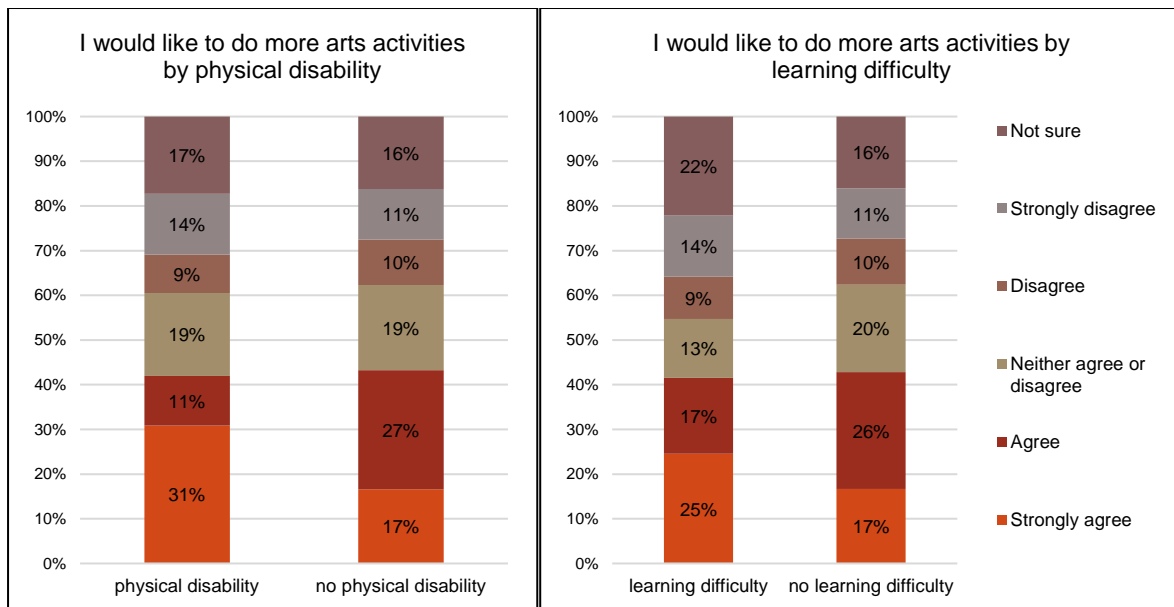


Figure 55: I would like to do more arts activities by physical disability and by learning difficulty

### Considered by year group we find that:

- More than 40 percent of students in years 10 and 11 agree that they would like to do more arts activities.
- More than a half of year 13 students surveyed agree and only 17 percent (strongly) disagree with this statement.
- About a fifth of the students do not wish to spend more time taking part in arts activities.

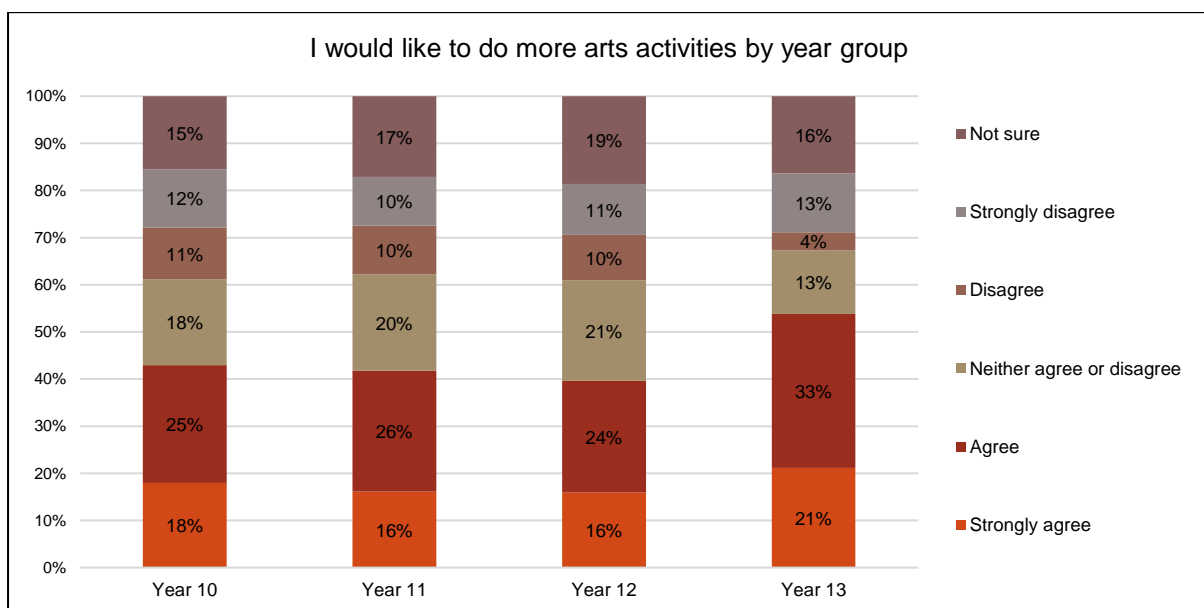


Figure 56: I would like to do more arts activities by year group

## School work as a barrier to arts participation

One of the main barriers to arts participation is schoolwork. 38 percent of the students agree that they do not have time to take part in arts activities because of school work. Only 10 percent strongly disagree with this statement.

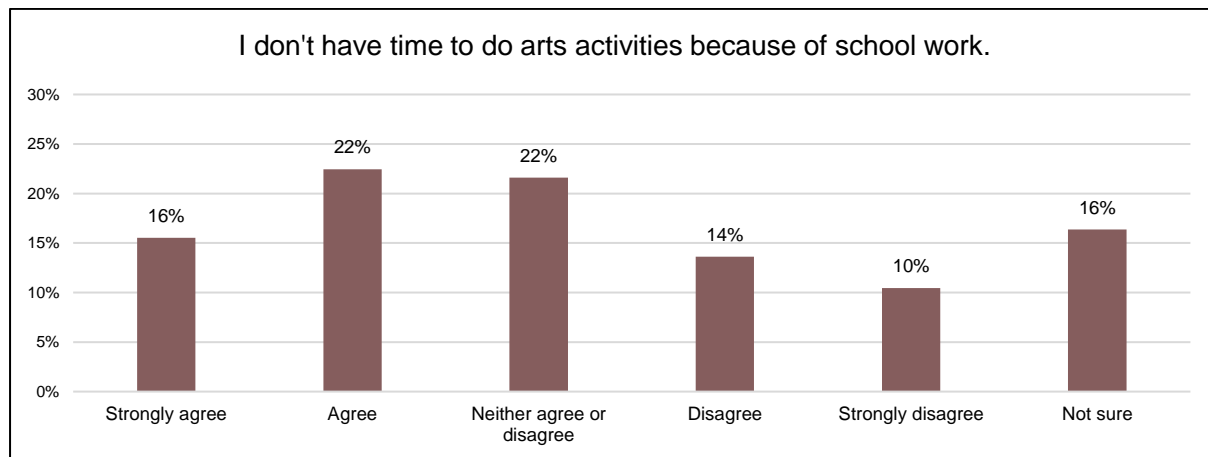


Figure 57: I don't have time to do arts activities because of school work.

### Considered by gender we find that:

- 28 percent of males agree that they do not have time to do arts because of school work, while 27 percent disagree.
- 43 percent of female students have the feeling that school work gets in the way of their arts participation. Only 23 percent disagree with this.

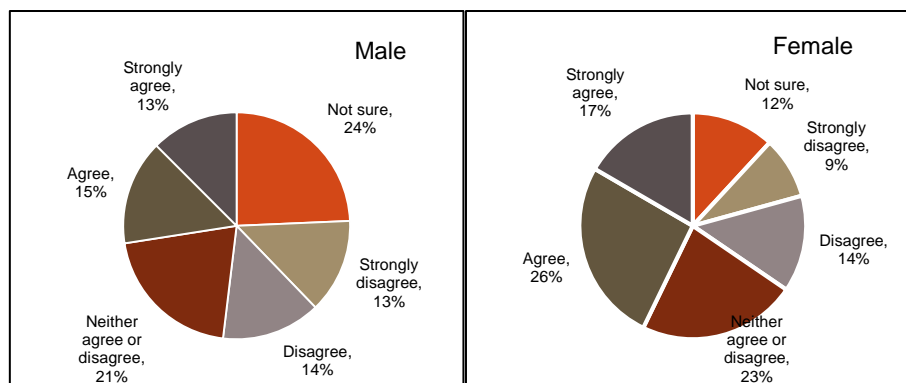


Figure 58: I don't have time to do arts activities because of school work by gender

### Considered by ethnicity we find that:

- More than a quarter of Asian/Asian British Pakistani students (25 %), Asian/Asian British Indian students (26 %), Black/Black British Caribbean (29 %) students and students of any other Black/African/Caribbean background (28 %) strongly agree that school work is a barrier to arts participation.
- 25 percent of White British students agree that they do not have time for arts because of school work; 11 percent strongly disagree.
- The disagreement-rates are lowest for Mixed White/Black African students, where none ticked this answer, and highest for Asian or Asian British Chinese students with a fifth strongly disagreeing that school is a barrier.

## 7. What gets in the way of participating in the arts?

### Considered by physical disability and by learning difficulty we find that:

- There are no differences between students with and without a physical disability in their answers to the statement that they do not have time to do arts activities because of school work (38 % agree/ 24 % disagree).
- There are no differences between students with and without a learning difficulty in their answers to the statement that they do not have time to do arts activities because of school work (36/38 % agreeing and 25/24 % disagreeing).

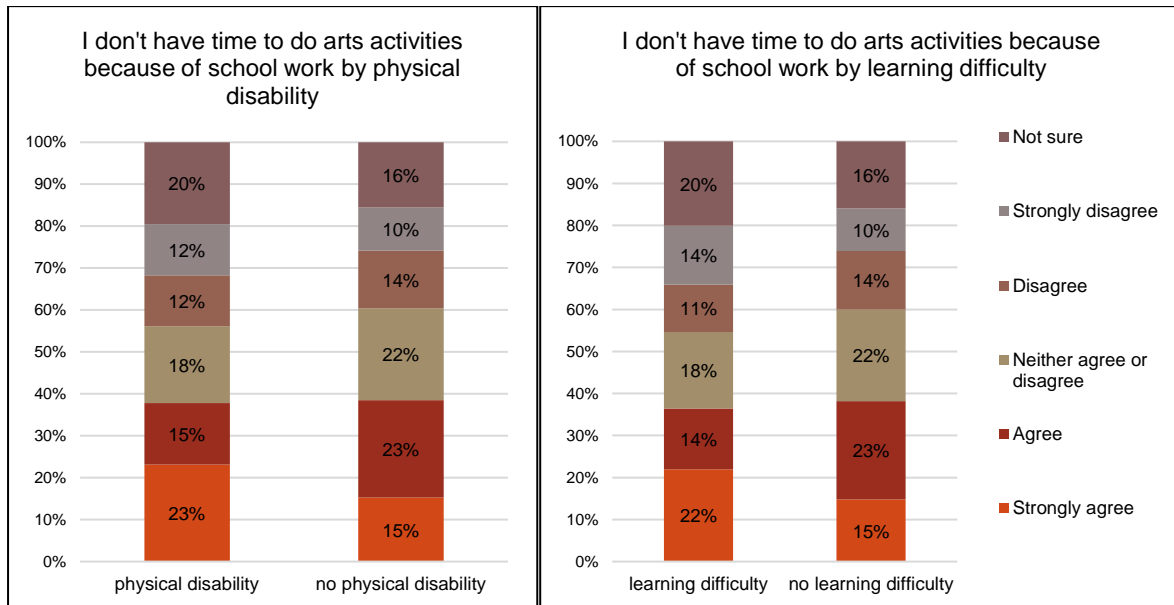


Figure 59: I don't have time to do arts activities because of school work by physical disability and by learning difficulty

### Considered by year group we find that:

- 29 percent of year 10 students agree that they do not have time because of school work.
- 44 percent of year 11 students and 36 percent of year 12 students agree that they do not have time to engage in the arts because of school work.
- 43 percent of year 13 students agree that school gets in the way of participating in the arts.
- Year 11 and 13 students express more concerns with school work. There is therefore not a clear linear trend with school work becoming progressively more time-consuming.

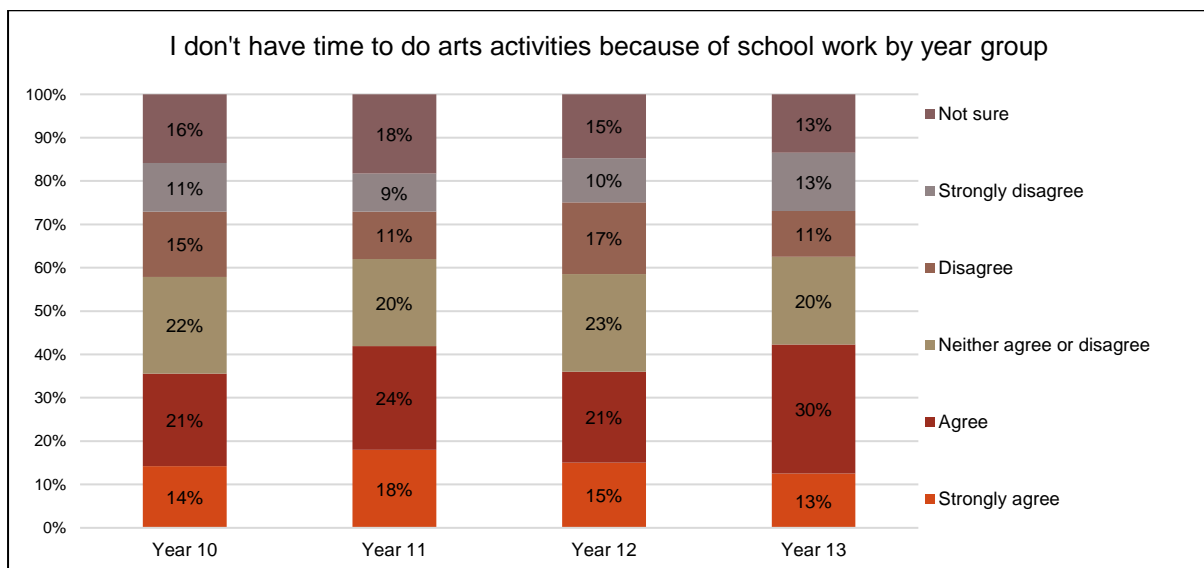


Figure 60: I don't have time to do arts activities because of school work by year group

## 7. What gets in the way of participating in the arts?

### Decline in arts participation

Students express the view that they participated in more arts activities when they were younger (43 %). A quarter disagree that this was the case. 17 percent neither agree nor disagree to the statement.

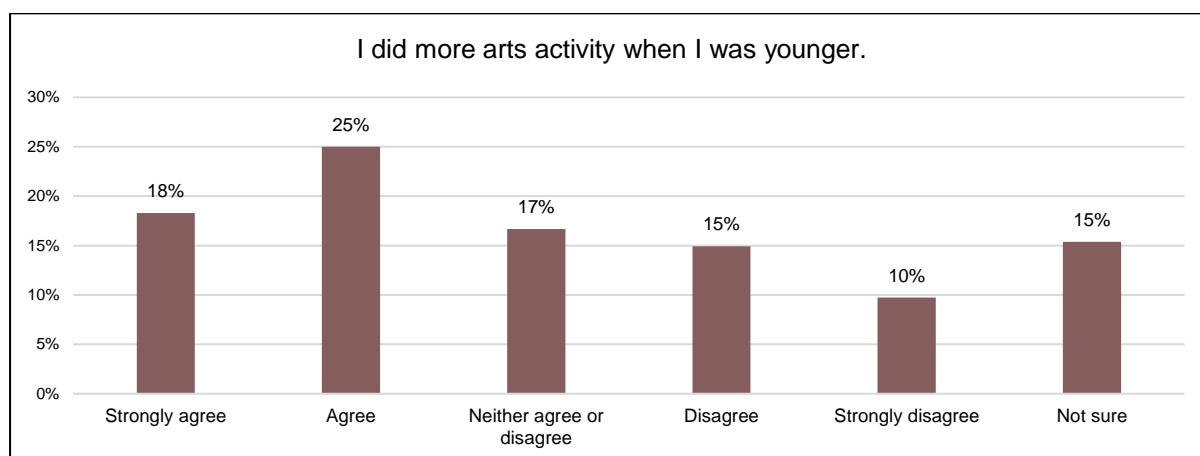


Figure 61: I did more arts activity when I was younger.

#### Considered by gender we find that:

- 30 percent of male students report that they did more arts when they were younger, compared to 50 percent of female students.
- 34 percent of males disagree with the statement that they did more arts when they were younger, while only a fifth of the female students disagree with this.

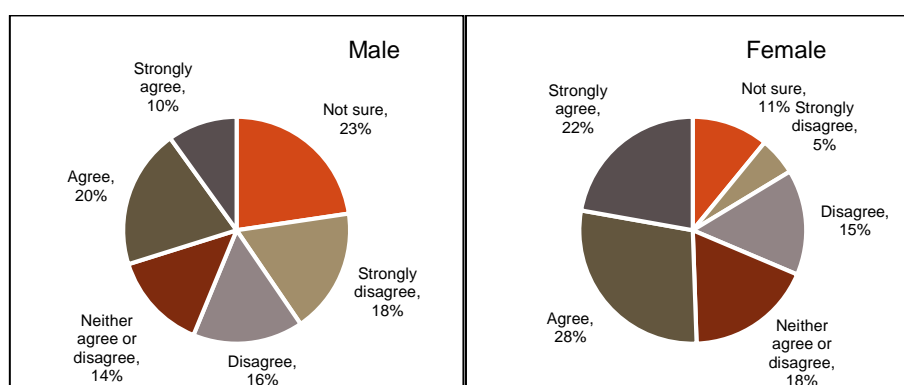


Figure 62: I did more arts activity when I was younger by gender

#### Considered by ethnicity we find that:

- 15 percent of Asian/Asian British Pakistani students as well as 16 percent of White British students strongly agree that their arts activities have declined.
- More than 30 percent of Mixed White/Black Caribbean (31 %), Asian/Asian British Chinese (33 %) as well as students of any other Black/African/Caribbean background (35 %) strongly agree that they did more arts activities when they were younger.
- 14 percent of Asian/Asian British Bangladeshi students, White Gypsy/Irish Traveller students and 15 percent of White Irish students strongly disagree with the statement that they did more arts activities when they were younger.
- Only 3 percent of Mixed White/Black Caribbean and 4 percent of students of any other Mixed/Multiple background, Asian/Asian British Chinese and Asian/Asian British Indian students disagree that they did more arts activities when they were younger.

## 7. What gets in the way of participating in the arts?

### Considered by physical disability and by learning difficulty we find that:

- Fewer students with a physical disability agree that they did more arts activity when they were younger (34 % compared to 45 % of students without a physical disability), which might be an indicator that students with a physical disability maintain arts participation through their schooling.
- Fewer students with a learning difficulty agree that they did more arts activity when they were younger (37 %) compared to their peers (44 %).

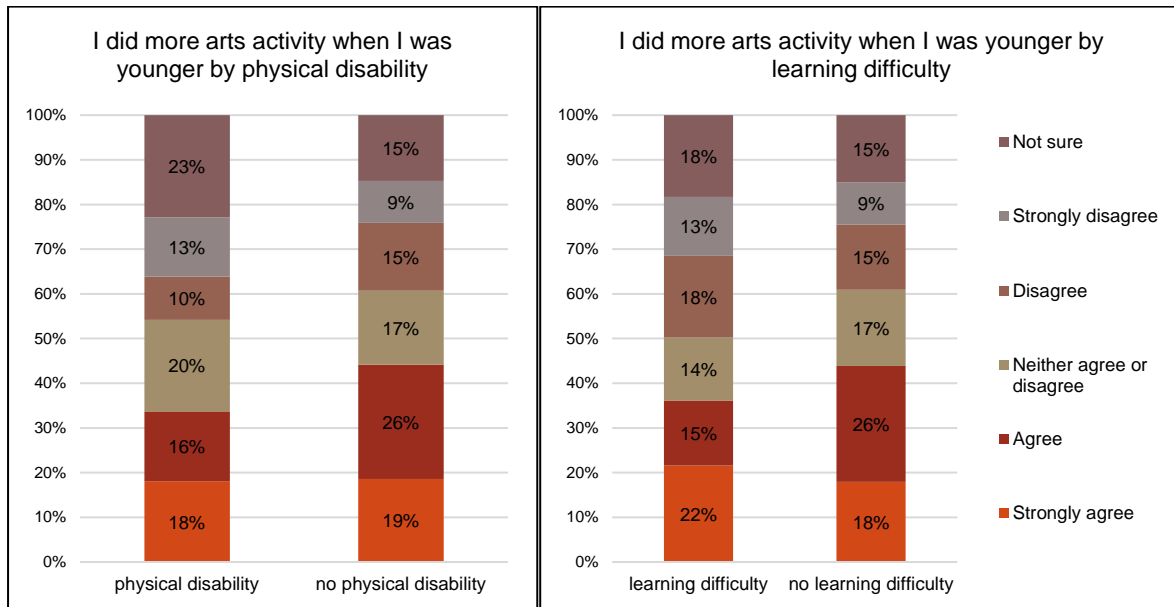


Figure 63: I did more arts activity when I was younger by physical disability and by learning difficulty

### Considered by year group we find that:

- 41 percent of year 10, 45 percent of year 11, 47 percent of year 12 and 47 percent of year 13 students agree that they did more arts activity when they were younger.
- 26 percent of year 10, 22 percent of year 11, 24 percent of year 12 and 22 percent of year 13 students disagree with this.

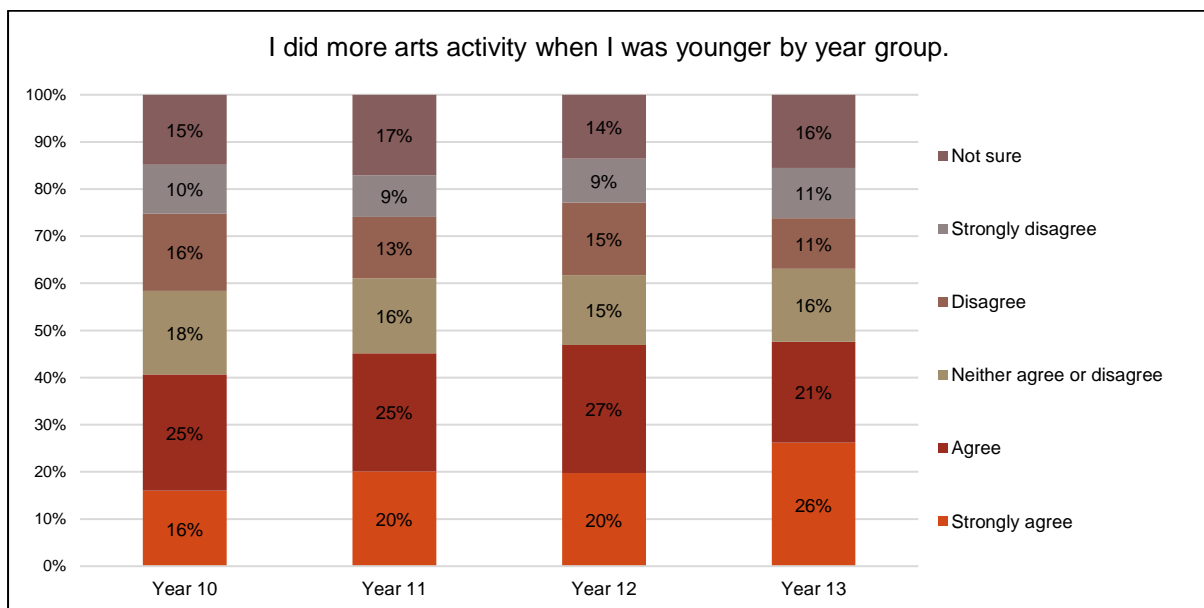


Figure 64: I did more arts activity when I was younger by year group.



## 7. What gets in the way of participating in the arts?

### Part time work

Nearly a third of the overall number of students do paid part-time work or voluntary work. This has the potential to interfere with arts engagement as well as with school work. 719 (31 %) do either paid part-time or voluntary work and 195 students (8 %) do both paid part-time and voluntary work.

Table 3: part-time or voluntary work

	N	Do you do paid part-time work?	Do you do any voluntary work?	Paid part-time or voluntary work	Paid part-time and voluntary work
<b>Year 10</b>	1109	18%	24%	27%	7%
<b>Year 11</b>	762	23%	25%	31%	9%
<b>Year 12</b>	340	32%	29%	43%	9%
<b>Year 13</b>	111	41%	28%	34%	17%
<b>Total</b>	2283	23%	25%	31%	8%

The older the students, the more likely they are to do paid part-time work. More than 40 percent of year 13 students do one or the other, with 17 % doing both paid part-time and voluntary work.

We have cross tabulated part time and voluntary work by reported arts participation:

- The analysis suggests that there are some differences in arts participation between students who do paid part-time work and those who do not.
- Students who work also take part in more arts activities than their peers.
- The differences are statistically significant, with the exception of ICT-use, visual arts and crafts and drama activities.

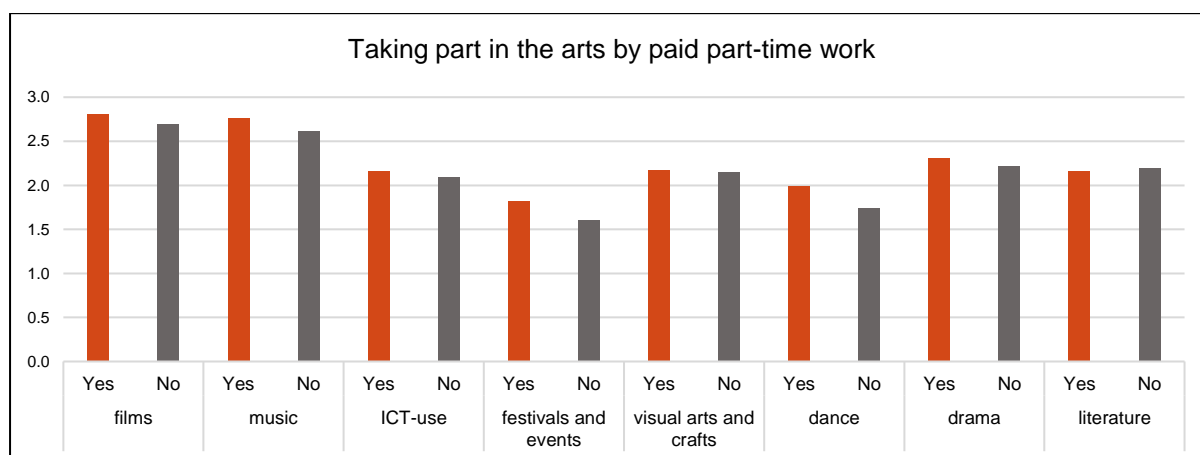


Figure 65: average level of taking part in the arts by paid part-time work

- The differences between students doing voluntary work and those who do not, are also significant.
- Students who do voluntary work also more often take part in arts activities.
- This might be an indicator that some students are doing voluntary work in the arts, but this is beyond the survey analysis.

## 7. What gets in the way of participating in the arts?

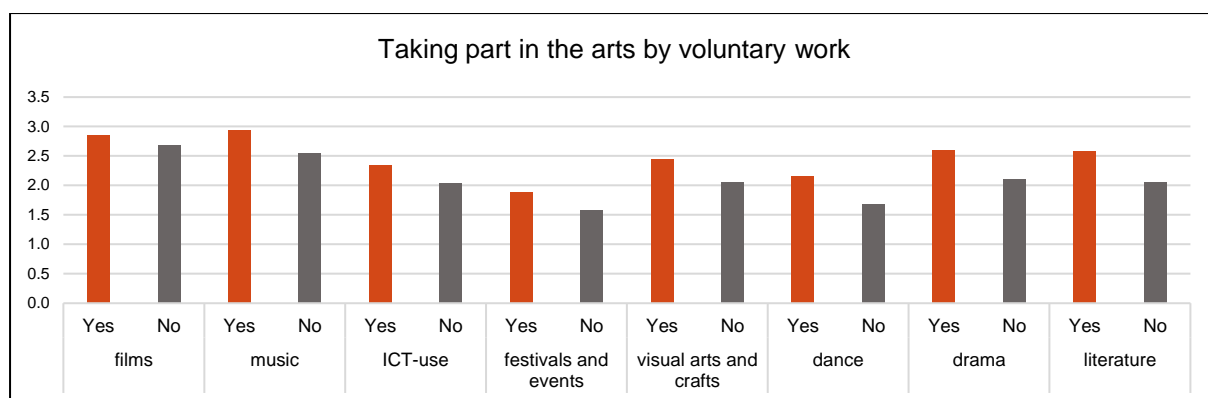


Figure 66: average level of taking part in the arts by voluntary work

### Considered by gender we find that:

- About the same proportion of male and female students do paid part time work (23 % males/ 22 % females).
- Nearly twice as many female as male students do voluntary work (17 %/30 %).

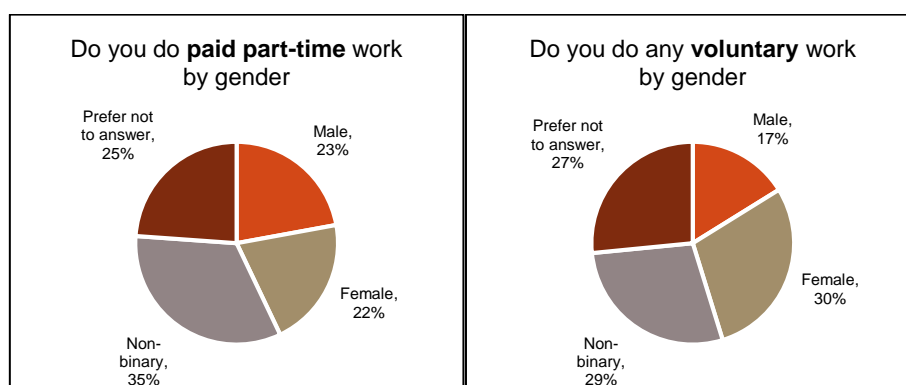


Figure 67: Do you do paid part-time/voluntary work by gender

### Considered by ethnicity we find that:

- 44 percent of White Gypsy/Irish Traveller and 34 percent of Mixed White/Black Caribbean students do paid part time work outside school.
- Almost a quarter (24 %) of White British students and more than a quarter of Asian/Asian British Indian students do paid part-time work.
- Only 9 percent of Asian/Asian British Pakistani do paid part-time work, while more than a fifth of Asian/Asian British Bangladeshi students do so.
- A quarter of White British students work voluntarily outside school.
- Voluntary work is also done by 43 percent of Asian/Asian British Indian students.
- 22 percent of Asian/Asian British Bangladeshi students and Black/Black British African students do voluntary work outside school.

### Considered by physical disabilities and by learning difficulties we find that:

- 37 percent of students with a physical disability do paid part-time work, compared to 22 percent of students without a physical disability who have a paid part time job.
- More than a quarter (26 %) of students with a physical disability are engaged in voluntary work, which is equivalent to the percentage of students without a physical disability who engage in voluntary work.
- 29 percent of the students with a learning difficulty do paid part-time work, compared to 22 percent of students without a learning difficulty.
- 32 percent of students with a learning difficulty do voluntary work, compared to 24 percent of students without a learning difficulty.

## 7. What gets in the way of participating in the arts?

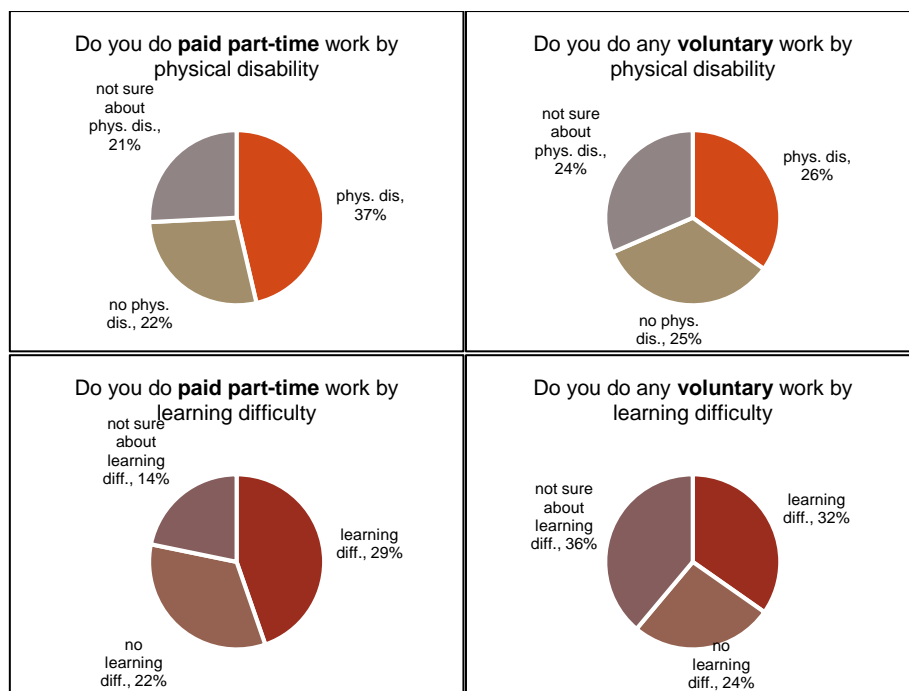


Figure 68: Do you do paid part-time/voluntary work by physical disability and by learning difficulty

### What gets in the way of participating in the arts?

- Schoolwork is a barrier to arts participation for almost 40 percent of the students.
- There is some drop off in arts participation as students get older.
- More female students report that they do not have time for arts activities because of school work.
- Students with a physical disability seem to maintain creative arts activities, but would like to do more.
- Students who do paid part-time or voluntary work are more involved in arts activities than those who do not work outside school.

## 8. What helps students to take part in arts and cultural activities?

Families are important in encouraging young people to take part in arts activities.

- 37 percent of the students report that their family supports them in taking an interest in the arts.
- A further 16 percent are not sure about their family support.
- A quarter (25 %) disagree that their family encourages them to take an interest in the arts.

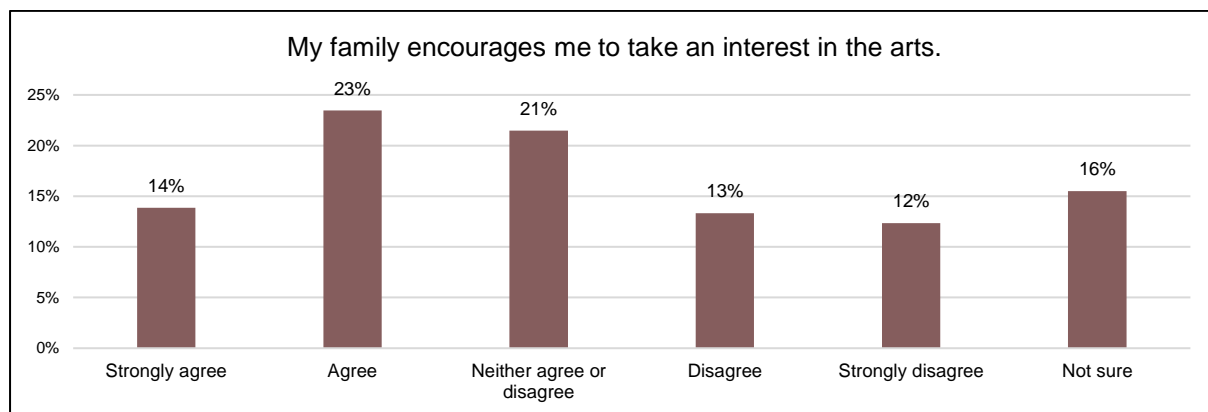


Figure 69: My family encourage me to take an interest in the arts.

### Considered by gender we find that:

- The same percentage of male students agree and disagree that they are encouraged by their family to participate in the arts (23 %). Another 23 percent is not sure about it.
- 45 percent of females are encouraged by their families to participate in the arts, while 28 percent are not.

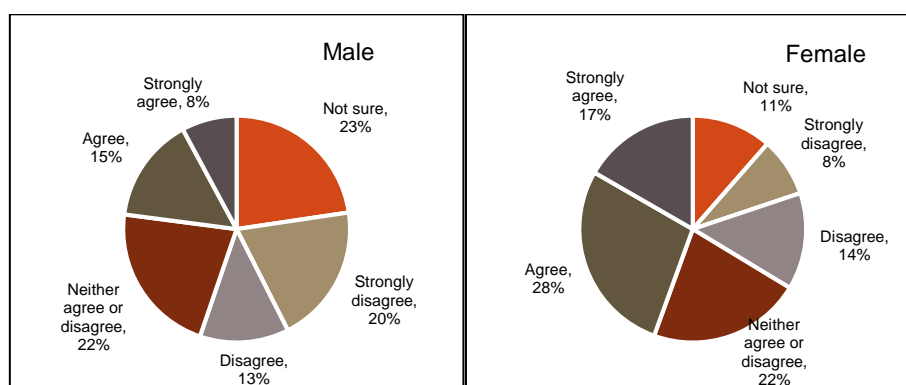


Figure 70: My family encourage me to take an interest in the arts by gender

### Considered by ethnicity we find that:

- Only 4 percent of Asian/Asian British Bangladeshi students and 5 percent of Asian/Asian British Pakistani students strongly agree that their family encourages them to take interest in the arts. Between 13 and 17 percent of them strongly disagree.
- Mixed White students report stronger family support (up to a quarter says that their family encourage them to take interest in the arts).
- 14 percent of White British students strongly agree that they receive family support, while 12 percent disagree.

## 8. What helps students to take part in arts and cultural activities?

### Considered by physical disability and by learning difficulty we find that:

- 29 percent of students with a physical disability agree that their family encourages them to take an interest in the arts, however, 32 percent disagree with the statement.
- 38 percent of students without a physical disability report receiving family support and only a quarter disagree.
- 35 percent of students with a learning difficulty report family support for arts interests, much the same proportion as for students without a learning difficulty (38 %).

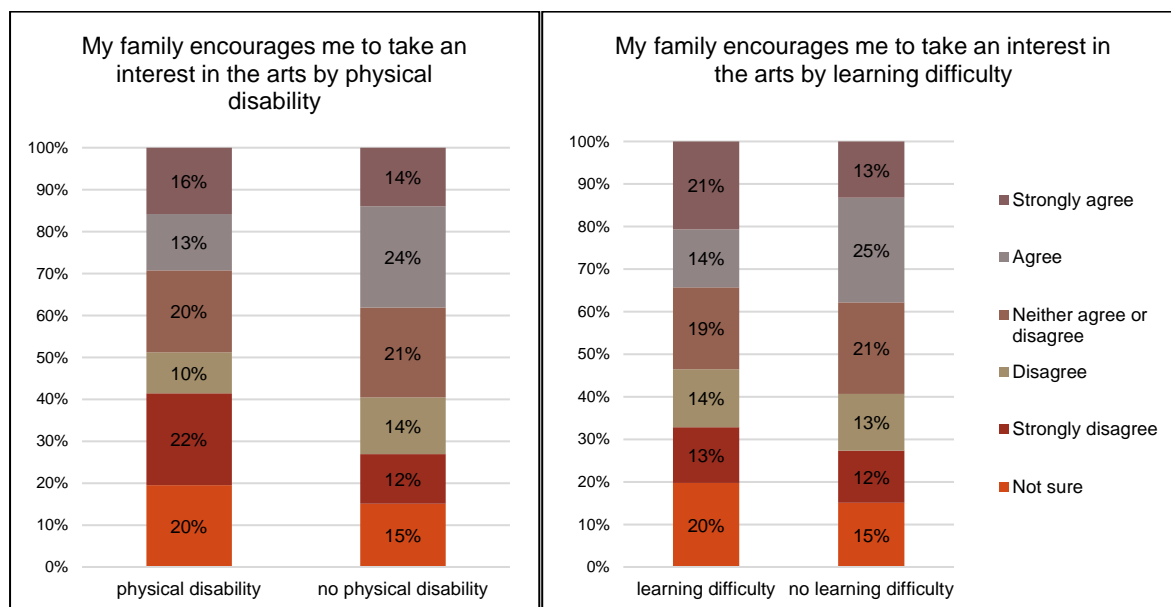


Figure 71: My family encourages me to take an interest in the arts by physical disability and by learning difficulty

## The role of arts organisations

Arts organisations seem to have only a small direct impact on the development of interests in the arts.

- 18 percent of students (strongly) agree that an arts organisation has helped them to develop their interest in the arts.
- 40 percent neither agree nor disagree or are not sure that an arts organisation has helped them to develop an interest in the arts.
- 42 percent say that arts organisations have not helped them to develop their interest in the arts.

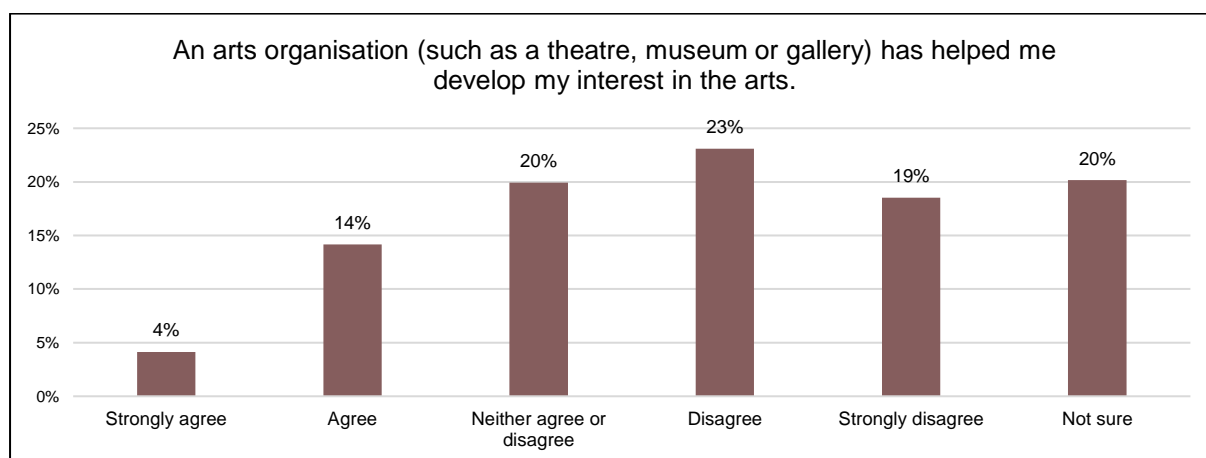


Figure 72: An arts organisation (such as a theatre, museum or gallery) has helped me develop my interest in the arts.

## 8. What helps students to take part in arts and cultural activities?

### Considered by gender we find that:

- 23 percent of females agree that an arts organisation has helped them to develop their interest in the arts, while 39 percent (strongly) disagree.
- 32 percent of students who identify as non-binary agree that an arts organisation has helped them to take an interest in the arts.
- Only 7 percent of male students agree that an arts organisation has been important in helping them developing an interest in the arts.

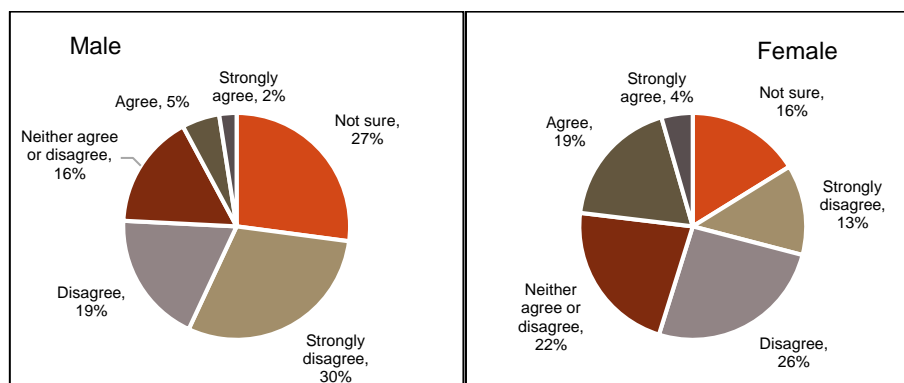


Figure 73: An arts organisation has helped me develop my interest in the arts by gender

### Considered by ethnicity we find that:

- Generally, most ethnic groups do not agree that arts organisations have helped them in taking an interest in the arts.
- Only 4 percent of White British students agree that an arts organisation has helped them to develop their interest in the arts, while 19 percent disagree.
- A fifth of White Gypsy or Irish Traveller students (21 %) and 13 percent of Mixed White/Asian students strongly agree that arts organisations have helped them to develop their interest in the arts.
- 22 percent of Asian/Asian British Bangladeshi students, 21 percent of Asian/Asian British African students and 21 percent of Black/Black British African students report that an arts organisation has not played a role in developing their interest in the arts.

### Considered by physical disability and by learning difficulty we find that:

- 29 percent of students with physical disabilities agree that an arts organisation has helped to develop their interest in the arts.
- Around a third of the students – regardless of whether they report to have a physical disability or not – disagree.
- 21 percent of students with learning difficulties agree that arts organisations have helped them to develop their interest in the arts, compared to 18 percent of students without a learning difficulty.

## 8. What helps students to take part in arts and cultural activities?

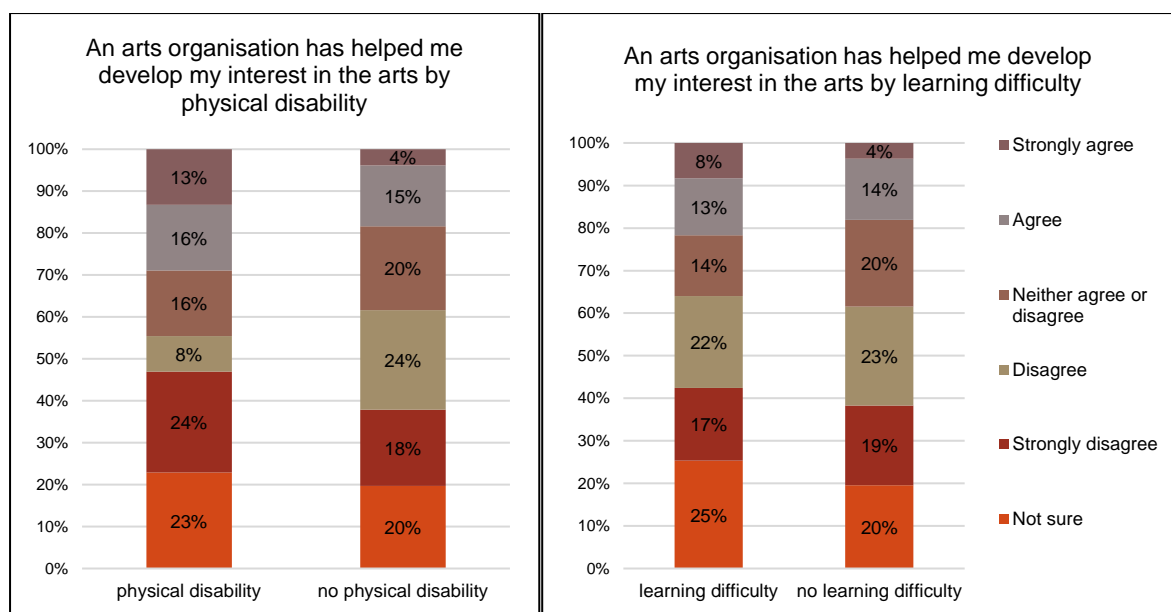


Figure 74: An arts organisation (such as a theatre, museum or gallery) has helped me develop my interest in the arts by physical disability and by learning difficulty

## Who receives what sort of encouragement?

The last section of this report deals with the question: what sort of encouragement do students perceive? To answer this question, the statements *An arts organisation (such as a theatre, museum or gallery) has helped me develop my interest in the arts*, *My family encourage me to take an interest in the arts* and *My school has supported my interest in the arts* were combined into one variable.

- 27 percent of students do not feel encouraged to participate in the arts by school, family or an arts organisation.
- 11 percent of the students receive encouragement only from school, but not from family or an arts organisation.
- 6 percent receive encouragement to participate in the arts only from their family.
- 1 percent receive encouragement to participate in the arts only from an arts organisation.
- 3 percent receive encouragement to participate in the arts by both school and an arts organisation.
- 27 percent receive encouragement to participate in the arts from school, family and an arts organisation.

Table 4: patterns of encouragement

	Frequency	Percent
no support	213	27 %
school support	85	11 %
family support	48	6 %
organisational support	6	1 %
school and arts organisational support	25	3 %
school and family support	181	23 %
family and arts organisational support	26	3 %
full support	212	27 %
	796	

### Considered by gender we find that:

- 43 percent of male students do not feel that that their interest in the arts is supported by family, school or an arts organisation.
- 12 percent of males feel that they receive support from school, family and an arts organisation.

## 8. What helps students to take part in arts and cultural activities?

- 33 percent of female students feel that they receive encouragement from school, family and an arts organisation.
- A further 31 percent of females feel that they receive support from two of the three (school/family/arts organisation) and a quarter of males (26 %) agree with this.
- 17 percent of females and 19 percent of males feel that they receive support from one of the three (school/family/arts organisation).

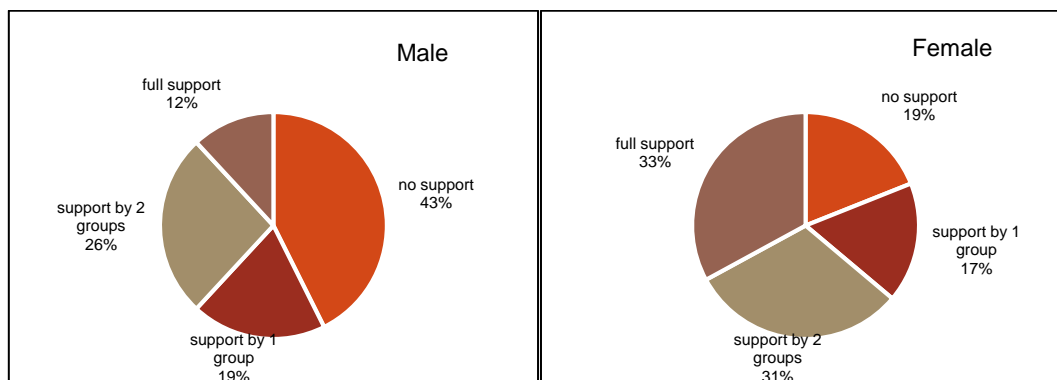


Figure 75: support by gender

A closer look on the two categories “support by 1 group” and support by 2 groups” reveals that:

- School is an important as the only source of encouragement for 13 percent of males and 10 percent of females.
- The combination of support by family and an arts organisation is more likely to be experienced by females than males.

Table 5: patterns of encouragement by gender

		Male	Female
<b>no support</b>		43%	19%
<b>support by one group</b>	school support	13%	10%
	family support	5%	6%
	arts organisational support	1%	1%
<b>support by two groups</b>	school and arts organisational support	2%	4%
	school and family support	23%	23%
	family and organisational support	1%	4%
<b>full support</b>		12%	33%

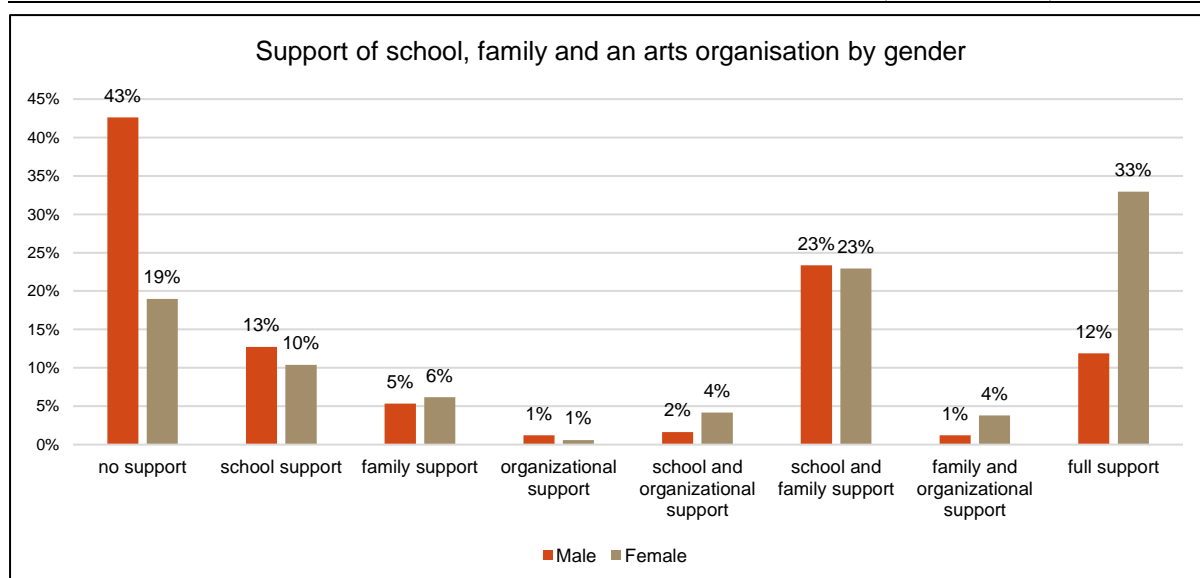


Figure 76: support of school, family and an arts organisation by gender



## 8. What helps students to take part in arts and cultural activities?

### Considered by involvement in the arts we find that:

- Of the group who do not receive encouragement to participate in the arts (27 % of the sample):
  - 55 percent are amongst those least involved in the arts.
  - 10 percent have an average level of involvement.
  - 7 percent of the students are highly involved in arts activities.
- Of the group who receive encouragement to participate in the arts from one source (school/family/arts organisation – 18 % of the sample):
  - 22 percent are amongst those least involved in the arts.
  - 18 percent have an average level of involvement.
  - 3 percent of the students are highly involved in the arts.
- Of the group who receive encouragement to participate in the arts from three sources (school/family/arts organisation – 27 % of the sample):
  - 4 percent are amongst those least involved in the arts.
  - 34 percent have an average level of involvement.
  - 67 percent of the students are highly involved in the arts.

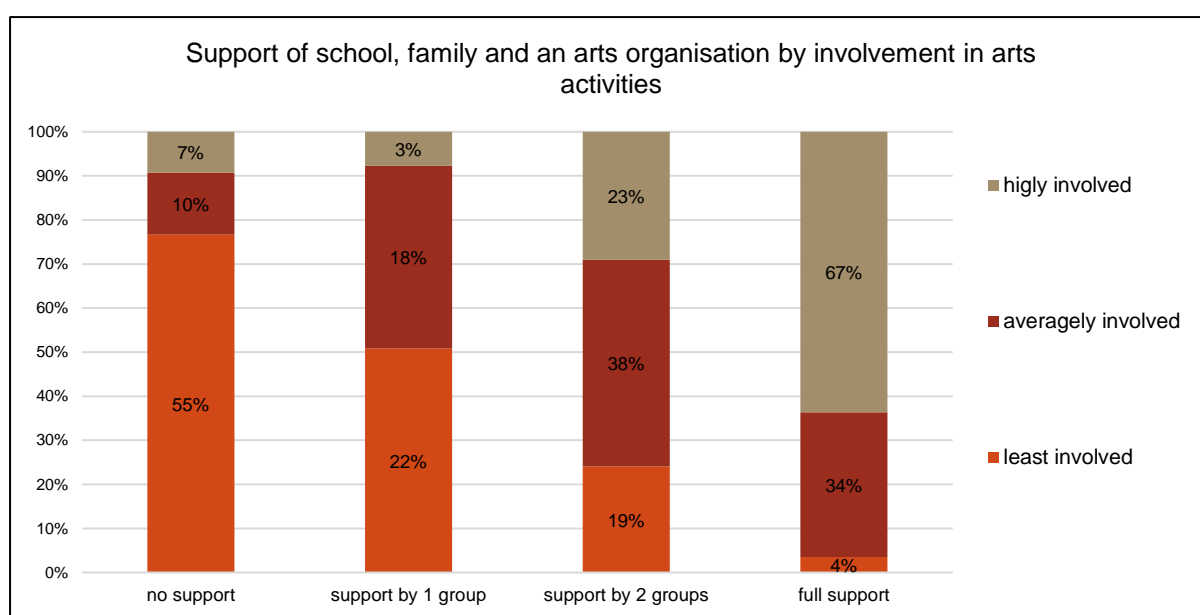


Figure 77: support of school, family and an arts organisation by involvement in arts activities

### What helps students to take part in arts and cultural activities?

- About a third of the students report that their family is important in encouraging them to take an interest in the arts.
- Female students and students who identify as non-binary receive more encouragement from their families than males do.
- Arts organisations play a less important role than school or family in support for arts engagement.
- More than any other ethnic group, Mixed White students report that their family and arts organisations influence their interest in the arts.
- There is a clear trend suggesting that more encouragement goes hand in hand with more involvement in the arts.