

Young People's Library Survey

National Report for the Academic Period September 2015 to July 2018

September 2018

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1. Foreword

Drawing on data gathered by some 315 libraries covering the academic period September 2015 to July 2018 across England and Wales, our report illustrates the positive impacts libraries have on children and young people.

This report draws together the opinions, needs and demographic details of some 36,615 children and young people who visited a wide range of libraries in terms of size and location. From rural villages to major urban conurbations, from areas of low to high deprivation, and those libraries serving communities described as densely or less densely populated.

As expressed by others the act of reading for pleasure is one of the most important things one can do and the necessity to preserve libraries and those that work in them needs to be better understood. Libraries are about education, entertainment, information and being a safe place. Our report suggests that children and young people would agree.

Jonathan Gordon

Research Manager, CIPFA

2. Executive Summary

The most popular activity among children in pre-school to Key Stage 1 is choosing books (84%). Furthermore, some eight in ten children or young people in Key Stage 2 have, in the most recent school term, borrowed a book to read for pleasure. Even among young people in Key Stages 3 and 4 around two-thirds have, in the most recent school term, borrowed a library book to read for pleasure.

Among the children and young people in Key Stage 2, close to eight in ten were motivated to borrow a book to read for pleasure because it looked interesting. The identical motivation applied to young people in Key Stages 3 and 4, ie the book looked interesting.

From an impact perspective the library is most likely to help children in pre-school to Key Stage 1 with enjoying a wide choice of books and learning to read. Those in Key Stage 2, meanwhile, would say that the library helps with enjoying reading and getting better at reading. When asked what activities they would like to do in the future, close to two-thirds of young people in Key Stages 3 to 4 said they would like to go to book events/author visits.

It remains the case that as a child's or young person's age increases the proportion who are girls also increases. Whereas the proportions of girls and boys in pre-school to Key Stage 1 remains roughly equivalent (53% girls compared with 47% boys) at Key Stage 3 to 4 the proportions are 55% girls compared with 45% boys.

Our research shows that most children or young people that use the library are more inclined to reside in areas of low deprivation. Another factor seemingly linked with deprivation is ethnicity. We find that among those living in the most deprived areas some 40% are classified ethnically as other than white whereas in the least deprived areas this figure is only 16%.

Among young people in Key Stages 3 to 4 we find that close to four in ten are using library books or computers for help with homework and one in seven are asking staff for help. Interestingly, although by comparison the staff may be asked the least they are ranked the highest. When asked about their interest in volunteering at the library some 37% said yes and a further 48% said maybe.

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.

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 2019 will use data obtained in the period September 2016 to July 2019.

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 days a week or seven.

During the survey period staff are tasked with approaching children and young people to invite them to take part. In all cases it is the accompanying adult who is approached. 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.

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: Key Stage by gender

<i>% calculated in each row</i>	Girl	Boy	Cases
Pre-school to Key Stage 1	53%	47%	18,200
Key Stage 2	55%	45%	11,931
Key Stage 3 to 4	61%	39%	5,808
Total	55%	45%	35,939

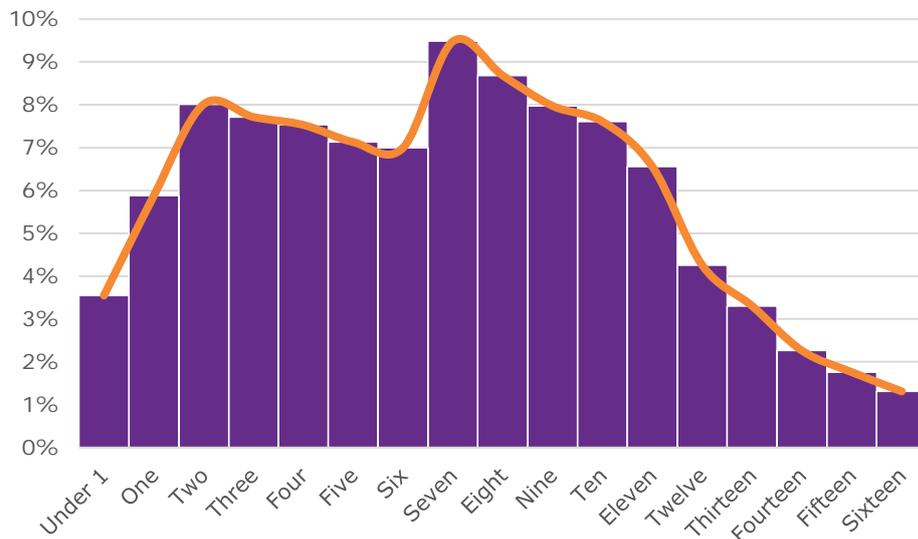
Table A2: Gender by Key Stage

<i>% calculated in each column</i>	Girl	Boy	Total
Pre-school to Key Stage 1	49%	53%	51%
Key Stage 2	33%	33%	33%
Key Stage 3 to 4	18%	14%	16%
Cases	19,883	16,056	35,939

Table A1 shows that as age increases, as identified by Key Stage, so the percentage gap between girls and boys increases. While Table A2 shows that for both genders those in pre-school to Key Stage 1 are always the largest group. Furthermore, for boys this is more marked with in excess of half being pre-school or in Key Stage 1.

Table A3: Age profile

<i>% calculated with the column</i>	Percentage	Cases
Under 1	4%	1,250
One	6%	2,071
Two	8%	2,823
Three	8%	2,718
Four	8%	2,653
Five	7%	2,512
Six	7%	2,466
Seven	9%	3,341
Eight	9%	3,059
Nine	8%	2,809
Ten	8%	2,680
Eleven	7%	2,309
Twelve	4%	1,499
Thirteen	3%	1,164
Fourteen	2%	797
Fifteen	2%	620
Sixteen	1%	462
Total	100%	35,233

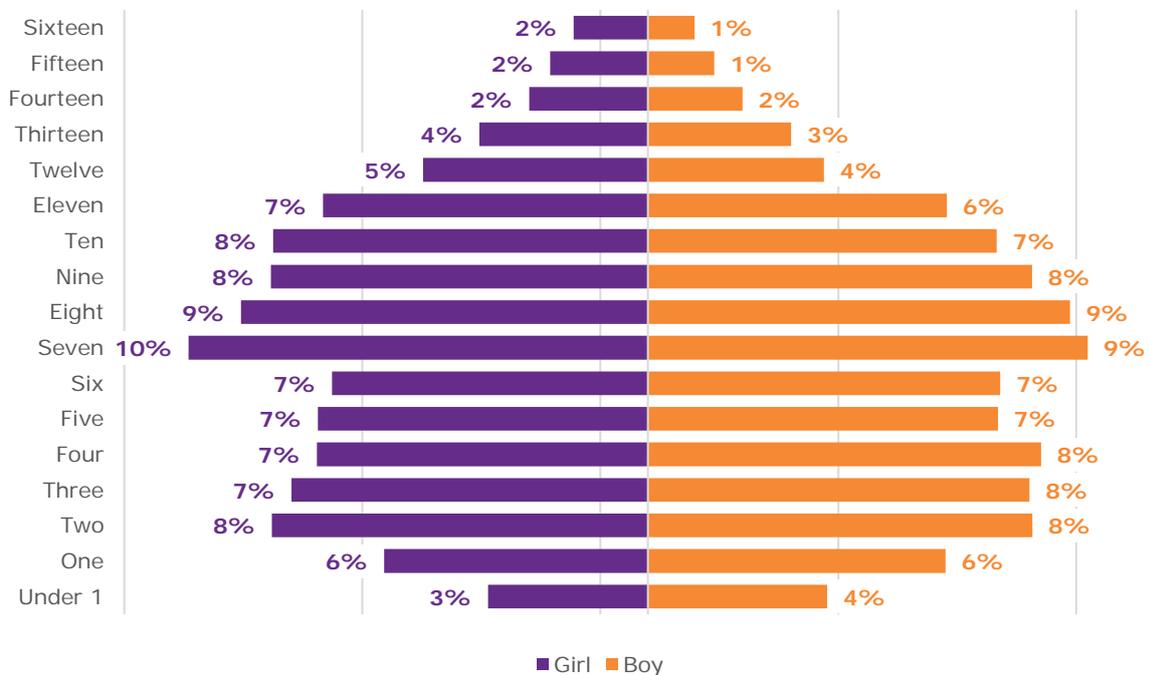


It should be noted that those aged seven may be in either Key Stage 1 or 2, while those aged 11 may be in either Key Stage 2 or 3 to 4.

Table A4: Gender by age

<i>% calculated in each column</i>	Girl	Boy
Under 1	3%	4%
One	6%	6%
Two	8%	8%
Three	7%	8%
Four	7%	8%
Five	7%	7%
Six	7%	7%
Seven	10%	9%
Eight	9%	9%
Nine	8%	8%
Ten	8%	7%
Eleven	7%	6%
Twelve	5%	4%
Thirteen	4%	3%
Fourteen	2%	2%
Fifteen	2%	1%
Sixteen	2%	1%
Total	19,376	15,637

Chart A4: Gender by age



Both Table A4 and Chart A4 show that 54% of girls are aged seven or under, while 58% of boys are aged seven or under. Whereas we find that 21% of girls are aged 11 or older compared to just 17% of boys.

Table A5: Key Stage by ethnic group

<i>% calculated in each row</i>	Asian	Black	Mixed	White	Other	Cases
Pre-school to Key Stage 1	10%	3%	7%	77%	2%	17,466
Key Stage 2	14%	5%	7%	70%	3%	8,375
Key Stage 3 to 4	16%	9%	6%	66%	4%	2,839
Total	12%	4%	7%	74%	3%	28,680

Table A6: Ethnic group by Key Stage

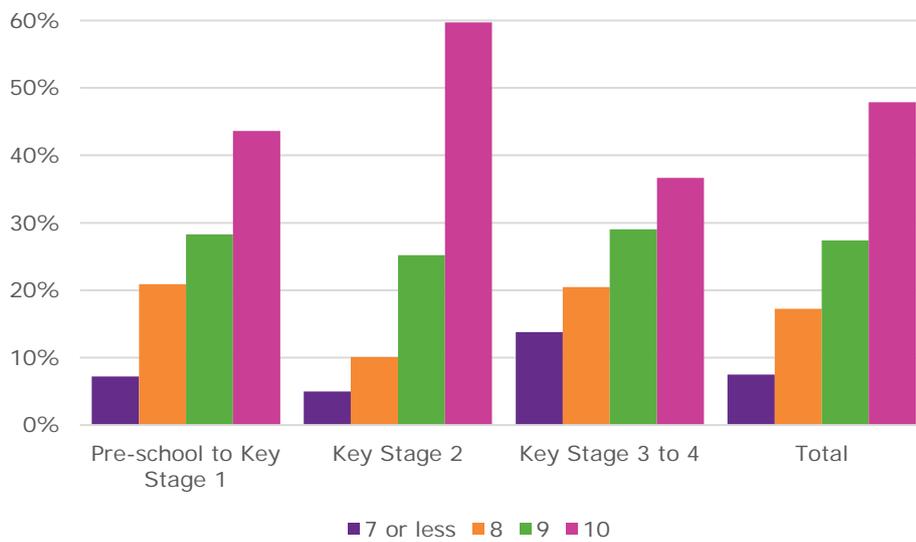
<i>% calculated in each column</i>	Asian	Black	Mixed	White	Other	Total
Pre-school to Key Stage 1	53%	42%	62%	64%	52%	61%
Key Stage 2	34%	38%	29%	28%	35%	29%
Key Stage 3 to 4	13%	20%	8%	9%	14%	10%
Cases	3,406	1,204	2,041	21,224	805	28,680

Table A5 illustrates that regardless of Key Stage those self-classified as White are always the largest ethnic group. Whereas in Table A6 we can see that there is a significant degree in the variation in percentages within each ethnic group, eg while those in Key Stage 3 to 4 represent 9% of those ethnically self-classified as White, this increases to 20% among Black children and young people.

Table A7: Key Stage by overall satisfaction

<i>% calculated in each row</i>	7 or less	8	9	10	Cases
Pre-school to Key Stage 1	7%	21%	28%	44%	18,001
Key Stage 2	5%	10%	25%	60%	11,728
Key Stage 3 to 4	14%	20%	29%	37%	5,532
Total	8%	17%	27%	48%	35,261

Chart A7: Key Stage by overall satisfaction



In Table and Chart A7 we can see that 10 is the most popular score, both overall and per key stage. However, the proportion who mark overall satisfaction at 10 is highest for those in Key Stage 2.

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 36,615 responses some 26,559 (73%) 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 Deprivation¹ (IMD) and neighbourhood classification.

Table A8: IMD quintile by gender

<i>% calculated in each row</i>	Girl	Boy	Cases
First quintile (most deprived)	55%	45%	3,223
20% - 40%	54%	46%	4,777
40% - 60%	55%	45%	5,123
60% - 80%	55%	45%	6,040
Fifth quintile (least deprived)	55%	45%	7,044
Total	55%	45%	26,207

Table A9: Gender by IMD quintile

<i>% calculated in each column</i>	Girl	Boy	Total
First quintile (most deprived)	12%	12%	12%
20% - 40%	18%	18%	18%
40% - 60%	20%	19%	20%
60% - 80%	23%	23%	23%
Fifth quintile (least deprived)	27%	27%	27%
Cases	14,402	11,805	26,207

In Table A8 we can see that regardless of the IMD Quintile the gender split remains highly similar, ie 55% girls and 45% boys. Table A9 shows that as deprivation decreases, from most to least, the percentages increase. Furthermore the differences between girls and boys is minimal.

¹ See Appendix 6.6 Index of Multiple Deprivation for definitions of this term.

Table A10: Rurality by gender

<i>% calculated in each row</i>	Girl	Boy	Cases
Urban	55%	45%	22,350
Rural	56%	44%	3,857
Total	55%	45%	26,207

Table A11: Gender by rurality

<i>% calculated in each column</i>	Girl	Boy	Total
Urban	85%	86%	85%
Rural	15%	14%	15%
Cases	14,402	11,805	26,207

Table A10 reveals that the gender split remains highly similar for children and young people living in urban or rural areas. Also, as seen in Table A11, for girls and boys the urban/rural split also remains highly similar. This degree of similarity can also be seen in the charts A10 and A11 below.

Chart A10: Rurality by gender

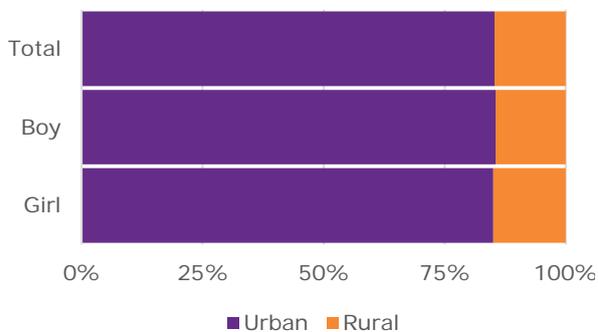


Chart A11: Gender by rurality

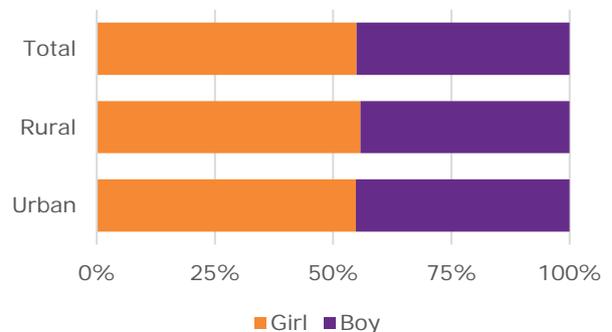
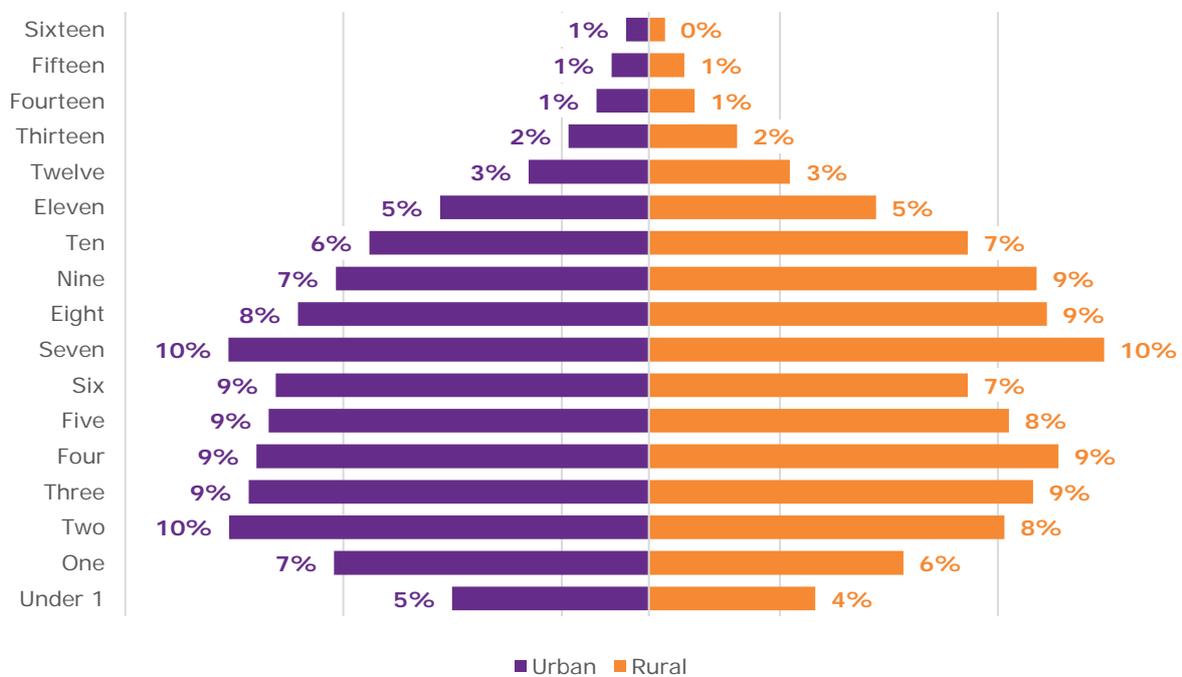


Table A12: Age by rurality

<i>% calculated in each column</i>	Urban	Rural
Under 1	5%	4%
One	7%	6%
Two	10%	8%
Three	9%	9%
Four	9%	9%
Five	9%	8%
Six	9%	7%
Seven	10%	10%
Eight	8%	9%
Nine	7%	9%
Ten	6%	7%
Eleven	5%	5%
Twelve	3%	3%
Thirteen	2%	2%
Fourteen	1%	1%
Fifteen	1%	1%
Sixteen	1%	0%
Cases	21,940	3,804
Average age	6.0	6.3

Chart A12: Age by rurality



Both the Table and Chart A12 show that there is a significant level of difference between the age profiles of respondents, aged 11 or under, living in urban or rural areas. From the age of 11+ the proportions living in either urban or rural areas is 7%.

Table A13: IMD Quintile by ethnic group

<i>% calculated within each row</i>	White	Asian	Mixed	Black & Other	Cases
First quintile (most deprived)	60%	17%	8%	14%	3,034
20% - 40%	63%	21%	7%	9%	4,548
40% - 60%	74%	14%	7%	5%	4,877
60% - 80%	82%	7%	7%	3%	5,832
Fifth quintile (least deprived)	85%	6%	7%	3%	6,761
Total	75%	12%	7%	6%	25,052

Table A14: Ethnic group by IMD quintile

<i>% calculated within each column</i>	White	Asian	Mixed	Black & Other	Total
First quintile (most deprived)	10%	18%	14%	29%	12%
20% - 40%	15%	32%	18%	28%	18%
40% - 60%	19%	23%	19%	16%	19%
60% - 80%	25%	14%	24%	13%	23%
Fifth quintile (least deprived)	30%	13%	25%	13%	27%
Cases	18,831	2,935	1,765	1,521	25,052

In Table A13 we can see that as deprivation decreases, from most to least, the proportions of those classified as White increases. Whereas, for all other ethnic groups, except for those classified as Mixed, the proportions decrease. These variations can also be seen in Chart A14 below.

Chart A14: Ethnic group by IMD quintile

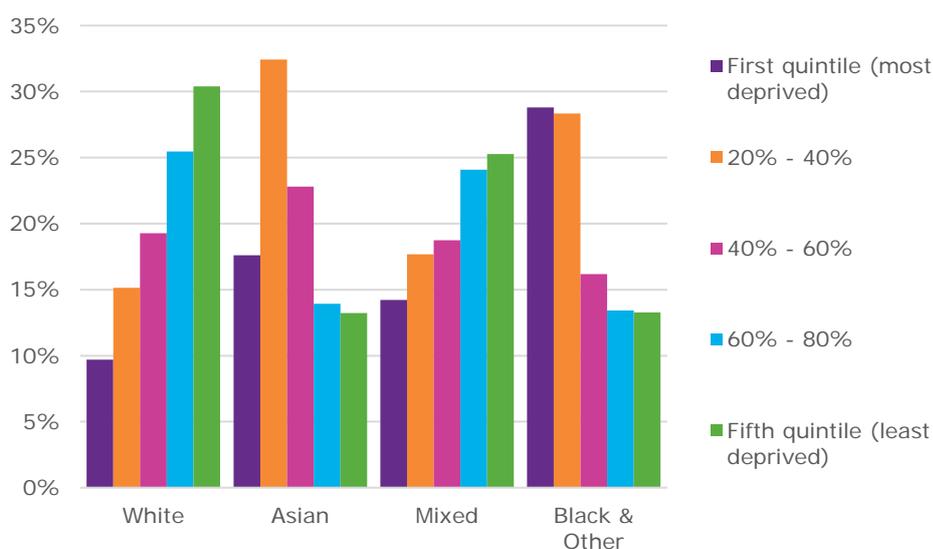


Table A15: Ethnic group by rurality

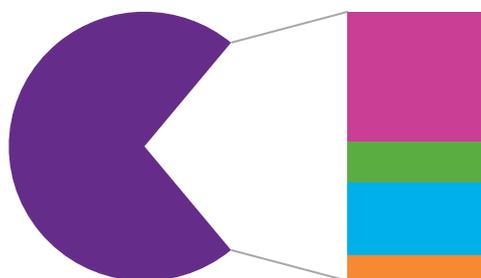
<i>% calculated within each row</i>	Urban	Rural	Cases
Asian	99%	1%	2,935
Black	99%	1%	916
Mixed	92%	8%	1,765
White	82%	18%	18,831
Other	94%	6%	605
Total	85%	15%	25,052

Table A16: Rurality by ethnic group

<i>% calculated within each column</i>	Urban	Rural	Total
Asian	14%	1%	12%
Black	4%	0%	4%
Mixed	8%	4%	7%
White	72%	94%	75%
Other	3%	1%	2%
Cases	21,400	3,652	25,052

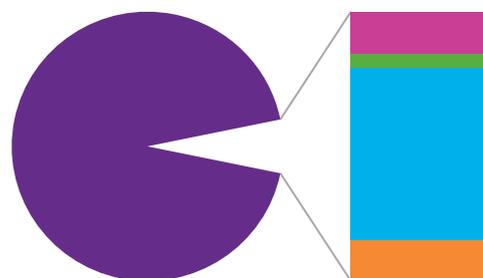
Table A15 illustrates that respondents who self-classified as White had a significantly larger proportion who lived in rural areas, compared to their peers. Both Table and Chart A16 show this in starker detail, ie the proportion of those self-classified as White is smaller in urban areas than in rural areas.

Chart A16: Rurality by ethnic group (urban)



■ White ■ Total ■ Mixed ■ Other ■ Black

Chart A16: Rurality by ethnic group (rural)

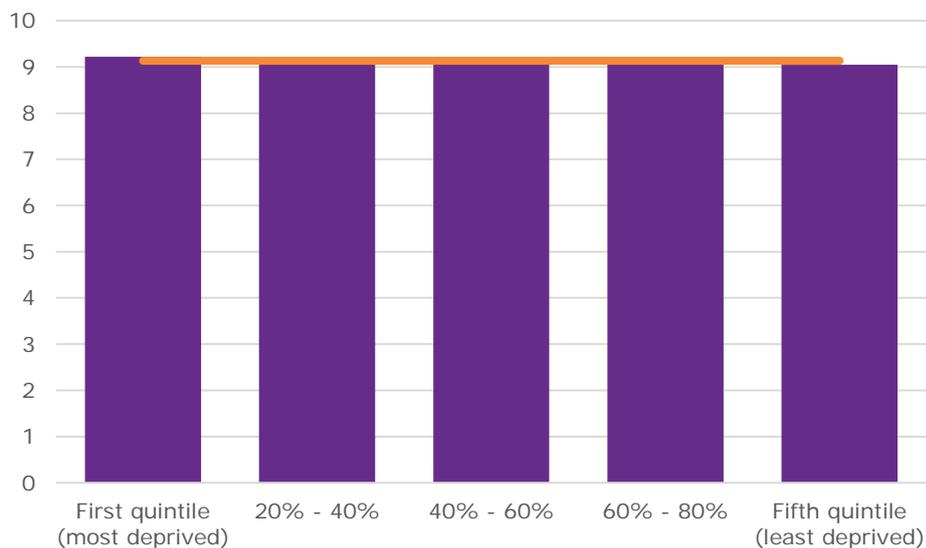


■ White ■ Total ■ Mixed ■ Other ■ Black

Table A17: Overall satisfaction by IMD quintile

	Average score
First quintile (most deprived)	9.2
20% - 40%	9.2
40% - 60%	9.2
60% - 80%	9.1
Fifth quintile (least deprived)	9.0
Total	9.1

Chart A17: Overall satisfaction by IMD quintile



Both Table and Chart A17 show that there is only the smallest of differences between the average scores awarded by respondents when analysed by the IMD Quintile. Although this small difference would appear to suggest that children and young people living in the more deprived areas are more inclined to award a higher score than those living in the least deprived areas.

Table A18: Average distance by IMD quintile

	Average distance (km)
First quintile (most deprived)	2.7
20% - 40%	2.6
40% - 60%	2.8
60% - 80%	3.1
Fifth quintile (least deprived)	3.2
Total	2.9

Chart A18: Average distance by IMD quintile

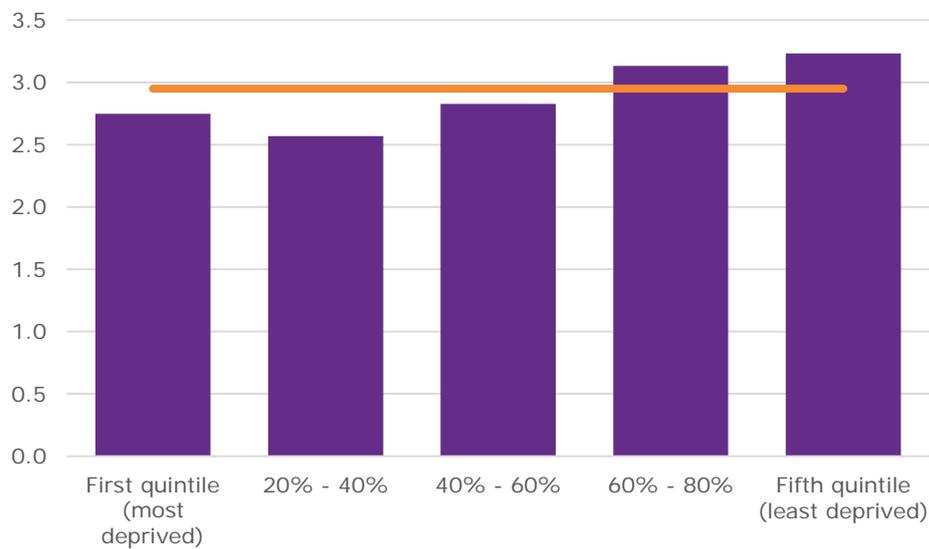
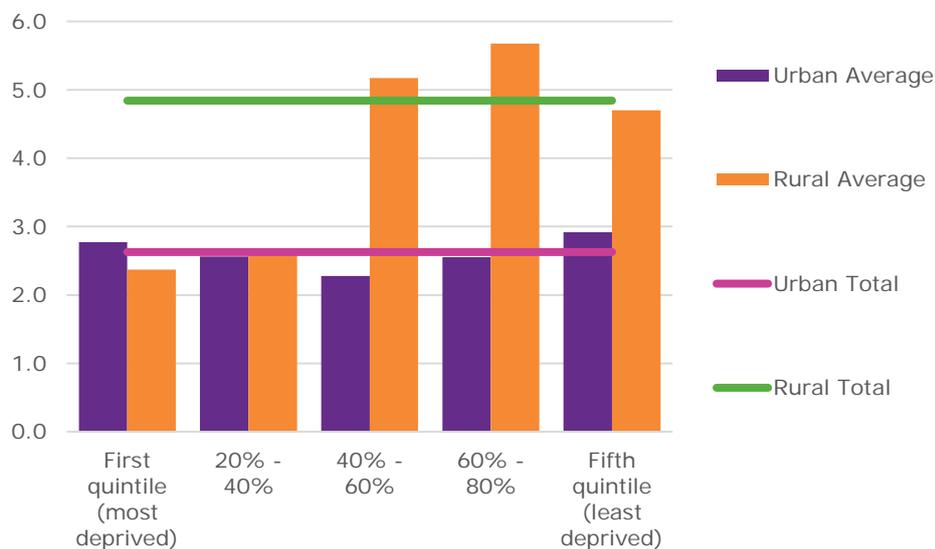


Table and Chart A18 would appear to suggest that there is a linear relationship between the average distance a respondent lives from the library and the level of deprivation in the area in which they live. Essentially as deprivation decreases so the distance between the home and the library increases.

Table A19: Average distance by IMD quintile by rurality

Average distance (km)	Urban	Rural
First quintile (most deprived)	2.8	2.4
20% - 40%	2.6	2.6
40% - 60%	2.3	5.2
60% - 80%	2.6	5.7
Fifth quintile (least deprived)	2.9	4.7
Total	2.6	4.8

Chart A19: Average distance by IMD quintile by rurality



Comparing the average distance for urban and rural visitors to the library, in Table and Chart A19 above, reveals some significant differences for those in the less deprived areas and quite similar results for those living in the more deprived areas. We find that those living in any of the following quintiles in rural areas are likely to live twice as far away from the library as their peers in urban areas: 40%-60%; 60%-80%; or the fifth quintile (80%-100%). Furthermore, in total, those living in rural areas are on average 84% further away from a library compared to those living in urban areas.

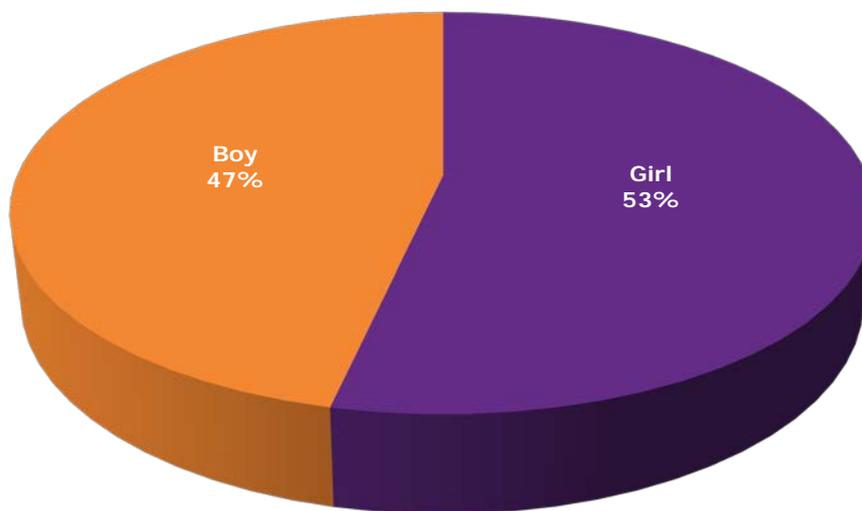
5.3 Pre-school to Key Stage 1 analysis

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 B1: Gender

<i>% calculated within the column</i>	%	Cases
Girl	53%	9,734
Boy	47%	8,466
Total	100%	18,200

Chart B1: Gender

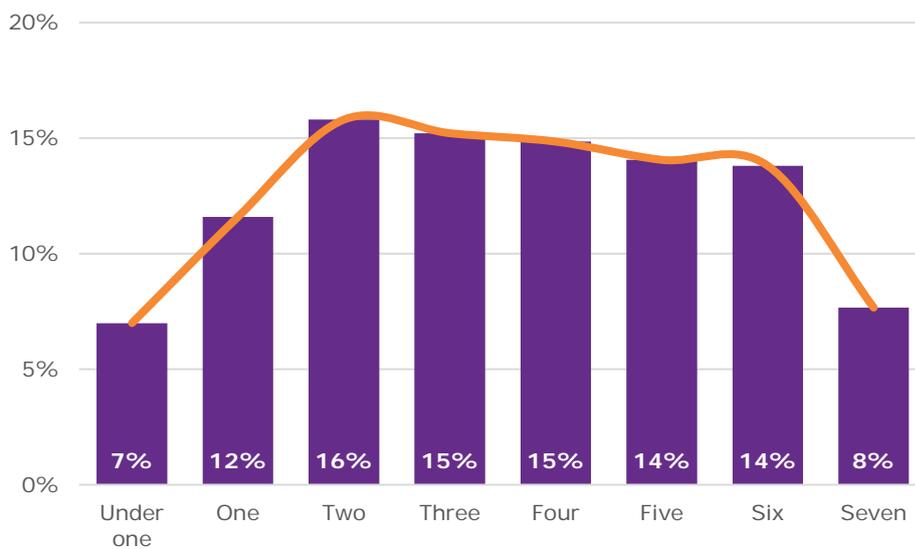


More than half of all survey respondents in the key stage are girls.

Table B2: Age

<i>% calculated within the column</i>	%	Cases
Under one	7%	1,250
One	12%	2,071
Two	16%	2,823
Three	15%	2,718
Four	15%	2,653
Five	14%	2,512
Six	14%	2,466
Seven	8%	1,370
Total	100%	17,863

Chart B2: Age

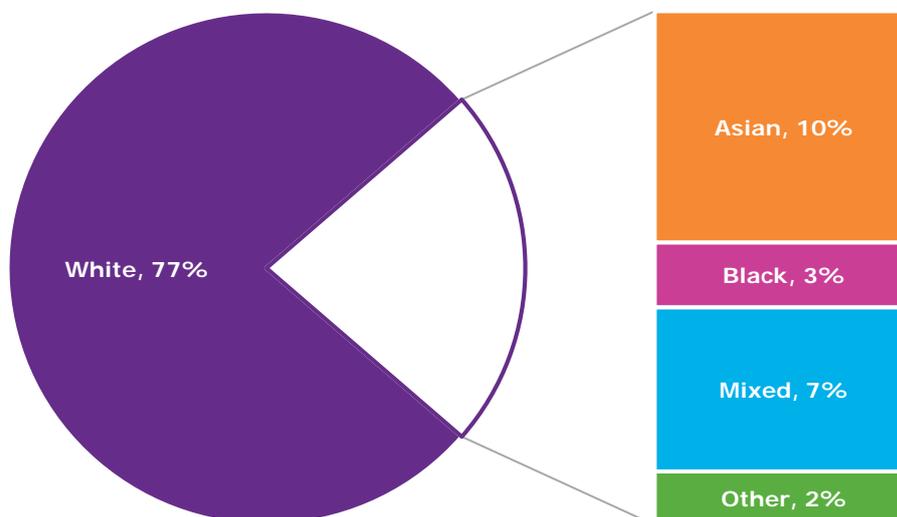


Exactly half of all children and young people in this age range are three years old or younger.

Table B3: Ethnic group

<i>% calculated within the column</i>	%	Cases
Asian	10%	1,792
Black	3%	502
Mixed	7%	1,270
White	77%	13,487
Other	2%	415
Total	100%	17,466

Chart B3: Ethnic group

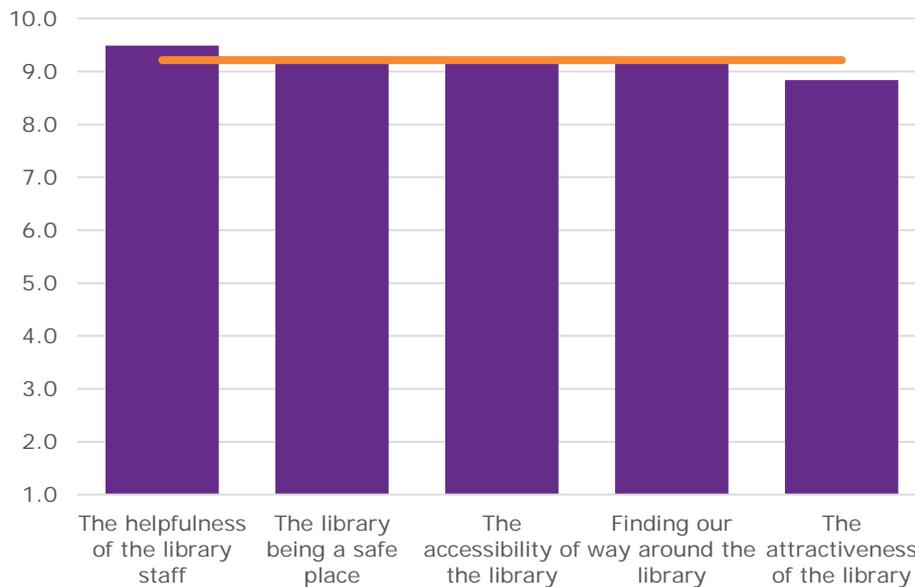


The single largest ethnic group for respondents who are pre-school or in Key Stage 1 is white (77%), while Asian is the second largest (10%).

Table B4: How welcoming is this library for the child?

<i>% calculated within each column</i>	The helpfulness of the library staff	The library being a safe place	The accessibility of the library	Finding our way around the library	The attractiveness of the library
1	0%	0%	0%	0%	0%
2	0%	0%	0%	0%	0%
3	0%	0%	0%	0%	0%
4	0%	0%	0%	0%	0%
5	1%	1%	1%	1%	2%
6	1%	1%	2%	1%	3%
7	2%	3%	4%	5%	9%
8	10%	16%	14%	16%	22%
9	15%	19%	17%	19%	18%
10	70%	60%	62%	58%	45%
Cases	12,762	10,884	11,213	10,507	8,238
Average score	9.5	9.3	9.3	9.2	8.8

Chart B4: How welcoming is this library for the child?

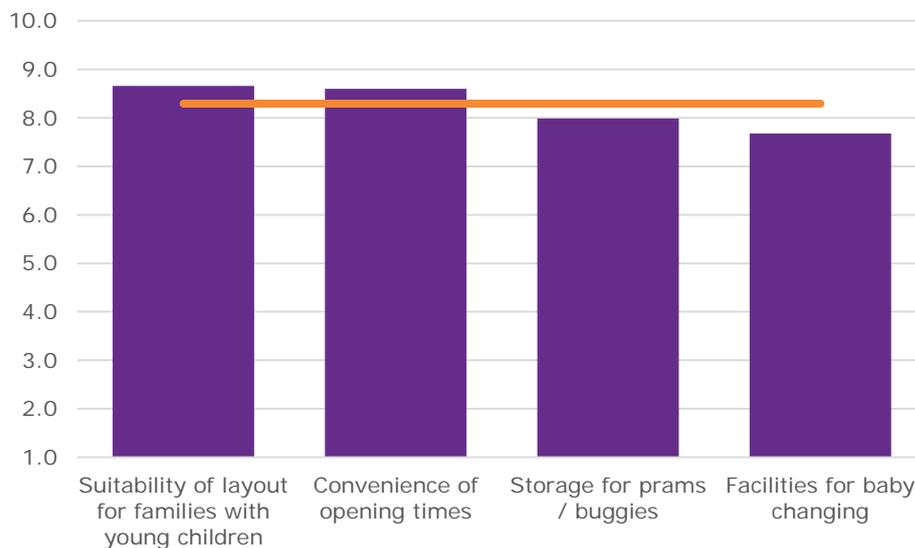


A total of five indicators are taken to assess how welcoming the library is for young children, according to the adult that accompanied them. Of these five indicators, we can see that the helpfulness of the library staff is the top ranking score, and that a further three indicators had an average score above 9 out of 10. Only one indicator, the attractiveness of the library, scored less than 9. The overall total score across all five indicators is 9.2 out of a maximum of 10.

Table B5: How family friendly is this library?

<i>% calculated within each column</i>	Suitability of layout for families with young children	Convenience of opening times	Storage for prams / buggies	Facilities for baby changing
1	0%	0%	1%	3%
2	0%	1%	2%	3%
3	1%	1%	2%	2%
4	1%	1%	2%	3%
5	3%	4%	7%	9%
6	4%	4%	7%	6%
7	9%	9%	12%	10%
8	21%	21%	22%	18%
9	17%	18%	13%	13%
10	44%	42%	32%	33%
Cases	17,669	17,745	16,062	11,443
Average score	8.7	8.6	8.0	7.7

Chart B5: How family friendly is this library?

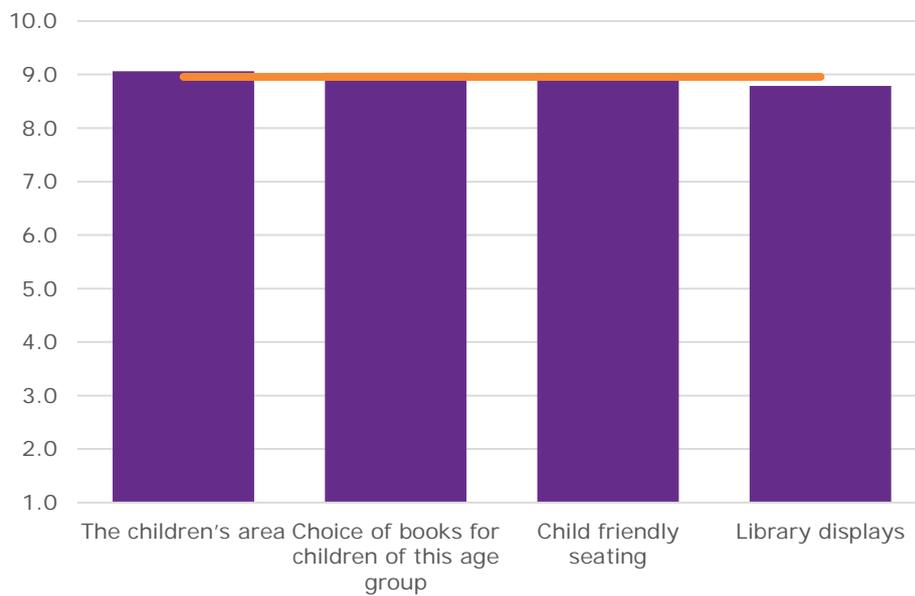


To assess how family friendly a library is, we evaluate feedback from four indicators as shown above. None of the four indicators achieve a score above 9 and consequently the overall average score is 8.3 out of 10. The highest ranking scores were the suitability of the layout and convenience of opening times, while the facilities for baby changing achieved an overall score of 7.7.

Table B6: How child friendly is this library?

<i>% calculated within each column</i>	The children's area	Choice of books for children of this age group	Child friendly seating	Library displays
1	0%	0%	0%	0%
2	0%	0%	0%	0%
3	0%	0%	0%	0%
4	0%	0%	1%	1%
5	1%	1%	2%	2%
6	2%	2%	3%	4%
7	6%	7%	7%	9%
8	18%	17%	17%	20%
9	18%	17%	17%	18%
10	54%	53%	52%	46%
Cases	18,196	18,014	18,130	18,022
Average score	9.1	9.0	9.0	8.8

Chart B6: How child friendly is this library?



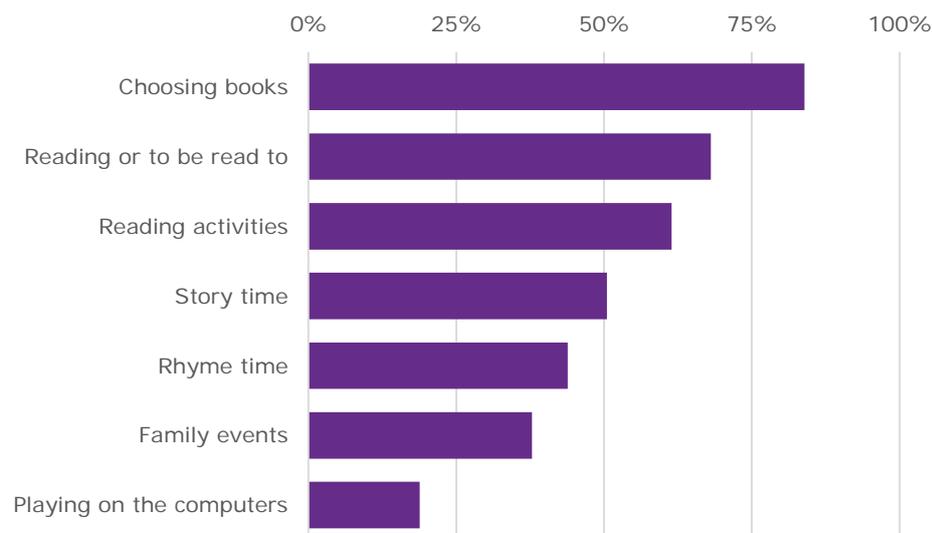
Child friendliness of the library is based on a composite of four indicators, of which three scored 9 or above. Consequently the overall average score for child friendliness is 9 out of 10.

Table B7: From the list of following activities please indicate which the child likes to do in the library

	%	Cases
Choosing books	84%	15,347
Reading or to be read to	68%	12,442
Reading activities	61%	11,233
Story time	51%	9,237
Rhyme time	44%	8,017
Family events	38%	6,912
Playing on the computers	19%	3,437

Sorted in descending order by cases

Chart B7: From the list of following activities please indicate which the child likes to do in the library

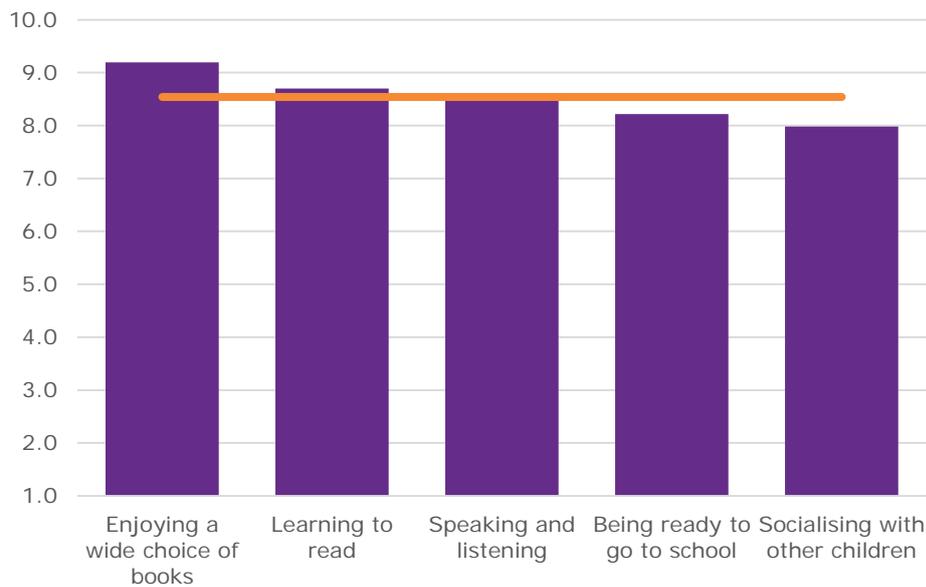


Clearly for children in this age group choosing books is the number one choice, with more than 8 in every 10 children indicating that they like to do this. The Table and Chart B9 also reveal that more than half of children like to: read or be read to (68%); undertake a reading based activity (61%); and/or come to story-time events (51%).

Table B8: How much does the library help the child with

<i>% calculated within each column</i>	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%	1%
2	0%	0%	1%	1%	1%
3	0%	0%	1%	1%	1%
4	0%	1%	1%	1%	2%
5	1%	3%	4%	6%	8%
6	2%	4%	5%	6%	7%
7	5%	9%	10%	12%	12%
8	17%	21%	23%	26%	23%
9	17%	15%	16%	13%	12%
10	59%	45%	40%	33%	32%
Cases	17,460	16,344	16,453	15,074	16,289
Average score	9.2	8.7	8.5	8.2	8.0

Chart B8: How much does the library help the child with



In looking to assess how the library helps children transition from Key Stage 1 to Key Stage 2, we looked to develop a number of indicators by which we could measure impact. The overall score for the composite set of indicators is 8.5 out of 10, of which books and reading play a prominent part.

Table B9: Overall, what do you think of this library?

1	0%
2	0%
3	0%
4	0%
5	1%
6	1%
7	5%
8	21%
9	28%
10	44%
Cases	18,001

9.0

Overall, I would mark this library

Close to half of all children in this age group would award the library a score of 10 out 10 (44%). The average score from some 18,001 responses is 9 out of 10 so clearly a happy bunch. It is worth noting that in the previous report, covering the three year period 2014 to 2017, this result was also 9 out of 10.

5.4 Key Stage 2 analysis

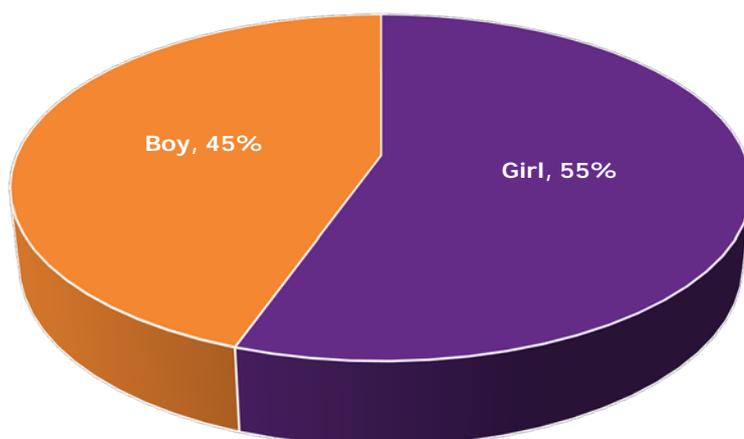
Results in this section focus solely on the analysis of questions asked of young people in Key Stage 2. The expectation is that it is the young person themselves who completes the survey. However in some cases it was the accompanying adult who did so, with the question requesting further comments being 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, after confirming their relationship with the young person, answers to the postcode and ethnicity questions could be taken.

Table C1: Gender

<i>% calculated within each column</i>	%	Cases
Girl	55%	6,605
Boy	45%	5,326
Total	100%	11,931

Chart C1: Gender

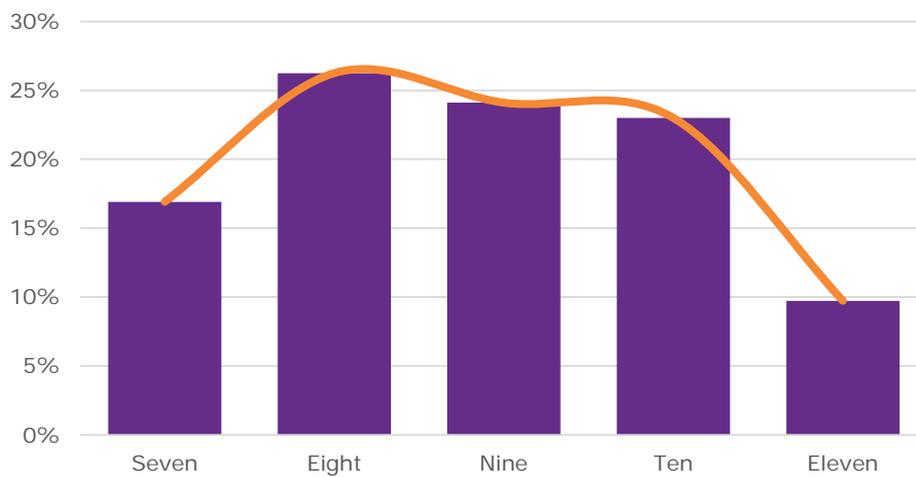


Within this key stage we find that 22% more girls visit the library than boys. In comparison with children who are pre-school or in Key Stage 1, the difference is 13% more girls than boys. This would suggest that as age increases so the gap between girls and boys in terms of library usage will also increase.

Table C2: Age

<i>% calculated within each column</i>	%	Cases
Seven	17%	1,971
Eight	26%	3,059
Nine	24%	2,809
Ten	23%	2,680
Eleven	10%	1,134
Total	100%	11,653

Chart C2: Age



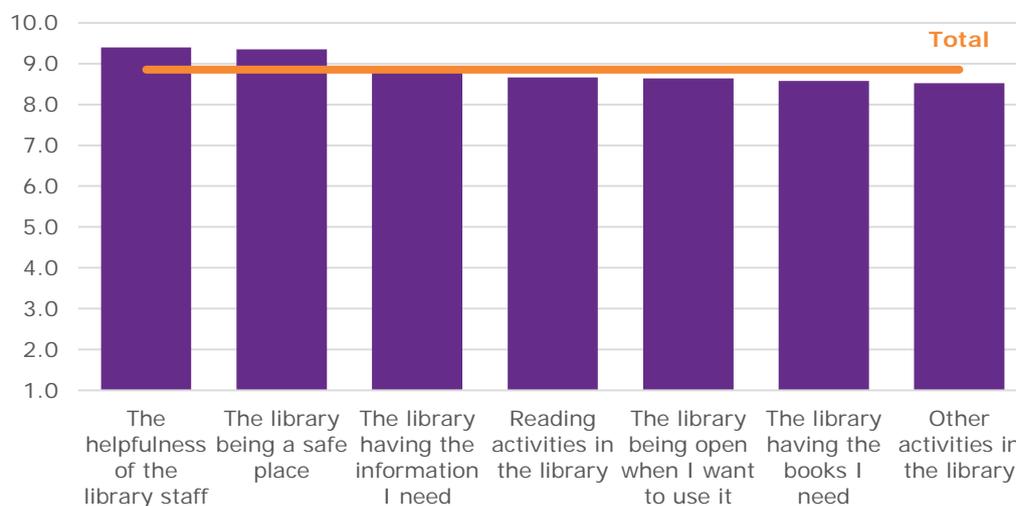
While more young people aged eight use the library, ie it is the mode, the average or mean age for children in this age group is nine.

Table C3: About your library. Please give marks out of ten for:

<i>% calculated within each column</i>	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	Total
1	0%	0%	0%	1%	1%	0%	1%	1%
2	0%	0%	0%	1%	1%	0%	1%	0%
3	0%	0%	0%	1%	1%	1%	1%	1%
4	0%	0%	1%	1%	1%	1%	2%	1%
5	1%	1%	3%	5%	5%	4%	5%	3%
6	1%	1%	3%	4%	4%	4%	5%	3%
7	3%	3%	8%	8%	8%	9%	8%	7%
8	8%	10%	15%	13%	13%	19%	12%	13%
9	19%	21%	25%	17%	20%	24%	17%	21%
10	67%	63%	45%	50%	47%	37%	47%	51%
Cases	11,778	11,831	11,569	10,946	11,709	11,759	10,783	80,375
Average	9.4	9.3	8.8	8.7	8.6	8.6	8.5	8.9

Columns sorted in descending order by Average – except for Other activities and Total

Chart C3: About your library. Please give marks out of ten for:



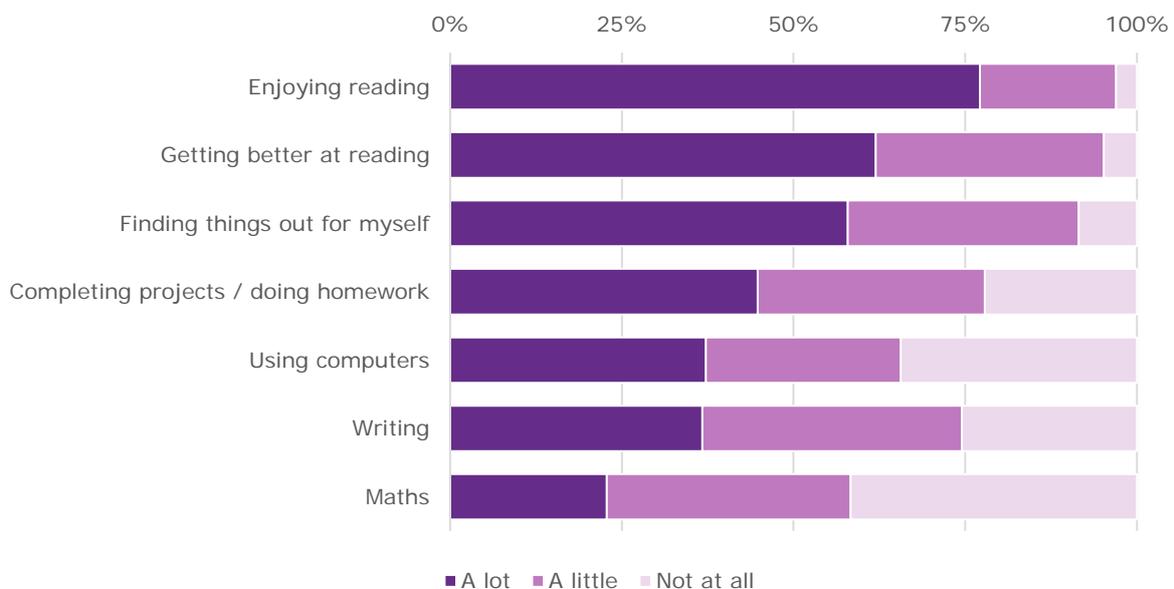
For young people in Key Stage 2 the highest rated aspects are the helpfulness of the library staff and the library being a safe space. Furthermore in excess of six in every ten young people awarded a score of 10 out of 10 for these factors.

Table C4: How much do you think that your library has helped you with:

<i>% calculated within each row</i>	A lot	A little	Not at all	Cases
Enjoying reading	77%	20%	3%	11,585
Getting better at reading	62%	33%	5%	11,592
Finding things out for myself	58%	34%	8%	11,230
Completing projects / doing homework	45%	33%	22%	11,234
Using computers	37%	28%	34%	11,252
Writing	37%	38%	25%	11,303
Maths	23%	35%	42%	11,350

Sorted in descending order by a lot

Chart C4: How much do you think that your library has helped you with:

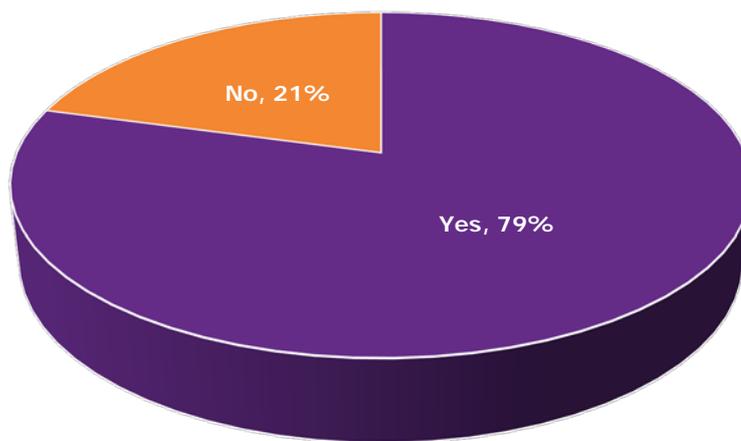


Clearly, based on the above results, libraries play a significant part in helping young people in Key Stage 2 enjoy reading, get better at reading, and find things out for themselves. It is also the case that the library is more likely to help a lot with completing projects or doing homework, using computers and writing, than not at all. Despite this, nearly one in four young people said that the library helps them a lot with maths and around a third state that it helps a little.

Table C5: This term, have you borrowed a book from this library to read for pleasure?

<i>% calculated within the column</i>	%	Cases
Yes	79%	9,356
No	21%	2,444
Total	100%	11,800

Chart C5: This term, have you borrowed a book from this library to read for pleasure?



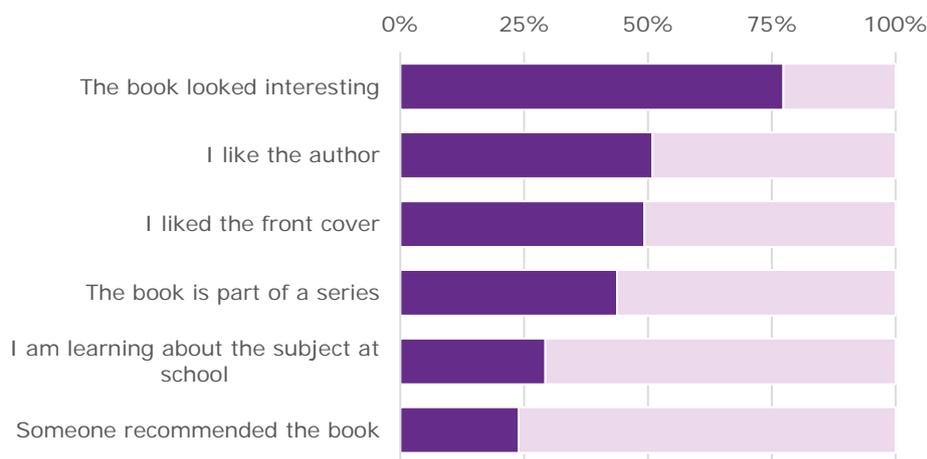
Practically eight in every ten young people who came to the library in the current term did so to borrow a book to read for pleasure.

Table C6: If yes, what exactly made you want to read it?

	%	Cases
The book looked interesting	77%	7,200
I like the author	51%	4,739
I liked the front cover	49%	4,586
The book is part of a series	44%	4,078
I am learning about the subject at school	29%	2,730
Someone recommended the book	24%	2,225
Total (Base)	100%	9,307

Sorted in descending order by %

Chart C6: If yes, what exactly made you want to read it?



For young people in Key Stage 2, the motivations to read a book for pleasure are clearly myriad. While reasons such as 'I like the author', 'I liked the front cover' and 'the book is part of a series' are commonplace for around half of them, clearly the fact that 'the book looked interesting' is the principle reason.

Table C7: What do you think of your library?

1	0%
2	0%
3	0%
4	0%
5	1%
6	1%
7	3%
8	10%
9	25%
10	60%
Cases	11,728

9.3

Overall, I would mark the library

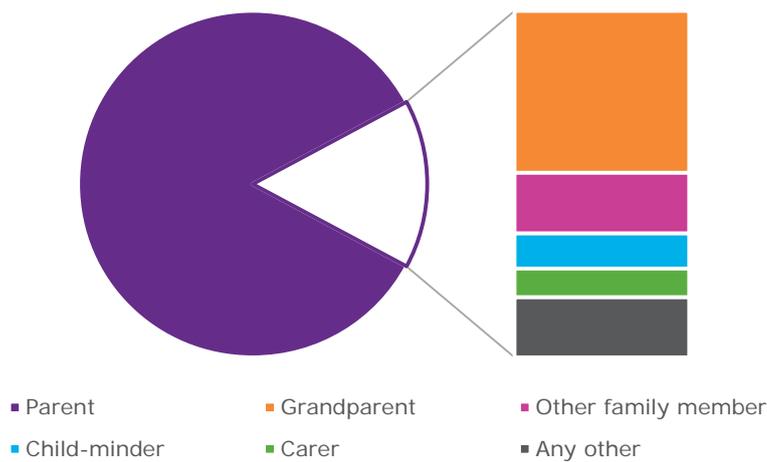
More than half of all young people in Key Stage 2 awarded their library the maximum score of 10 out of 10. Consequently this pushed the average score to 9.3, compared to 9.0 for those in pre-school or Key Stage 1.

Table C8: Please provide your consent by providing your relationship with the child

<i>% calculated within the column</i>	%
Parent	84%
Grandparent	7%
Other family member	3%
Child-minder	2%
Carer	1%
Any other	3%
Cases	8,965

Sorted in descending order by %

Chart C8: Please provide your consent by providing your relationship with the child



Of the 12,061 young people in Key Stage 2, 8,965 attended the library with a consenting adult. Consequently this implies that 3,096 (26%) visited the library without a consenting adult, ie with a friend or alone. Of those young people who attended with a consenting adult in excess of 8 in 10 were with a parent.

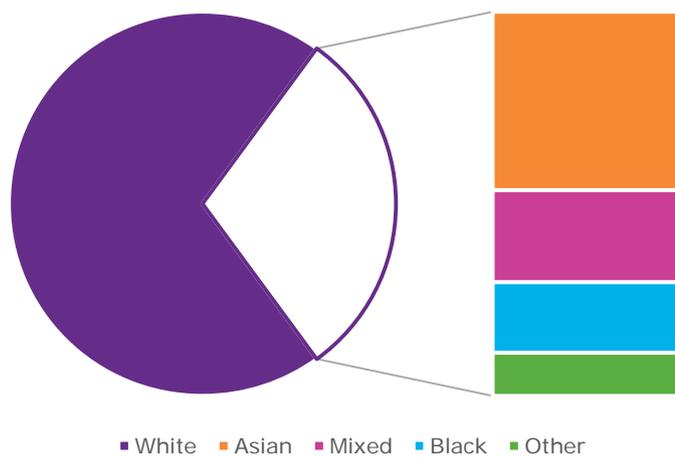
As an aside, we find that boys in this Key Stage are slightly more inclined to visit without a consenting adult (26%) compared to girls (24%). And, perhaps unsurprisingly, as the young person's age increases so the likelihood of them visiting without a consenting adult increases from 20% for seven year olds to 37% for eleven year olds.

Table C9: What is the child's ethnic group?

<i>% calculated within the column</i>	%
White	70%
Asian	14%
Mixed	7%
Black	5%
Other	3%
Cases	8,375

Sorted in descending order by %

Chart C9: What is the child's ethnic group?



When a young person is accompanied by a consenting adult, we can then ask which ethnic group they belong to. As can be seen in Table and Chart C9 above, some 70% are White. Interestingly, this statistic varies considerably from library service to library service, from as low as 21% to as high as 98%. The second largest ethnic group are those classified as Asian –again there is a significant level of variation across the library services, from as low as 0% to as high as 58%.

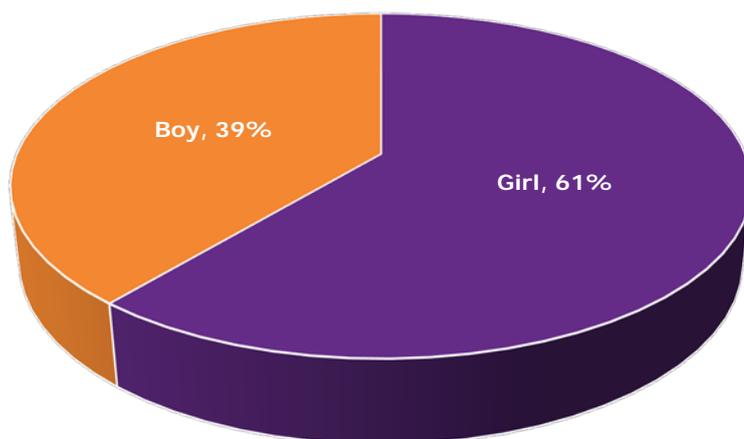
5.5 Key Stages 3 and 4 analysis

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 D1: Are you a girl or a boy?

	%	Cases
Girl	61%	3,544
Boy	39%	2,264
Total	100%	5,808

Chart D1: Are you a girl or a boy?

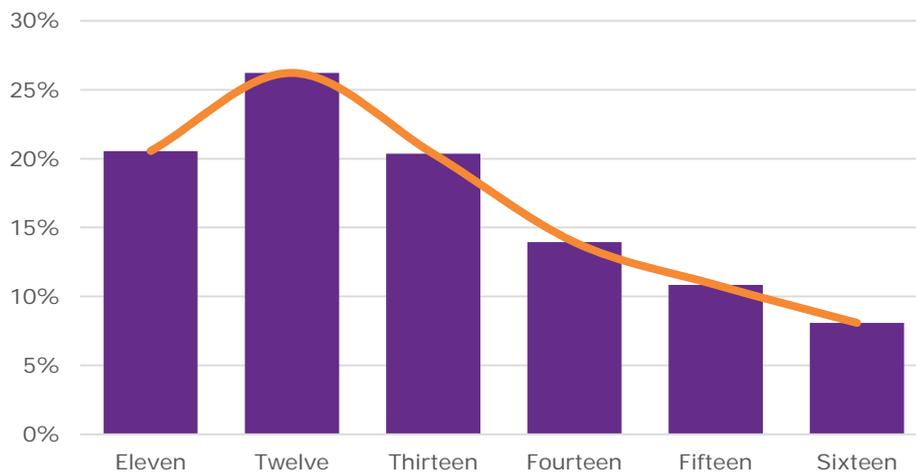


It would seem that among young people in Key Stages 3 and 4 the proportion of girls is far greater than that of boys. Essentially we have 50% more girls than boys. Interestingly, we note that as age increases so the proportions of girls increases, as follows: 53% in pre-school to Key Stage 1; 55% in Key Stage 2; and 61% in Key Stages 3 to 4.

Table D2: How old are you?

	%	Cases
Eleven	21%	1,175
Twelve	26%	1,499
Thirteen	20%	1,164
Fourteen	14%	797
Fifteen	11%	620
Sixteen	8%	462
Total	100%	5,717

Chart D2: How old are you?

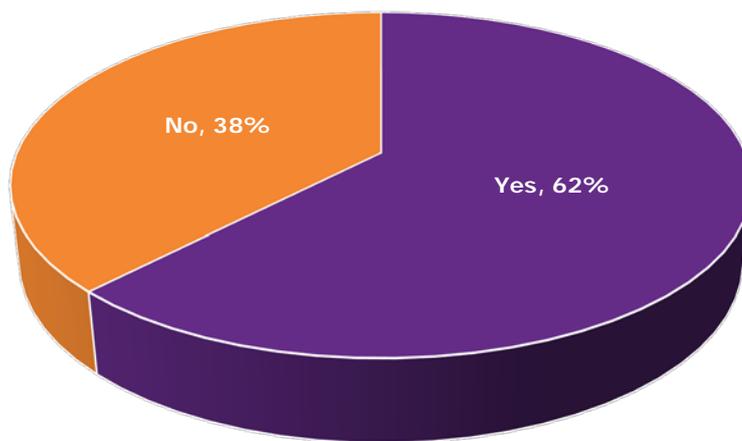


Although most young people in Key Stages 3 to 4 are aged twelve, ie it is the modal age, the average age is actually 13 years old.

Table D3: This term, have you borrowed a book from this library to read for pleasure?

	%	Cases
Yes	62%	3,602
No	38%	2,187
Total	100%	5,789

Chart D3: This term, have you borrowed a book from this library to read for pleasure?



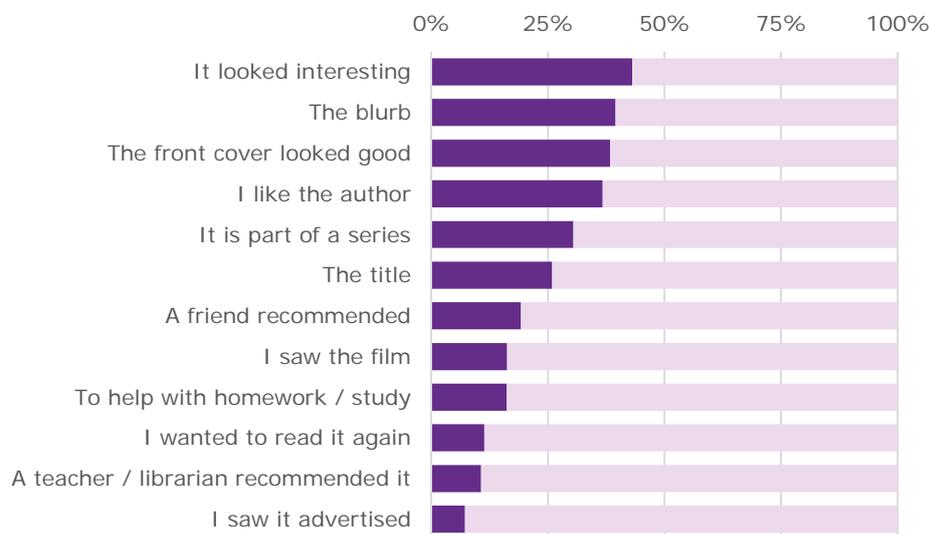
Clearly the majority of young people in Key Stages 3 and 4 borrow books to read for pleasure in the current school term.

Table D4: What exactly made you want to read it?

	%	Cases
It looked interesting	43%	1,548
The blurb	40%	1,420
The front cover looked good	38%	1,376
I like the author	37%	1,321
It is part of a series	30%	1,094
The title	26%	931
A friend recommended	19%	690
I saw the film	16%	585
To help with homework / study	16%	582
I wanted to read it again	11%	409
A teacher / librarian recommended it	11%	384
I saw it advertised	7%	260
Total (Base)	100%	3,592

Sorted in descending order by %

Chart D4: What exactly made you want to read it?



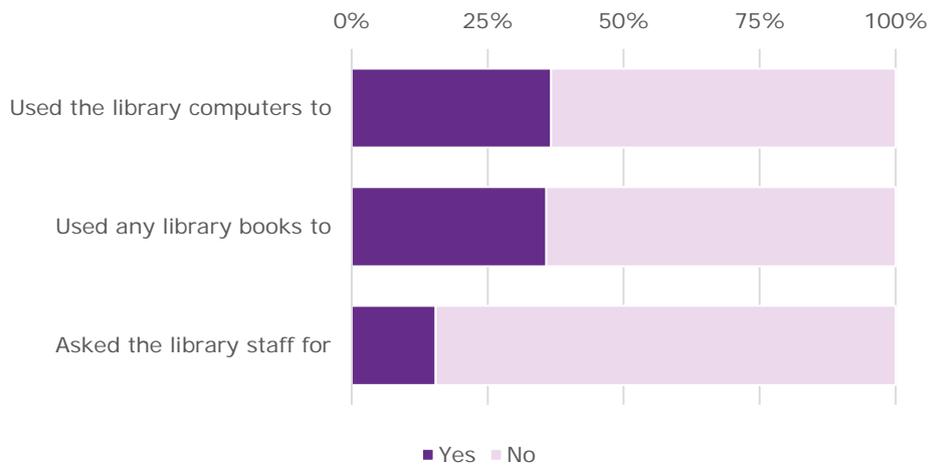
The motivation to read books for pleasure varies enormously for young people in Key Stages 3 and 4. The top four choices were 'it looked interesting', 'the blurb', 'the front cover looked good', and 'I like the author'. Interestingly, young people in this age group are least likely to read a book because 'I saw it advertised' or 'a teacher/librarian recommended it'.

Table D5: This term, have you ... help with your schoolwork?

<i>% calculated within each row</i>	Yes	No	Cases
Used the library computers to	37%	63%	5,778
Used any library books to	36%	64%	5,754
Asked the library staff for	15%	85%	5,800

Sorted in descending order by Yes

Chart D5: This term, have you ... to help with your schoolwork?

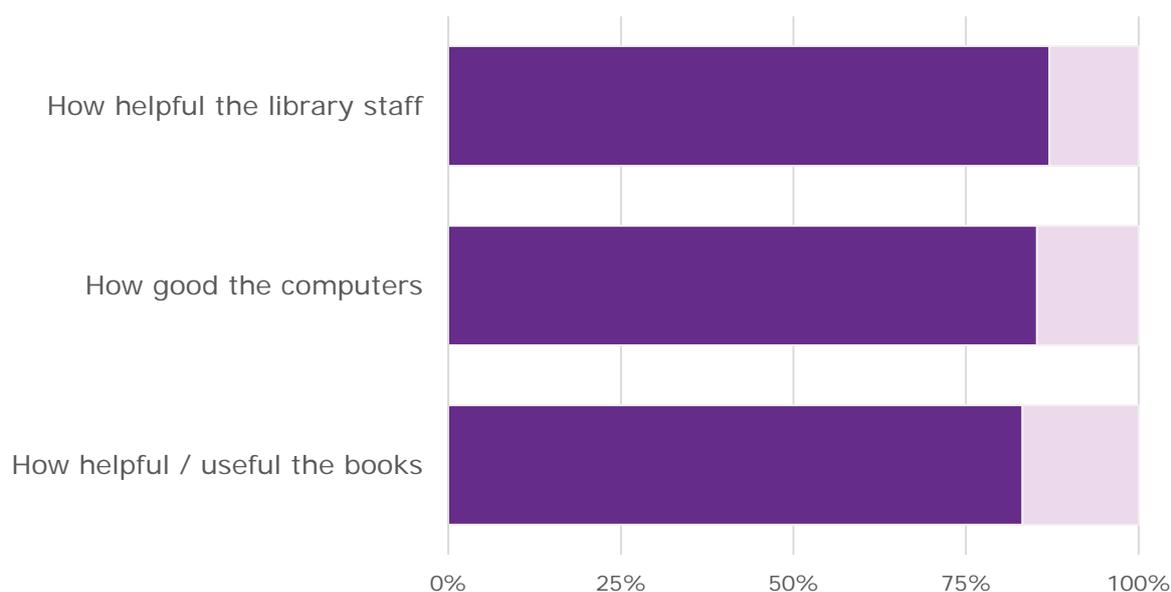


Young people in Key Stages 3 and 4 were more than twice as inclined to use computers or library books to help with their homework rather than asking a member of the library staff.

Table D6: Mark out of ten how ... were with school work

	Helpful the library staff		Good the computers		Helpful / useful the books	
	%	Cases	%	Cases	%	Cases
1	1%	17	1%	15	1%	15
2	1%	17	1%	16	1%	14
3	1%	11	1%	24	1%	12
4	1%	14	2%	39	1%	23
5	2%	36	3%	80	3%	70
6	4%	56	5%	108	4%	100
7	8%	121	9%	205	14%	328
8	15%	237	17%	399	25%	581
9	22%	357	21%	476	25%	576
10	46%	725	41%	940	27%	623
Total	100%	1,591	100%	2,302	100%	2,342
Average		8.7		8.5		8.3

Chart D6: Mark out of ten how ... were with school work

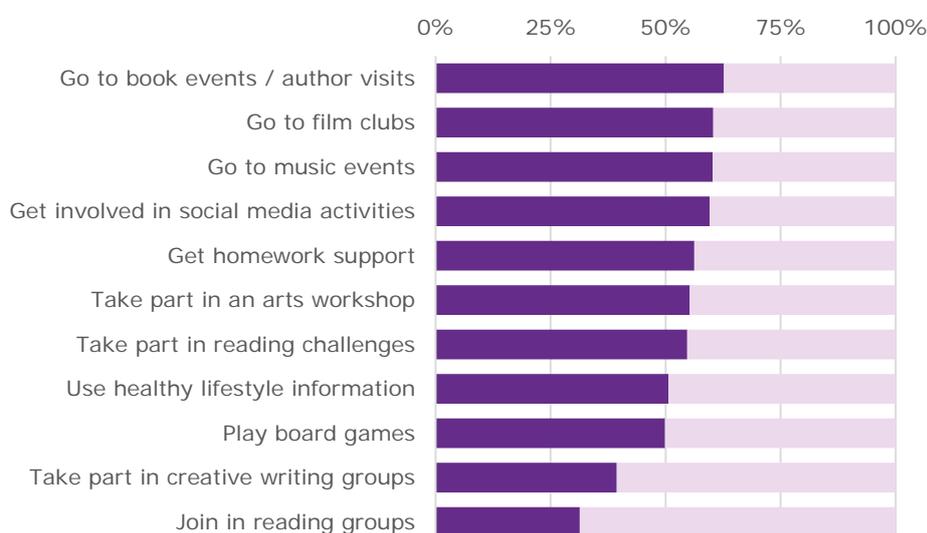


Although young people in Key Stages 3 to 4 may not rely on staff for help with homework to the same extent that they do books or computers, the library staff score better compared to either books or computers. Furthermore, while the top score of 10 was awarded to books and computers in 27% and 41% of cases respectively, for library staff the top score was given in 465 cases.

Table D7: Whether you do these activities now or not, which would you like to do in the future?

<i>% calculated within each row</i>	Yes	No	Cases
Go to book events / author visits [a]	63%	37%	5,290
Go to film clubs [c]	60%	40%	5,150
Go to music events [c]	60%	40%	5,142
Get involved in social media activities [b]	60%	40%	5,212
Get homework support [b]	56%	44%	5,160
Take part in an arts workshop [c]	55%	45%	5,172
Take part in reading challenges [a]	55%	45%	5,149
Use healthy lifestyle information [b]	51%	49%	4,993
Play board games [c]	50%	50%	5,003
Take part in creative writing groups [a]	39%	61%	5,066
Join in reading groups [a]	31%	69%	5,003
<i>[a] Books and reading:</i>	47%	53%	20,508
<i>[b] Learning and skills:</i>	56%	44%	15,365
<i>[c] Arts and culture:</i>	56%	44%	20,467

Chart D7: Whether you do these activities now or not, which would you like to do in the future?

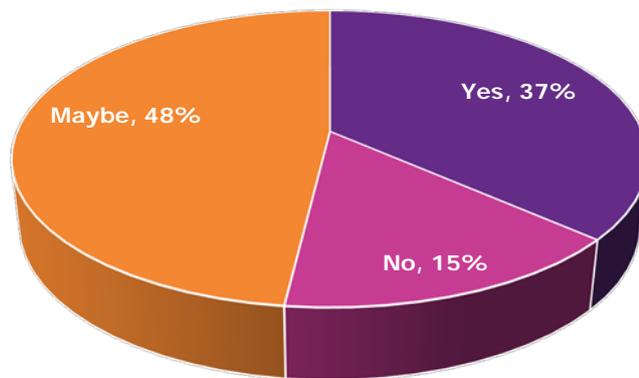


There is a long list of activities that young people in Key Stages 3 and 4 would like to get involved in, especially book events/author visits, film clubs, music events and social media activities. Interestingly learning and skills and arts and culture activities (56% yes for both) appeal more widely than book and reading activities (47% yes).

Table D8: Whether you do these activities now or not, which would you like to do in the future? - Volunteering

<i>% calculated within the column</i>	%	Cases
Yes	37%	2,027
No	15%	852
Maybe	48%	2,668
Total	100%	5,547

Chart D8: Whether you do these activities now or not, which would you like to do in the future? - Volunteering



Although young people are more than twice as interested in volunteering work than not (37% yes compared to 15% no), the majority are more likely to be 'maybe' interested (48%). Interestingly, girls are more interested in volunteering compared to boys (43% girls to 26% boys) and, regardless of gender, as age increases so interest in volunteering increases:

Chart D9: Volunteering by age (% yes)

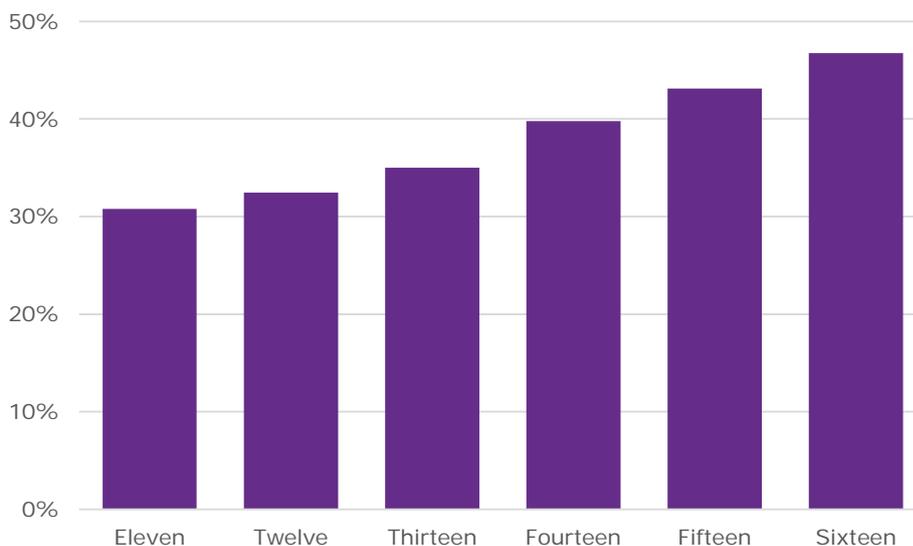


Table D9: What do you think of your library?

1	0%
2	0%
3	0%
4	0%
5	2%
6	3%
7	8%
8	20%
9	29%
10	37%
Cases	5,531

8.8

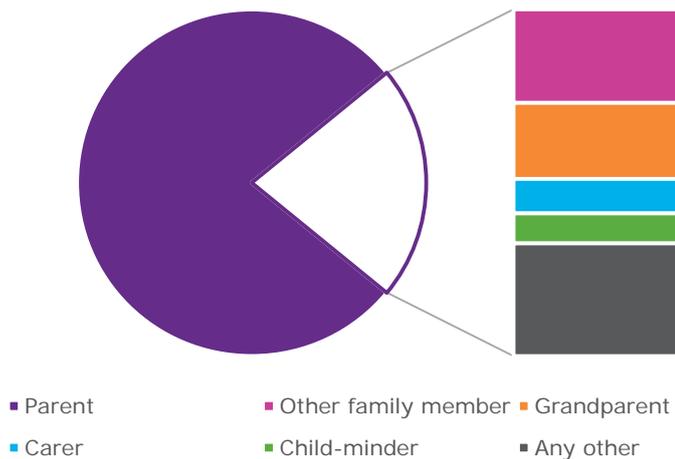
Overall, I would mark the library

For young people in Key Stages 3 and 4 the maximum score of 10 out of 10 was the most popular (modal) score. However, only 37% awarded this score and close to half of all respondents awarded a score of either 8 or 9. Consequently this means that the average score is at 8.8 compared to 9.3 for Key Stage 2 and 9.0 for pre-school to Key Stage 1.

Table D10: Please provide your consent by indicating your relationship with the young person who has completed this form

<i>% calculated within the column</i>	%	Cases
Parent	78%	2,397
Other family member	6%	147
Grandparent	5%	181
Carer	2%	67
Child-minder	2%	58
Any other	7%	218
Total	100%	3,068

Chart D10: Please provide your consent by indicating your relationship with the young person who has completed this form



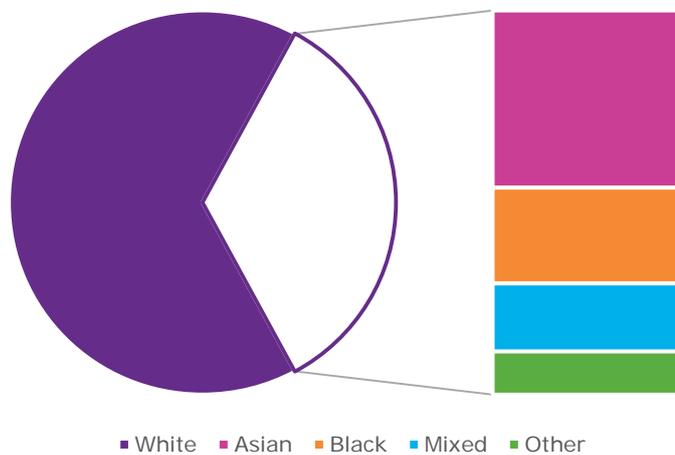
Of the 5,808 young people in Key Stages 3 to 4, 3,068 (53%) attended with a consenting adult. This means that we can go on to ask this group details about their ethnicity and what their postcode is. For the rest, ie the 2,740 who attended alone/without a consenting adult, we cannot.

Interestingly we find that girls are just as likely to visit the library without an accompanying adult as boys. Furthermore, as age increases the greater the likelihood that the young person attends unaccompanied, ie 37% of those aged 11 are unaccompanied while for 16 year olds this increases to 67%.

Table D11: What is the young person's ethnic group?

<i>% calculated within the column</i>	%	Cases
White	66%	448
Asian	16%	242
Black	9%	171
Mixed	6%	1,869
Other	4%	109
Total	100%	2,839

Chart D11: What is the young person's ethnic group?



Of the 3,068 young people in Key Stages 3 to 4 who visited the library with a consenting adult, 2,839 (93%) answered the question regarding ethnicity. However, it should be noted that in total 5,808 young people in this cohort took part, so slightly less than half (49%) responded, so the results can only be taken as being indicative.

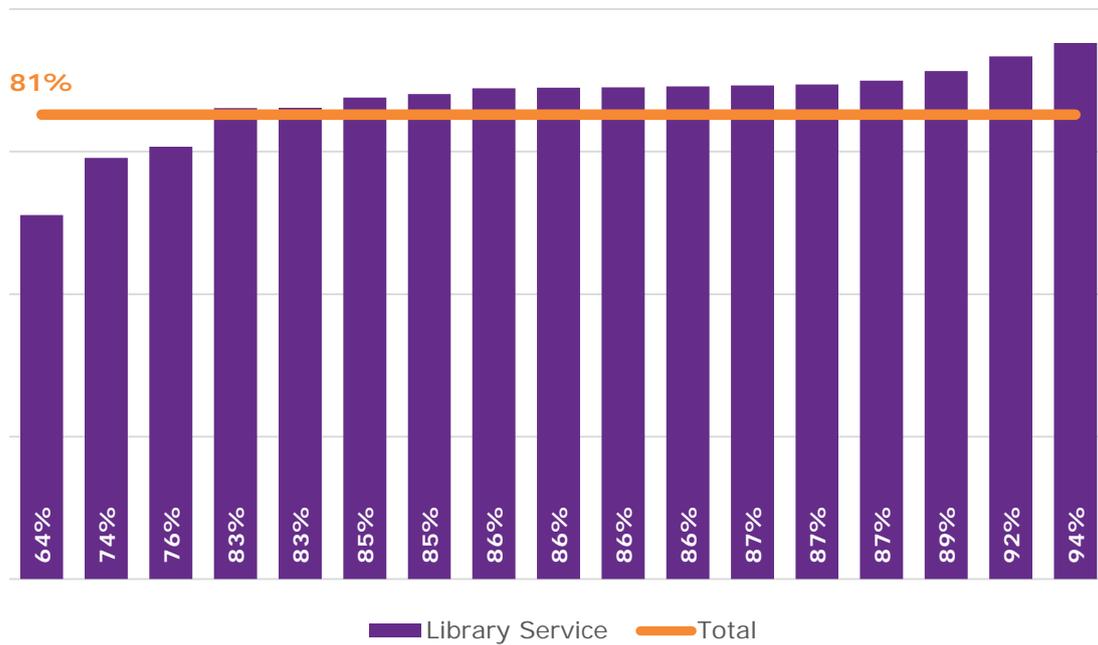
6. Appendix

6.1 Participating library services

Library Service	Type	Region	Survey Year	No. of Libraries
Bexley	Outer London	Greater London	2016/17	6
Brent	Outer London	Greater London	2016/17	6
Bridgend	Welsh Unitary	Wales	2016/17	11
Bromley	Outer London	Greater London	2016/17	14
Caerphilly	Welsh Unitary	Wales	2015/16	18
Caerphilly	Welsh Unitary	Wales	2017/18	18
Dorset	English County	South West	2017/18	25
Dudley	Metropolitan District	West Midlands	2016/17	13
Essex	English County	East of England	2016/17	82
Monmouthshire	Welsh Unitary	Wales	2016/17	6
Newcastle	Metropolitan District	North East	2017/18	13
North Somerset	English Unitary	South West	2016/17	13
Northamptonshire	English County	East Midlands	2015/16	40
Redbridge	Outer London	Greater London	2016/17	13
Richmond-upon-Thames	Outer London	Greater London	2016/17	11
The Vale of Glamorgan	Welsh Unitary	Wales	2015/16	9
Walsall	Metropolitan District	West Midlands	2016/17	17

Over the past three survey cycles, the Young People's Library Survey has been undertaken by some 16 library services, of which Caerphilly did so twice. It is worth noting that no Inner London library service participated and neither did any in the South East, North West or Yorkshire and the Humber.

6.2 Survey response level

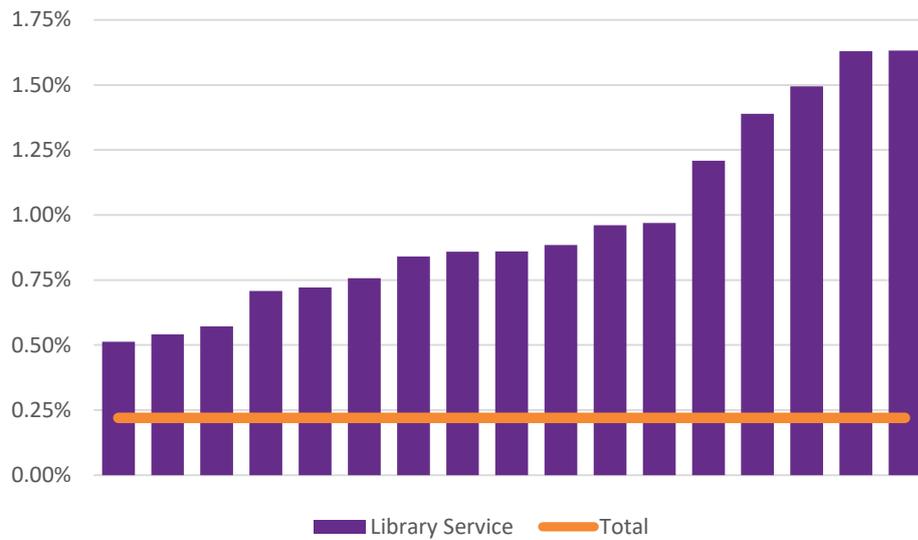


Response rates for the survey ranged from as low as 64% to as high as 94%. The overall response rate was 81%. However, as can be seen overleaf in the assessment of error rates, low levels of response have not translated into high levels of error.

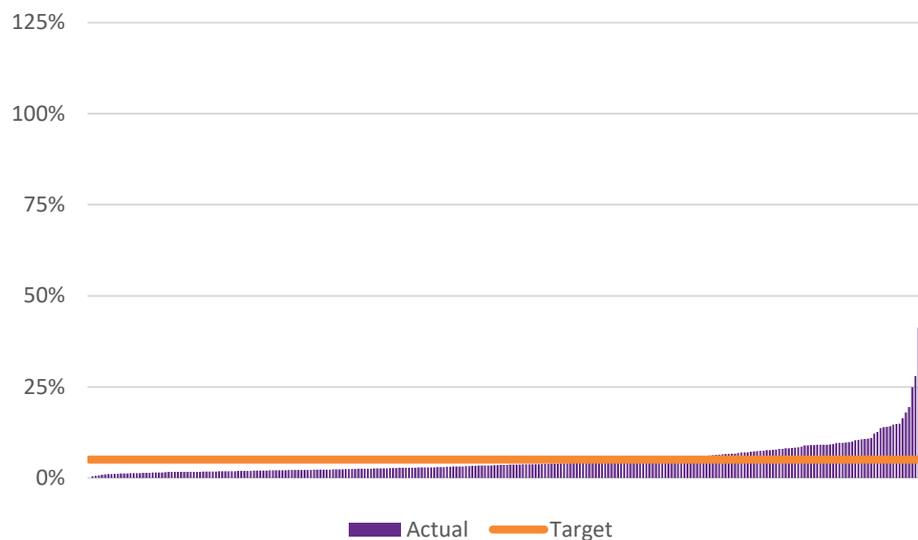
The total figure of 81% is based on the following data:

- 39,375 questionnaires were issued to individual children or young people
- a further 5,566 refused to accept a questionnaire
- resulting in a total of 44,941 children or young people being approached
- a total of 36,615 agreed to take part, equivalent to 81% of 44,941.

6.3 Survey error rate

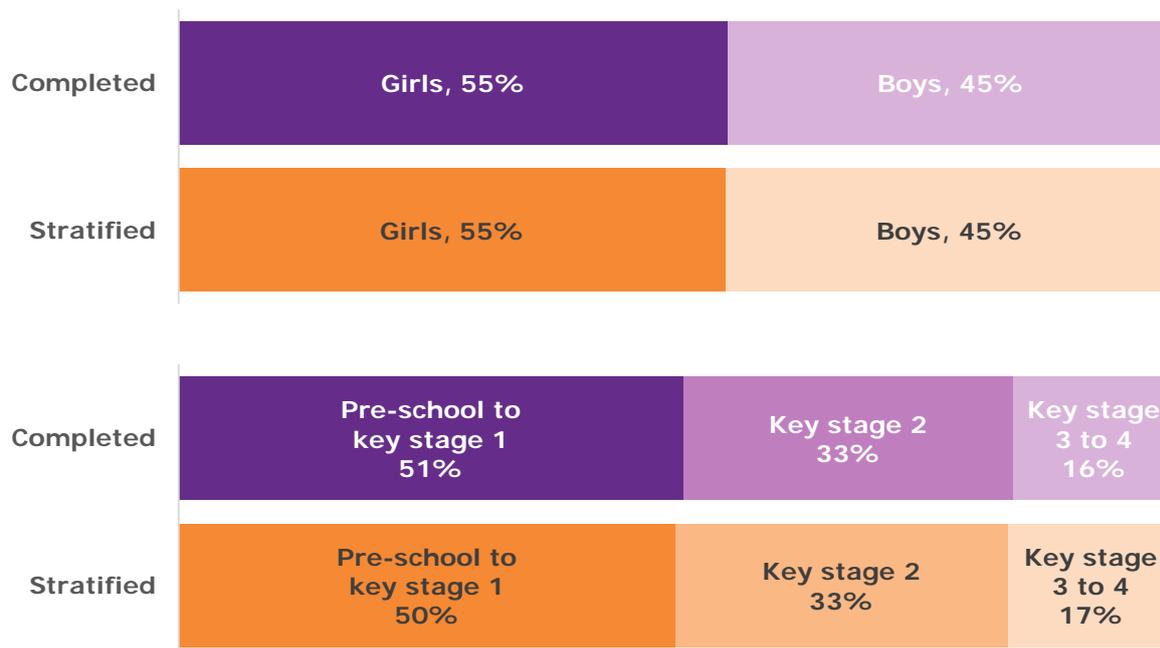


For each library service the statistical target to achieve is 3% or less. As can be seen in the chart above, all services achieved this. Furthermore the overall error for all surveys was less than 0.25%.



For each individual library the principal statistical target to achieve is 5% or less. Approximately 67% of all libraries achieved this and in fact some 90% had an error rate less than 10% – anything above 10% is considered excessive.

6.4 Survey bias



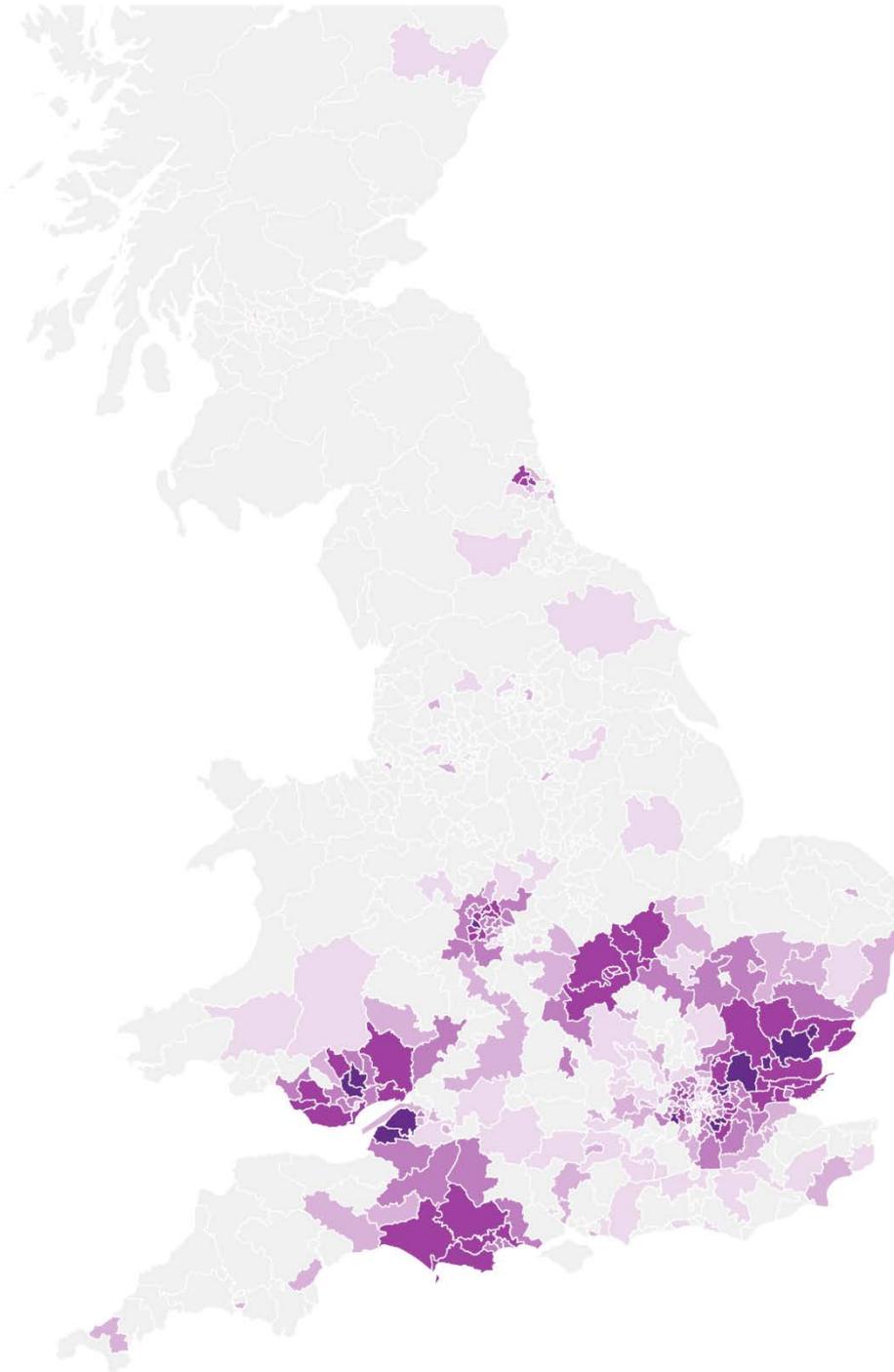
Inasmuch as it is important to measure the statistical validity of any report it is also critical to evaluate the extent to which the survey is subject to any bias. As previously noted, library services approached some 44,941 children and young people of which 5,566 refused to take part in the survey. The question that arises is: are these children or young people any different to those who agreed to take part?

According to the information gathered, 55% of all children and young people approached were girls (stratified) and we also find that 55% of those who completed the survey were girls. We can therefore confidently conclude that by gender the survey is not subject to any bias.

Furthermore, as part of the data gathering exercise, we find that 50% of all children and young people fall within the cohort pre-school to Key Stage 1; 33% within Key Stage 2; and 17% within Key Stages 3 to 4 (stratified). Comparing this to the profile of those who completed the survey, the figures are remarkably similar with a 1% difference in the pre-school to Key Stage 1 and the Key Stages 3 to 4 cohorts. This small difference is considered acceptable and we can therefore conclude that this is no bias by Key Stage.

6.5 Young people's locations

Using constituency boundaries across England, Scotland and Wales, we can see the spread of visitors to libraries both from the areas within which the surveys took place as well as from neighbouring constituencies. The constituencies are colour coded to reflect the numbers in each area, with lighter colours indicating little or no visitors and darker colours indicating significant numbers. As can be seen in the map below the majority of surveys have taken place in the South.



6.6 Index of Multiple Deprivation

The English Indices of Deprivation are based on 37 separate indicators, organised across seven distinct domains² 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 domains³ of deprivation are published on the StatsWales⁴ 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 domains⁵ 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.

² Income deprivation; employment deprivation; health deprivation and disability; education, skills and training deprivation; crime; barriers to housing and services; and living environment deprivation.

³ Income; employment; health; education; access to services; community safety; physical environment; and housing.

⁴ <https://statswales.gov.wales/Catalogue>

⁵ Income; employment; education; health; access to services; crime; and housing.

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