

The Tracking Arts Learning and Engagement Project (TALE)

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

Overall Survey Results: 2018

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TATE



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About this report

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

In 2017 and 2018, 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 arts and cultural activities. 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.

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

This report addresses the following questions:

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

Engagement

1. **Students' interests in the arts range across a variety of forms.** Nearly all of those surveyed (91 %) listen to music daily; about three-quarters of them (74 %) sometimes paint or draw; over half (53 %) read books or comics outside school at least once a month.
2. **Students are enthusiastic audience members.** 79 percent of those surveyed had attended a live music performance in the previous year. Almost all students are interested in films: 43 percent visit cinemas at least once a month and 60 percent watch a film at least once a week. 36 percent of students had attended a dance performance and more than half (52 %) had visited an art museum in the previous year.
3. **Students are creative in their spare time.** 40 percent had created stories, plays or poems on their own at least once or twice in the past year; 31 percent are involved in producing, writing or creating music. 34 percent had created computer games. A third of students engage in photography, drawing or painting at least once a week. Over a third (35 %) make models or sculptures once a year or more often. Over a quarter of the students (27 %) regularly work with textiles or engage in craft work such as jewellery making, wood or metal work (26 %). 13 percent of students create their own films at least once a month. 28 percent had created new dance routines in the previous year.
4. **Students are interested in arts learning out of school.** Many join arts groups and enjoy performing. Nearly one third (32 %) of students take part in out of school music lessons or projects and 60 percent play a musical instrument or device. 29 percent sing as part of a band or choir. About a quarter (23 %) belong to drama or theatre groups out of school. 28 percent are in dance clubs and 25 percent take dance lessons. 13 percent had performed poetry in the previous year and 12 percent are part of a book group or club.
5. **Students use ICT to explore, share and discuss their interests in the arts.** Half of the students (51 %) use websites to research the arts; more than a quarter (26 %) use them to share and discuss arts. 16 percent of students have created their own arts related blog, website or podcast.
6. **For a significant minority of students, engagement in out of school arts activities is a daily event.** 20 percent read, 11 percent paint or draw and 16 percent take photographs every day. 26 percent of students play a musical instrument very regularly.
7. **Engagement in the arts promotes a sense of personal wellbeing.** Nearly half (45 %) say that engagement in the arts helps them relax and reduces stress. This is particularly the case for females (53 %) and for sixth form students (49 %). Only 22 percent of students actively disagree with the idea that engagement with the arts has a positive effect on wellbeing.
8. If we divide the students into three groups – highly involved, averagely involved and not very involved – we find that:
 - **Students who are highly engaged in one arts activity are more likely to participate in other forms of arts activity as well**
 - The highly involved group particularly engage with music, drama and dance
 - Students who are least involved with arts are most likely to be involved with film, music, visual art or craft
 - There are slightly more females (6 %) than males (4 %) in the highly involved group. 28 percent of the 112 students who identify as non-binary are in this group
 - **Males make up 78 percent of the least involved group**
 - White British (66 %), Asian British Bangladeshi (77 %) and Asian British Pakistani (64 %) are the least involved ethnic groups
 - Almost a quarter (23 %) of students with a physical disability and 14 percent of students with learning difficulties (compared to 5 % of those without physical disabilities or learning difficulties) are in the highly involved group.

Schools and Learning

9. **School has a significant impact on students' engagement with the arts.** Overall, 45 percent of students think that their school supports their interest in the arts. Females are more likely than males to think this (51 % v 34 %). 22 percent of students generally, and a quarter of students with disabilities, say that school started off their interest in the arts.
10. **Families are also important in encouraging young people's engagement in the arts.** Overall, 38 percent of students think their family supports their interest in the arts. **However, about a quarter of the students (26 %) do not receive encouragement from their families,** and a further 15 percent are not sure about family support. Females (45 %) are more likely than males (26 %) to be encouraged to participate in the arts.
11. **A small but significant proportion (17 %) of students think that an arts organisation has helped them develop their interest in the arts.** More females (21 %) than males (9 %) feel this way, and older students are more likely to think it than younger ones.
12. **For a significant proportion of students (36 %), school is where almost all their arts engagement takes place.** This is the case for more females (39 %) than males (31 %), and for more younger than older students (37 % year 10s and 11s, 32 % year 12s and 13s).
13. **The arts feature strongly in students' plans for the future.** More than a third (36 %) plan to continue to participate in the arts in their own time. Over a quarter of the students (27 %) have plans to study an arts subject; another quarter hope to get a job in the arts. There are clear gender differences in these plans: 31 percent females and 19 percent males plan to study the arts; 28 percent female and 20 percent male plan to get a job in the arts; 43 percent female and 23 percent male plan to participate in the arts in their own time.
14. **Many students (43 %) would like to do more arts activities.** More than half of the females (52 %) and just over quarter of the males (27 %) feel this way. 38 percent of students think that they do not have time to take part in arts activities because of school work. More females (42 %) than males (31 %) feel this way. 44 percent of students think they participated in more arts activities when they were younger. However, students with physical disabilities or learning difficulties are less likely to feel that their participation in the arts has declined as they have got older.
15. **Doing paid or voluntary work outside school is not a barrier to arts engagement. In fact, students who work out of school are more involved in arts activities than those who do not.** About a third (32 %) of students work part-time outside school and older students are more likely to have part time work than younger ones.
16. If we consider the three types of encouragement to participate in the arts that we asked students about – encouragement from school, their family and from arts organisations – as one variable, we find that:
 - 42 percent of students do **not** feel encouraged to participate in the arts (by school, family or an arts organisation)
 - 9 percent receive encouragement only from school
 - 15 percent receive encouragement only from family
 - 2 percent receive encouragement only from an arts organisation
 - 16 percent receive encouragement from school and family
 - 3 percent receive encouragement from school and an arts organisation
 - 3 percent receive encouragement from family and an arts organisation
 - 9 percent of students receive full support (from school, family and an arts organisation).

There is a marked gender bias towards girls in the degree of support and encouragement received. About a quarter (26 %) of females perceive that they are encouraged by two of the three sources of support, while only 15 percent of males feel this way.
17. **Support and encouragement make a difference to students' engagement in the arts.** 22 percent of the students who receive full support, (from school, family and an arts association), are highly involved in the arts. Of the students who receive no support or encouragement, only 4 percent are in the 'highly involved' group and 81 percent are in the 'least involved' group.

1. Who completed the survey?

4,477 questionnaires were completed. 2,310 students filled in the questionnaire using a paper/pencil format, the others completed online.

2,638 of the respondents were female, 1,575 male, 112 identify as non-binary and 82 prefer not to report their gender.

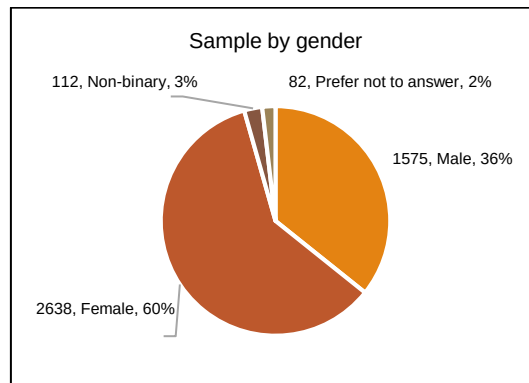


Figure 1: Sample size by gender

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	2616	35 %	61 %	2 %	2 %
Year 11	965	34 %	61 %	3 %	2 %
Year 12	510	37 %	59 %	2 %	2 %
Year 13	267	46 %	44 %	6 %	3 %
Total	4358				

150 students (3 %) report a physical disability, 4,031 students report none (92 %) and 214 students are not sure. 381 students (9 %) ticked "yes" when asked about having a learning difficulty, 3,886 students report none (87 %), and 187 students are not sure.

By the time they completed the questionnaire, 1,693 students were 14 years old, 1,477 students were 15 years old, 698 students were 16, 353 students were 17 and 132 students were 18 years old or older.

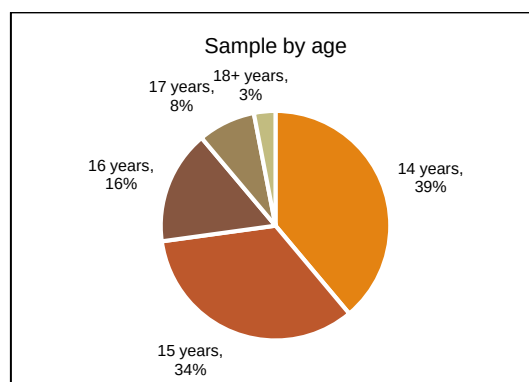


Figure 2: Sample size by age

1. Who completed the survey?

The majority of students who completed the questionnaire report having a White (British) background (70 %), 6 percent Asian background, 8 percent Black background and 12 percent report a mixed ethnic background. 4 percent chose another ethnic background, such as Dutch, Polish and Spanish.

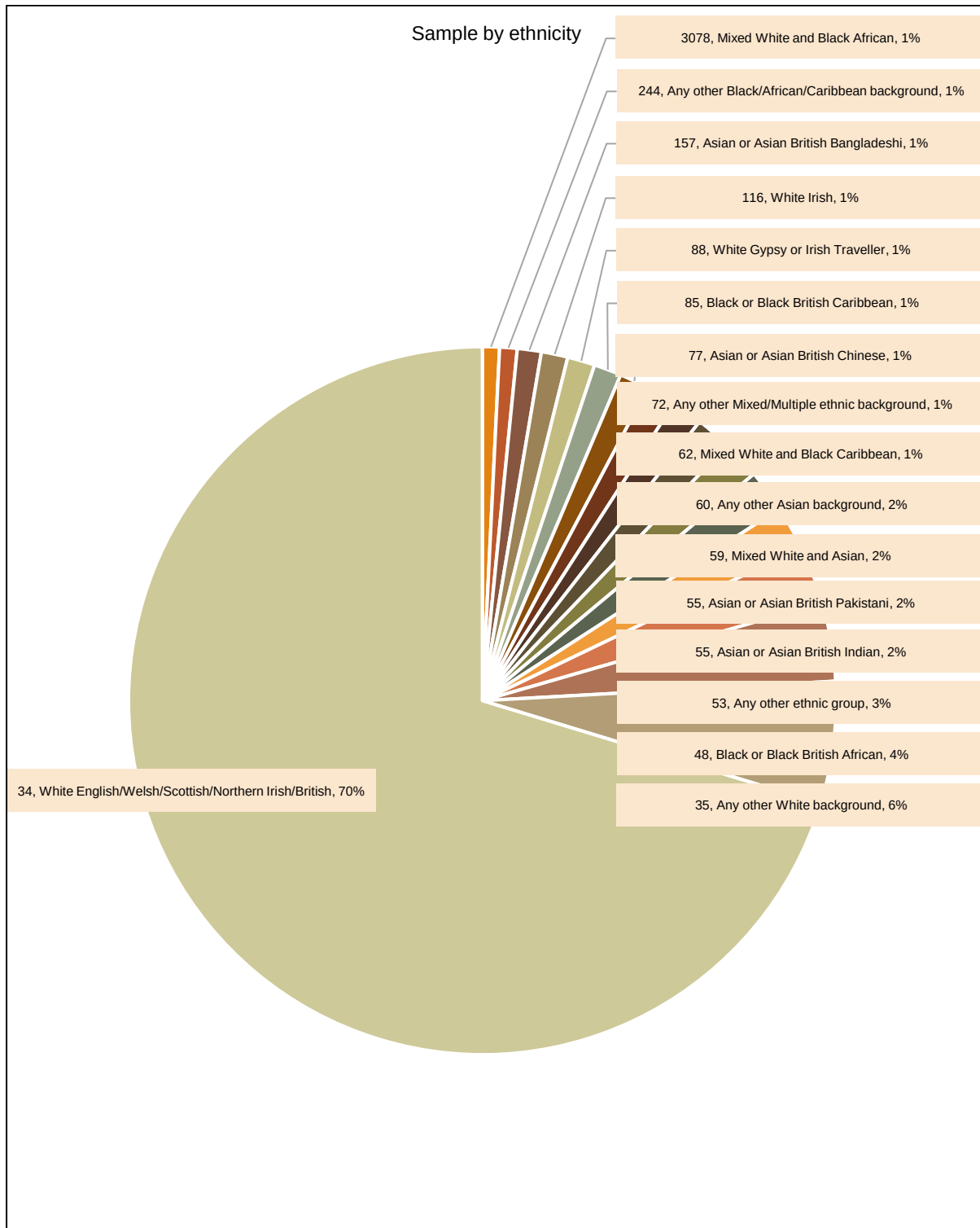


Figure 3: sample by ethnicity

We asked students which arts subjects they were studying, or intended to study, at GCSE, BTEC or A level. However our question led some students to confuse exam courses with topics and units studied as part of other courses, so we have not included these findings in this report.

1. Who completed the survey?

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

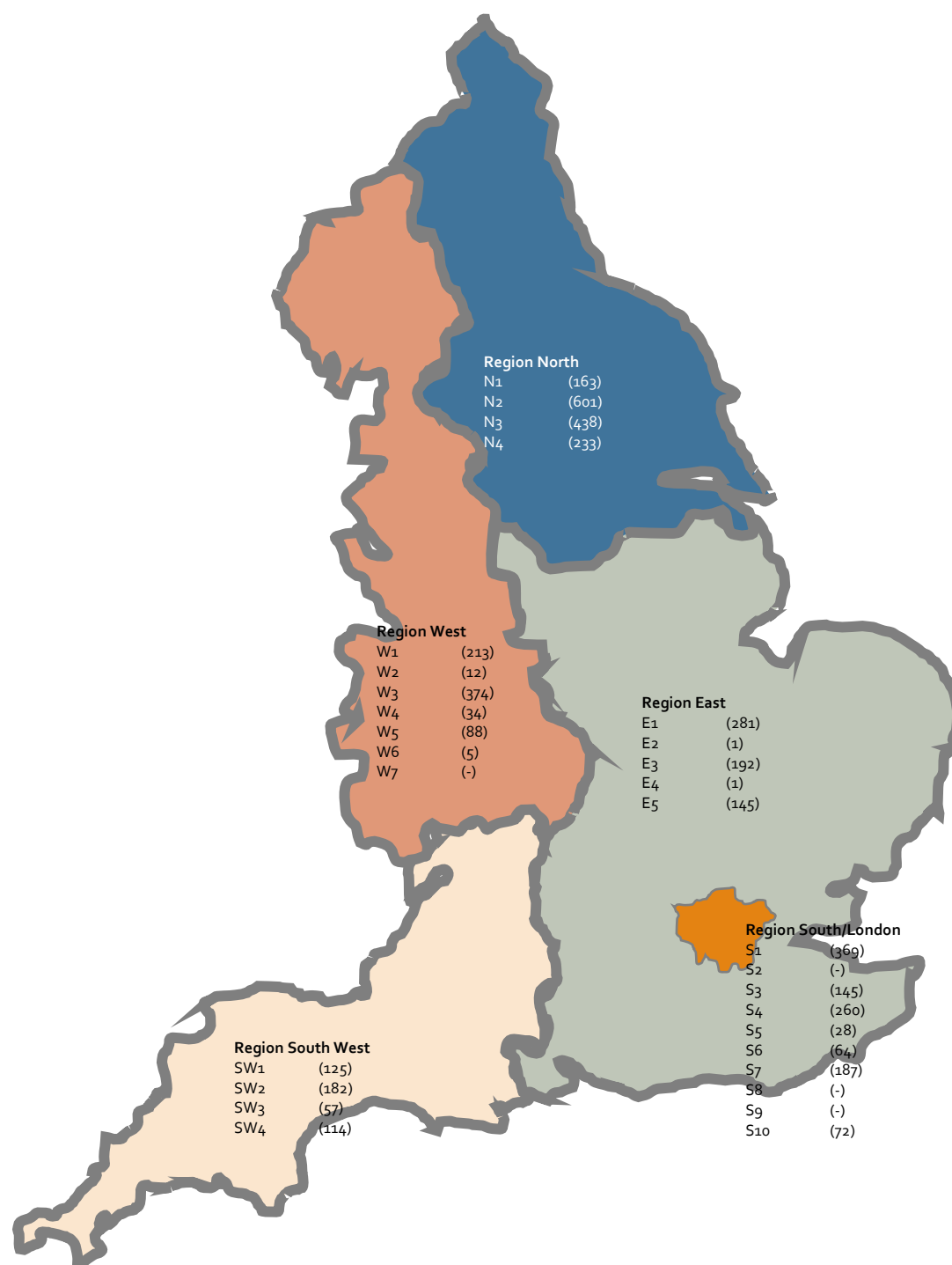


Figure 4: schools and sample sizes by region

2. 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.

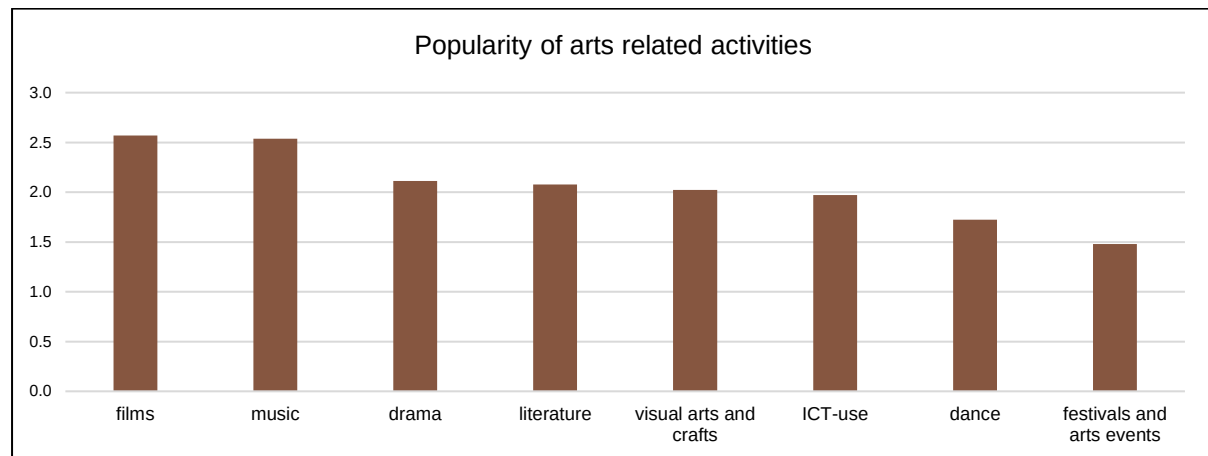


Figure 5: Popularity of arts related activities (mean)

The table shows that there are significant positive correlations between arts activities. Those students who are more engaged in one arts activity are also more engaged in any other form of arts activity. The correlations are all low ($r < 0.5$) to medium ($r < 0.7$), but highly statistically significant.

	Music	ICT-use	festivals and arts events	visual arts and crafts	dance	drama	literature
films	.432**	.413**	.454**	.397**	.288**	.361**	.318**
music		.443**	.440**	.424**	.358**	.449**	.415**
ICT-use			.445**	.583**	.238**	.342**	.435**
festivals and arts events				.544**	.349**	.386**	.402**
visual arts and crafts					.340**	.395**	.494**
dance						.526**	.278**
drama							.465**

2. Which arts and cultural activities do students engage with?

The coding of the open ended question in the survey “Please tell us about your other hobbies or interests or leisure activities” revealed that 17 percent of students mentioned only arts related activities they do in their spare time, another 16 percent do only sports.

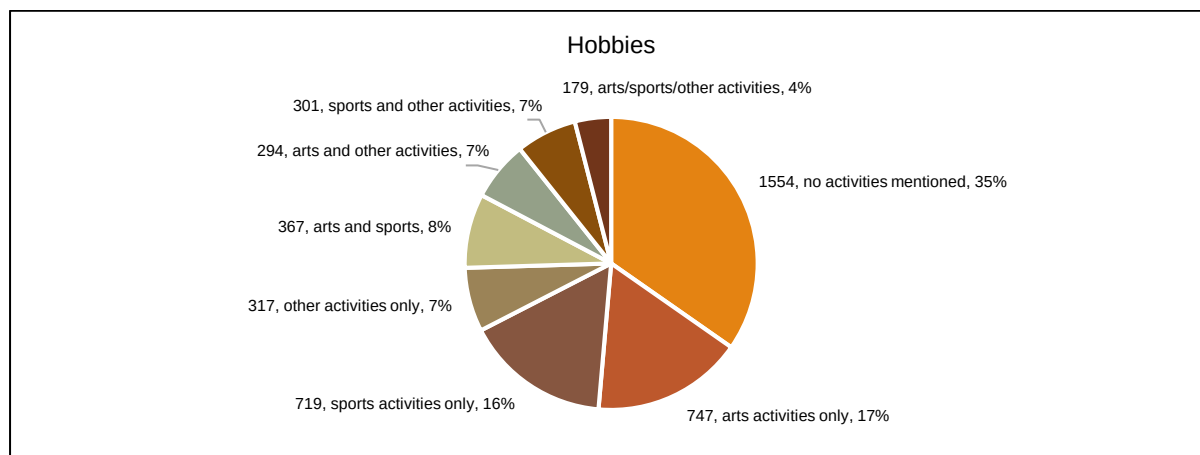


Figure 6: Hobbies

From these responses, three broad groups of students can be identified: those who are highly involved in the arts (N = 274, 6 %); those who have an average level of involvement (N = 1,350, almost 31 %), and students who are not very involved (N = 2,792, 63 %) (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, music or visual arts and crafts.
- 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, music and dance.

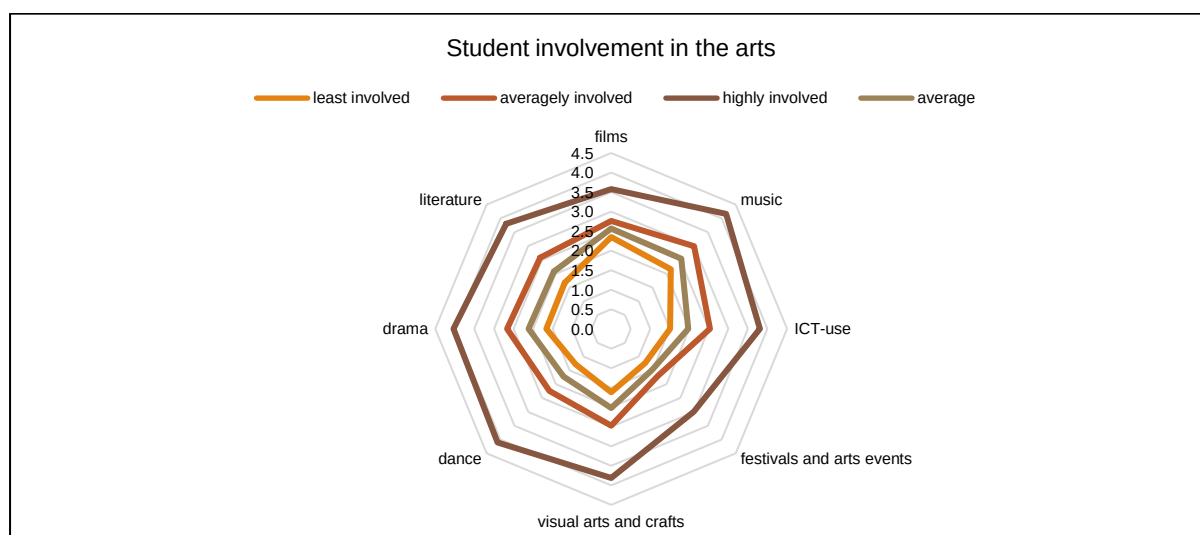


Figure 7: Student involvement in the arts (the larger the circle, the more involvement)

2. 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.
- More than half of the female students are least involved in the arts and 38 percent are averagely involved.
- Males constitute 78 percent of the students who are least involved and only 4 percent of the highly involved group.

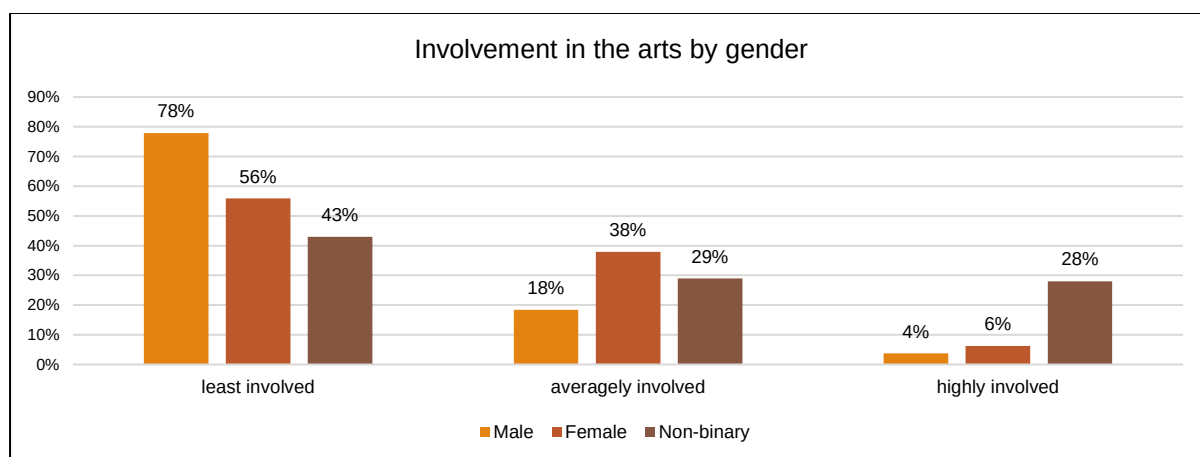


Figure 8: Involvement in the arts by gender

Considered by year group we find that:

- There are no differences between the four year groups in involvement in the arts.
- In each year group about 30 percent of students are averagely involved in arts activities.
- 67 percent of year 12 students are least involved, while only 4 percent of them are highly involved.

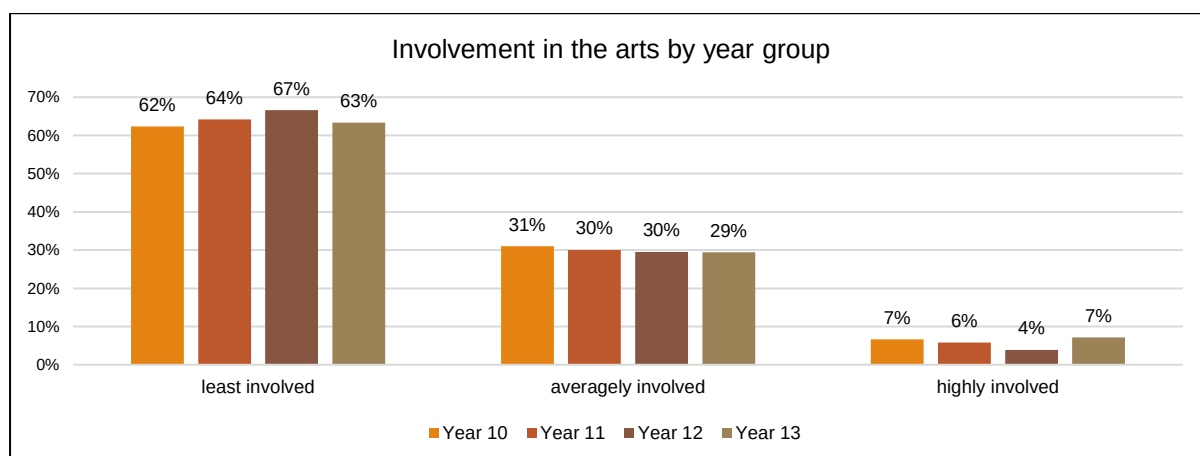


Figure 9: Involvement in the arts by year group

Considered by ethnicity we find that:

- Almost 70 percent of White British students are in the group of those least involved in the arts and only 4 percent are in the highly involved group.
- Almost half of the White Gypsy/Irish Traveller student group are highly engaged in the arts (42 %).
- Almost a fifth of White Irish students are highly engaged in the arts.
- Almost 80 percent of Asian/Asian British Bangladeshi students are in the group least involved in the arts and only 3 percent are in the highly engaged group.

2. Which arts and cultural activities do students engage with?

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

- Almost a quarter of students with a physical disability belong to the group of highly involved students.
- 14 percent of students with a learning difficulty report being highly involved in the arts, while only 5 percent of students without a learning difficulty are highly involved in arts activities.

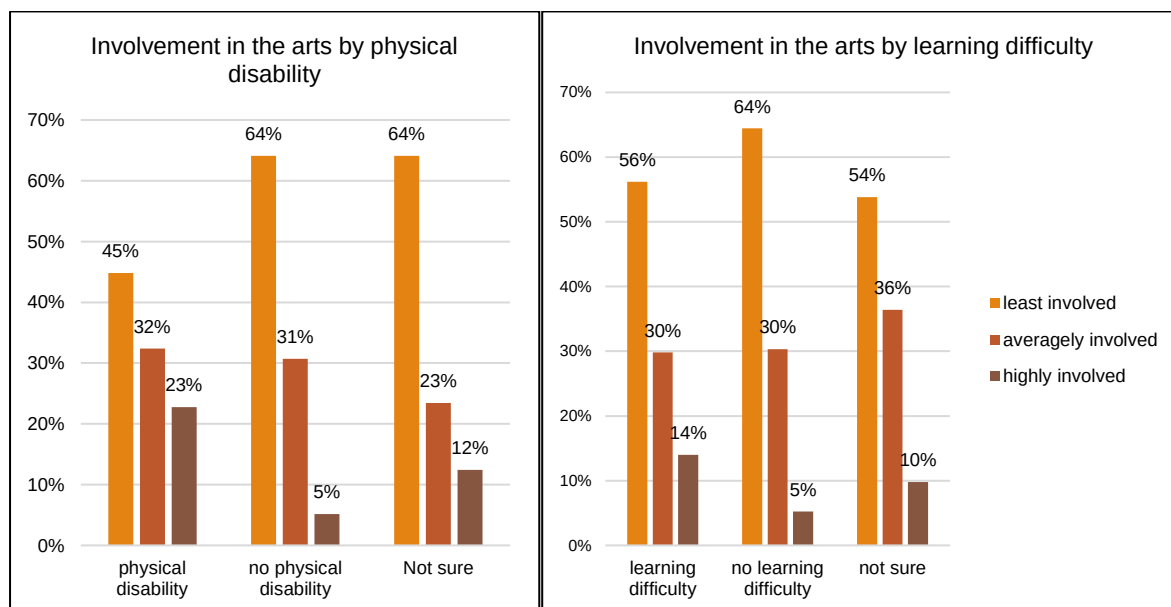


Figure 10: arts involvement by physical disability and by learning difficulty

Wellbeing and arts engagement

45 percent of the students report that arts engagement helped them to feel relaxed and less stressed. Fewer than a quarter (22 %) of the students disagree.

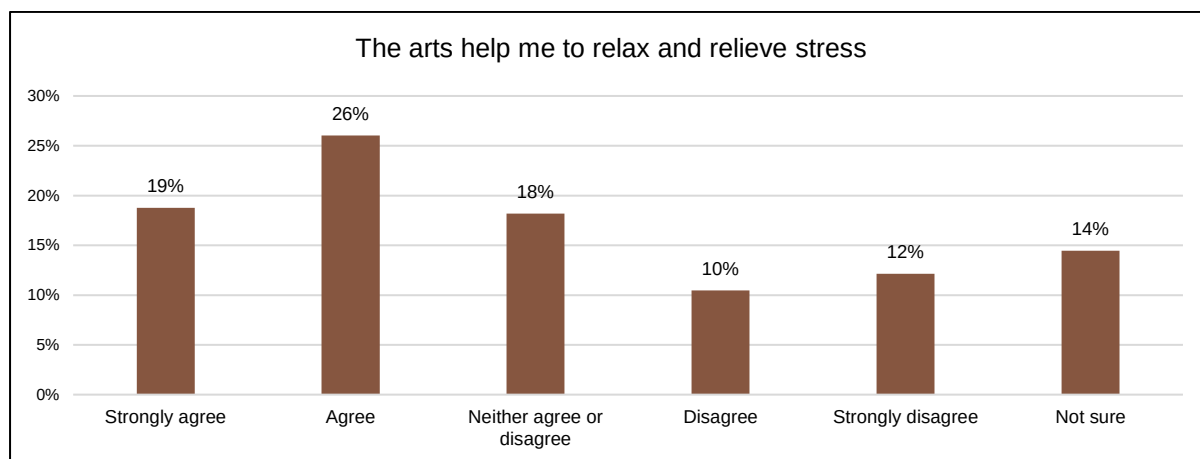


Figure 11: The arts help me to relax and relieve stress.

Considered by gender we find that:

- More than half of the female students (53 %) and almost half of the students who identify as non-binary (48 %) 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 21 percent agreeing.

2. Which arts and cultural activities do students engage with?

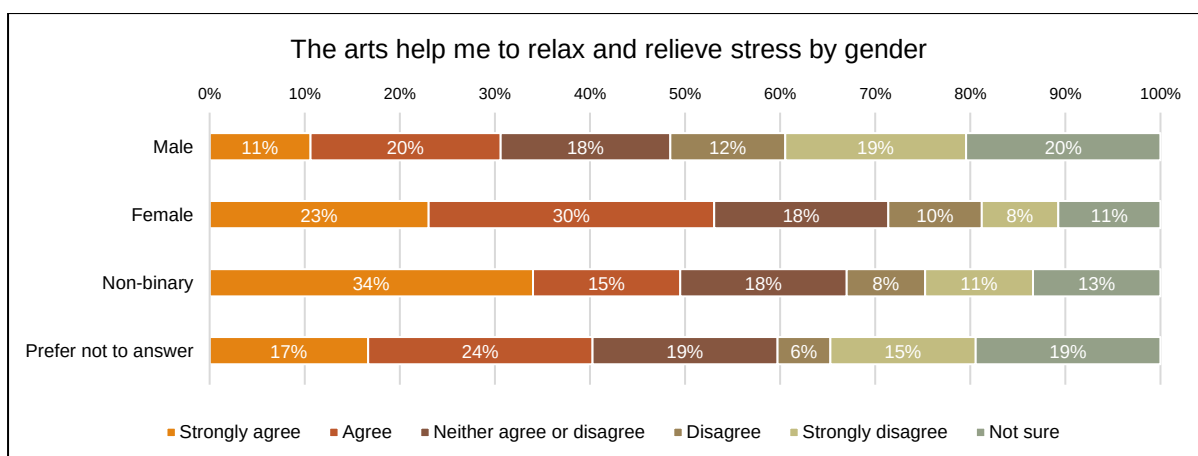


Figure 12: The arts help me to relax and relieve stress by gender

Considered by year group we find that:

- 45 percent of year 10 students and 43 percent of students in year 11 agree that the arts help them to relax and relieve stress. Even more students in year 12 (49 %) and year 13 (48 %) agree with the statement.
- While almost a quarter (24 %) of year 10 and 11 students disagree with the statement that the arts help them to relax and relieve stress, less than a fifth of year 12 (19 %) and year 13 (16 %) students disagree.

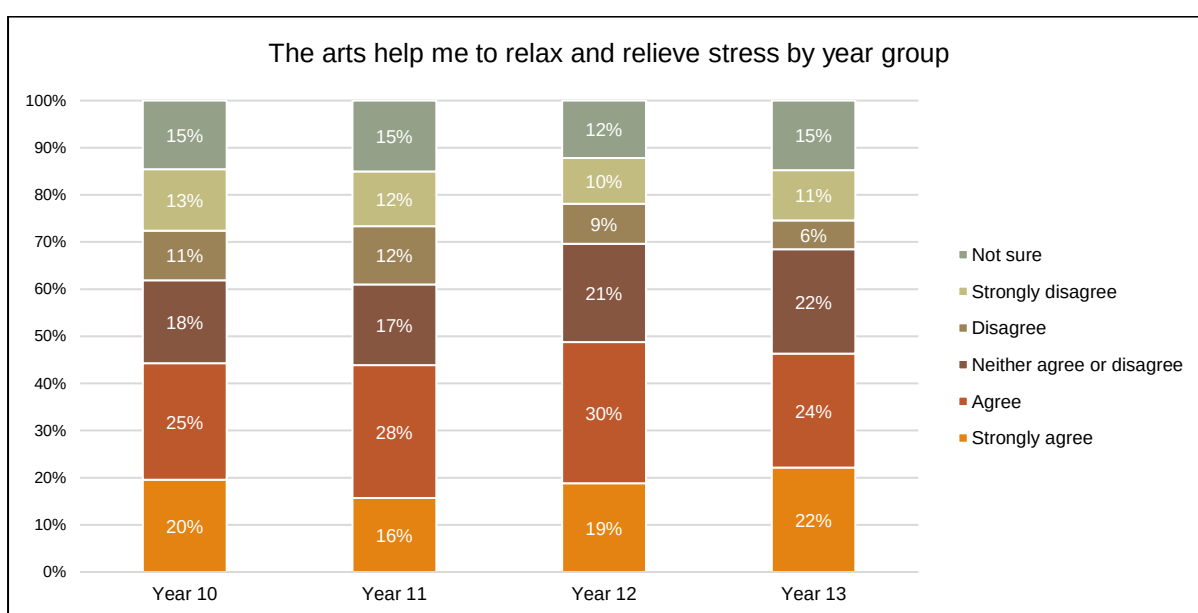


Figure 13: The arts help me to relax and relieve stress by year group

Considered by ethnicity we find that:

- 44 percent of White British students agree that the arts help them relax, while 23 percent strongly disagree.
- More than half of the students having White backgrounds, Mixed White/Black Caribbean ethnic backgrounds or any other Black/African/Caribbean background associate the arts with stress relief and relaxation.
- Less than a third of White Gypsy/Irish Traveller students agree, while 36 percent disagree with the statement.

2. Which arts and cultural activities do students engage with?

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.
- 42 percent of students with a physical disability and 42 percent of students with a learning difficulty (strongly) agree that the arts help them to relax and relieve stress.

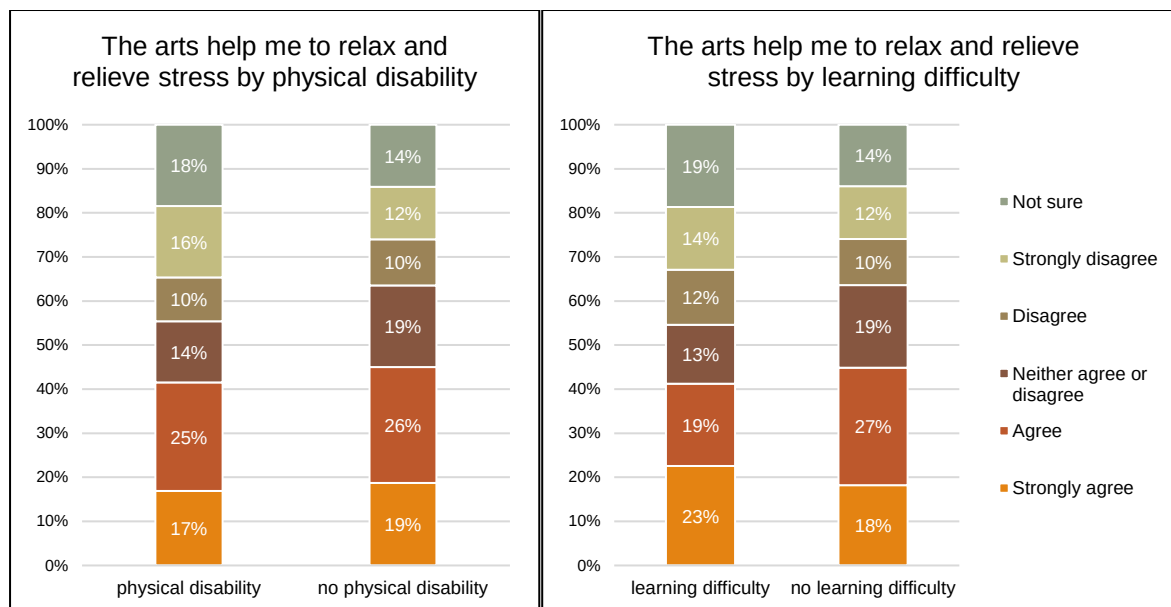


Figure 14: The arts help me to relax and relieve stress by physical difficulty and by learning difficulty

Sharing my creative work

A quarter (24 %) of the students like to share their work with an audience (41 % prefer not to).

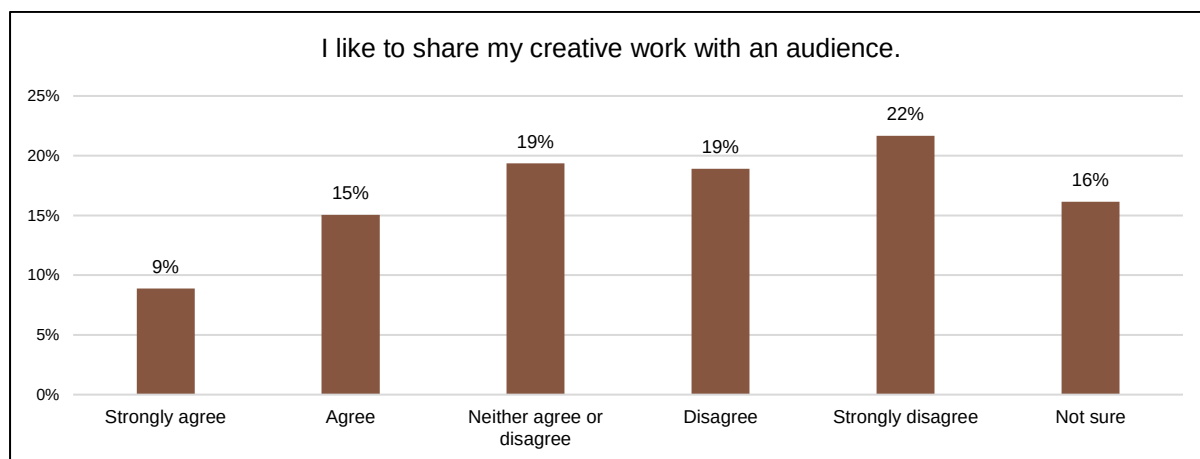


Figure 15: I like to share my creative work with an audience.

Considered by gender we find that:

- 45 percent of male students do not like to share their creative work with an audience, while 17 percent agree that they do like to do so.
- 39 percent of female students do not like to share their creative work with an audience, while 27 percent do like to do so.

2. Which arts and cultural activities do students engage with?

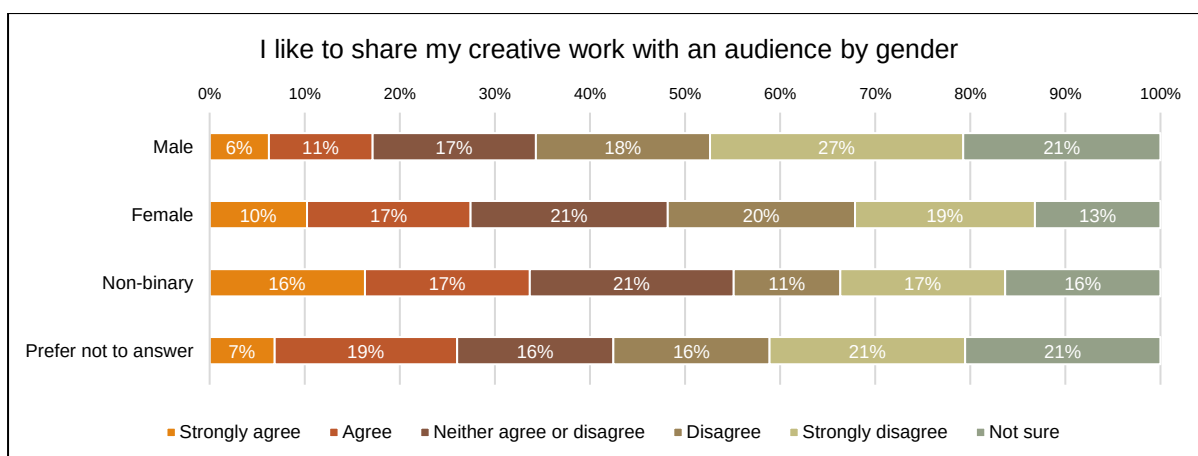


Figure 16: I like to share my creative work with an audience by gender

Considered by year group we find that:

- 23 percent of year 10 and 12 students, a quarter of year 11 students and almost a third of year 13 students (29 %) like to share their creative work with an audience.
- 42 percent of year 10 students, 37 percent of year 11 and 43 percent of year 12 students do not like to share their creative work with an audience. Only a third of year 13 disagree with the statement.

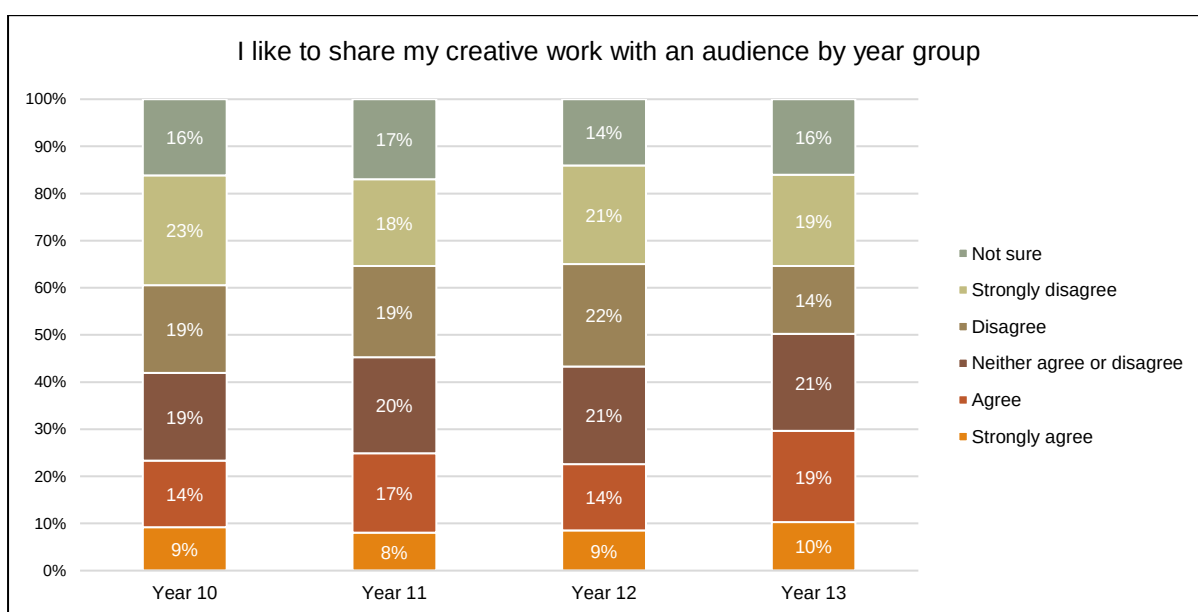


Figure 17: I like to share my creative work with an audience by year group

Considered by ethnicity we find that:

- 23 percent of White British students agree that they like to share their creative work with an audience, while 42 percent disagree.
- The groups who most like to share their work with an audience are Mixed White/Black Caribbean students (36 %), Black/Black British African students (32 %) and White Gypsy/Irish Traveller (32 %) students.
- The groups who least like to share their work with an audience are Asian/Asian British Pakistani (19 %), Asian/Asian British Bangladeshi (19 %) and Mixed White/Black African students (18 %).

2. Which arts and cultural activities do students engage with?

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

- 29 percent of students with a physical disability report that they like to share their creative work with an audience; 34 percent disagree.
- A quarter of students without a physical disability report that they are comfortable sharing their creative work with an audience, while 41 percent disagree.
- 27 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 (38 %/41 %).

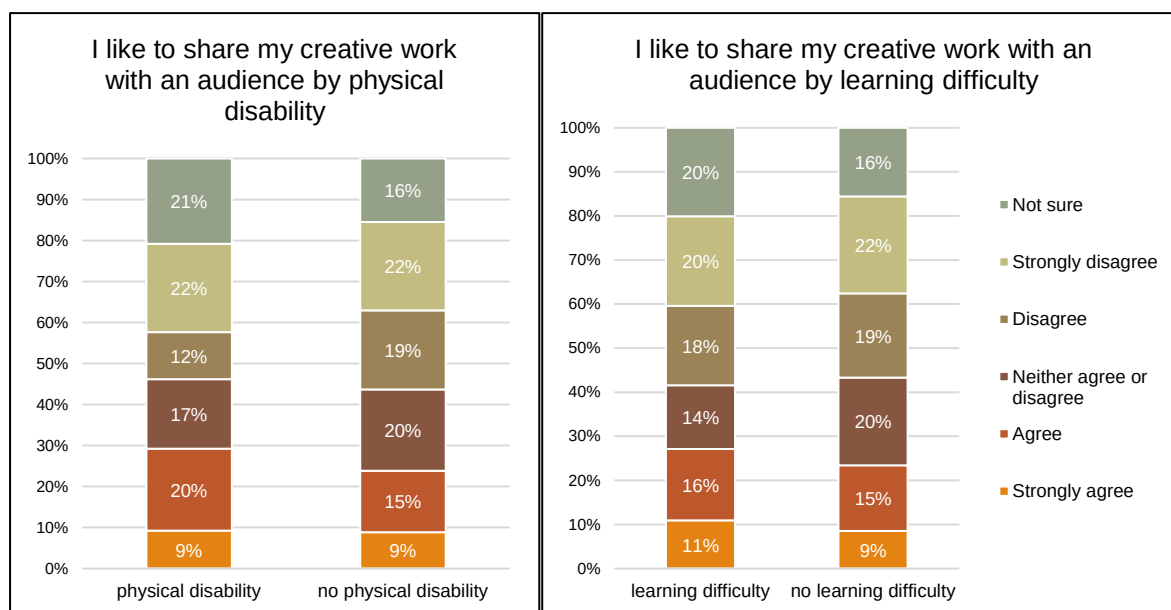


Figure 18: I like to share my creative work with an audience by physical disability and by learning difficulty

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

2.1 Film

- Nearly all students show an interest in watching films. 18 percent report watching films daily and 60 percent at least once a week. Only one percent of students report never watching films.
- Most students visit cinemas regularly – 43 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 daily¹. 42 percent report that they never create a film or video.
- 14 percent of students have taken part in a film-making project in the past year.

¹ This is inclusive of social media.

2. Which arts and cultural activities do students engage with?

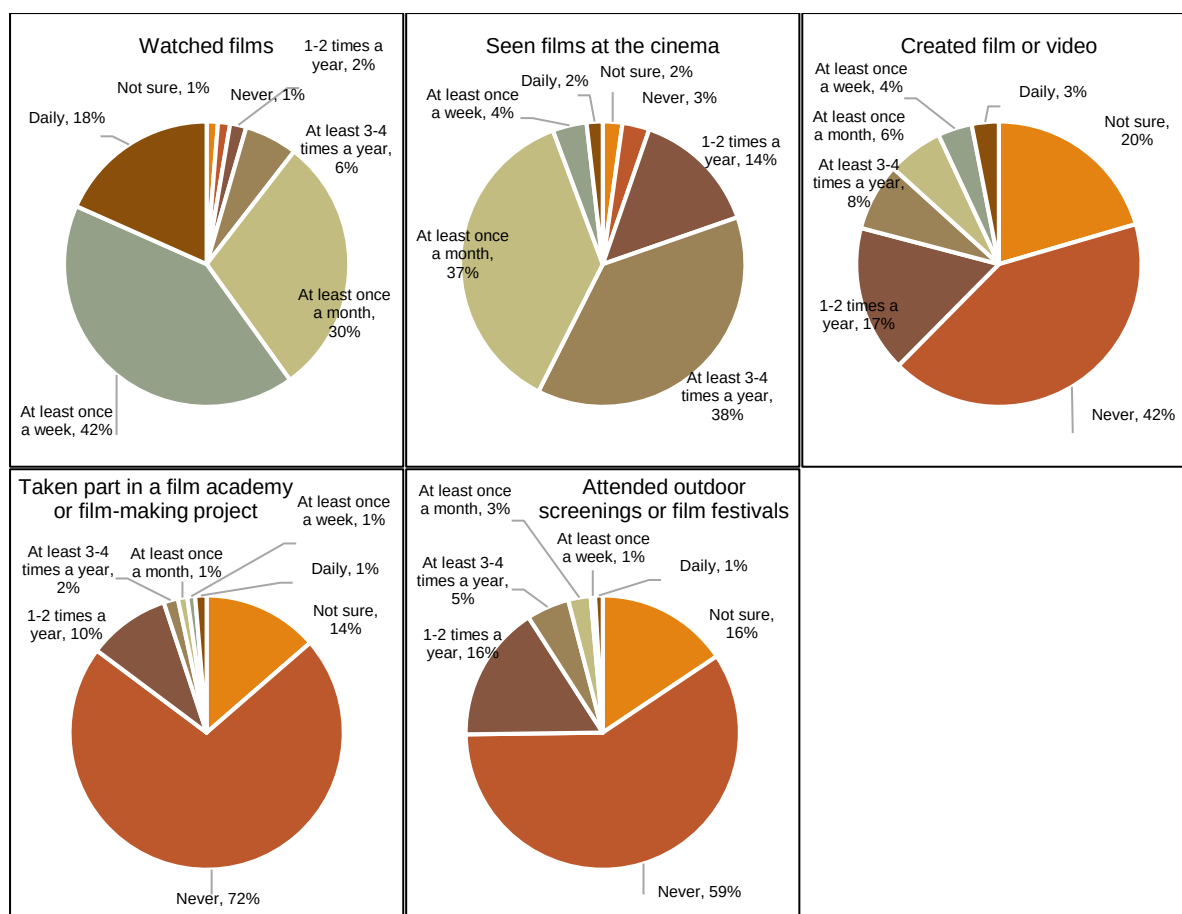


Figure 19: film related activities

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

- There are no significant gender differences in film activities.
- Students in year 10 are less involved in film activities than students in year 11 to 13.
- 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 engaged in film related activities as much as their peers without a physical disability.
- Students with a learning difficulty are as much engaged in film related activities as their peers.

2.2 Music

- Almost all the students (91 %) report that they listen to music daily.
- 61 percent of the students attended a live music event, concert, gig or broadcast during the past year.
- About a third of the students (32 %) take part in a music lesson/project/workshop out of school.
- Nearly a third of students are actively involved in producing music, writing or creating music (31 %), singing as part of a band (29 %) or being a DJ (11 %).
- 60 percent of students play an instrument or device, a quarter (26 %) of them very regularly.

2. Which arts and cultural activities do students engage with?

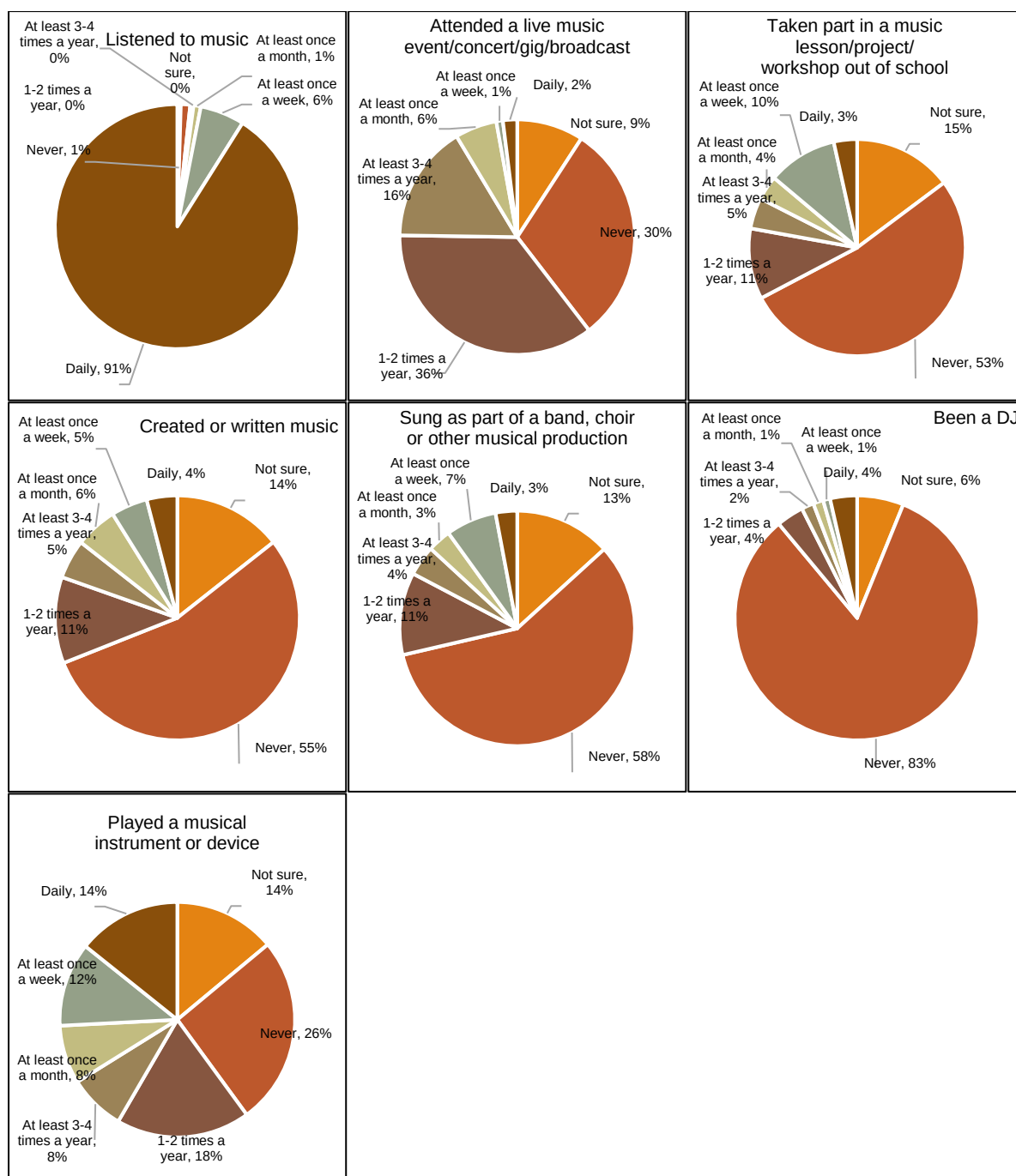


Figure 20: music activities

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

- Females and males are equally involved in music activities. Students who identify as non-binary are more involved in music than female and male students.
- Students in different year groups are equally involved in music activities.
- White Gypsy/Irish Traveller and Black/Black Caribbean students are very involved in music related arts activities.
- Asian/Asian British Bangladeshi students and Asian/Asian British Pakistani 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.

2. Which arts and cultural activities do students engage with?

2.3 Drama

- About half of the students report attending performances in theatres, cinemas or at school.
- About a quarter (23 %) of the students watch television drama on a daily basis, while 19 percent report that they never watch television dramas.
- About a quarter of students take part in a drama or theatre group inside or outside of school.
- More than a 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.

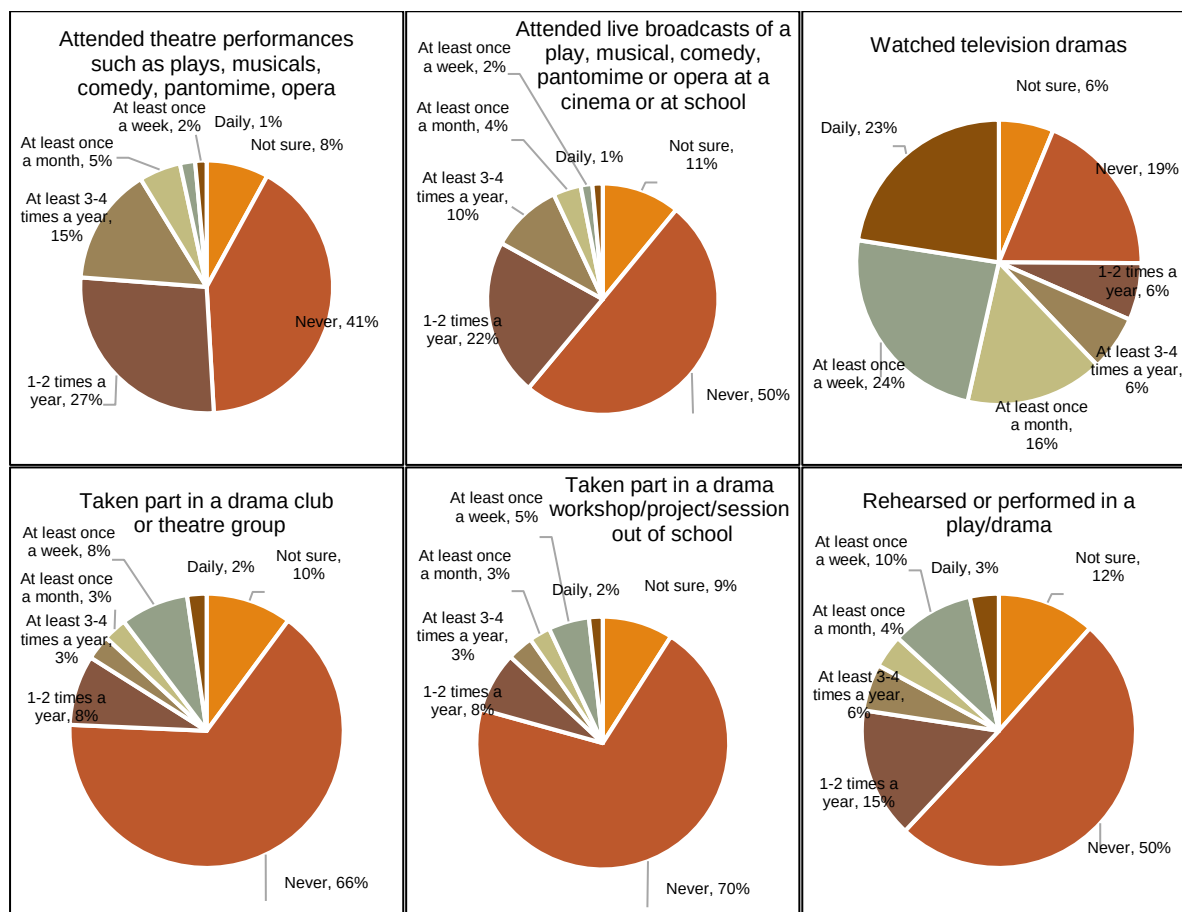


Figure 21: drama activities

Considered by gender, year group, 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.
- Students in year 12 and 13 report more involvement in drama activities than students in year 10 and year 11.
- White Gypsy/Irish Traveller students and Black/Black British Caribbean 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.

2. Which arts and cultural activities do students engage with?

2.4 Literature

- 53 percent of students report reading a book or comic at least once a month or more often, and for 20 percent reading a book, graphic novel or play is a daily activity.
- 22 percent of students report not having read a book in the past year outside of school.
- 22 percent of students never visit a library, but this is a weekly activity for 18 percent.
- 40 percent of the students report they create stories, plays or poems on their own at least once or twice a year or more often.
- 13 percent of students have performed poetry in the past year.
- 12 percent of students report that they have taken part in a book group/club.
- 29 percent of students say that they have listened to authors talk about their work in the past year.

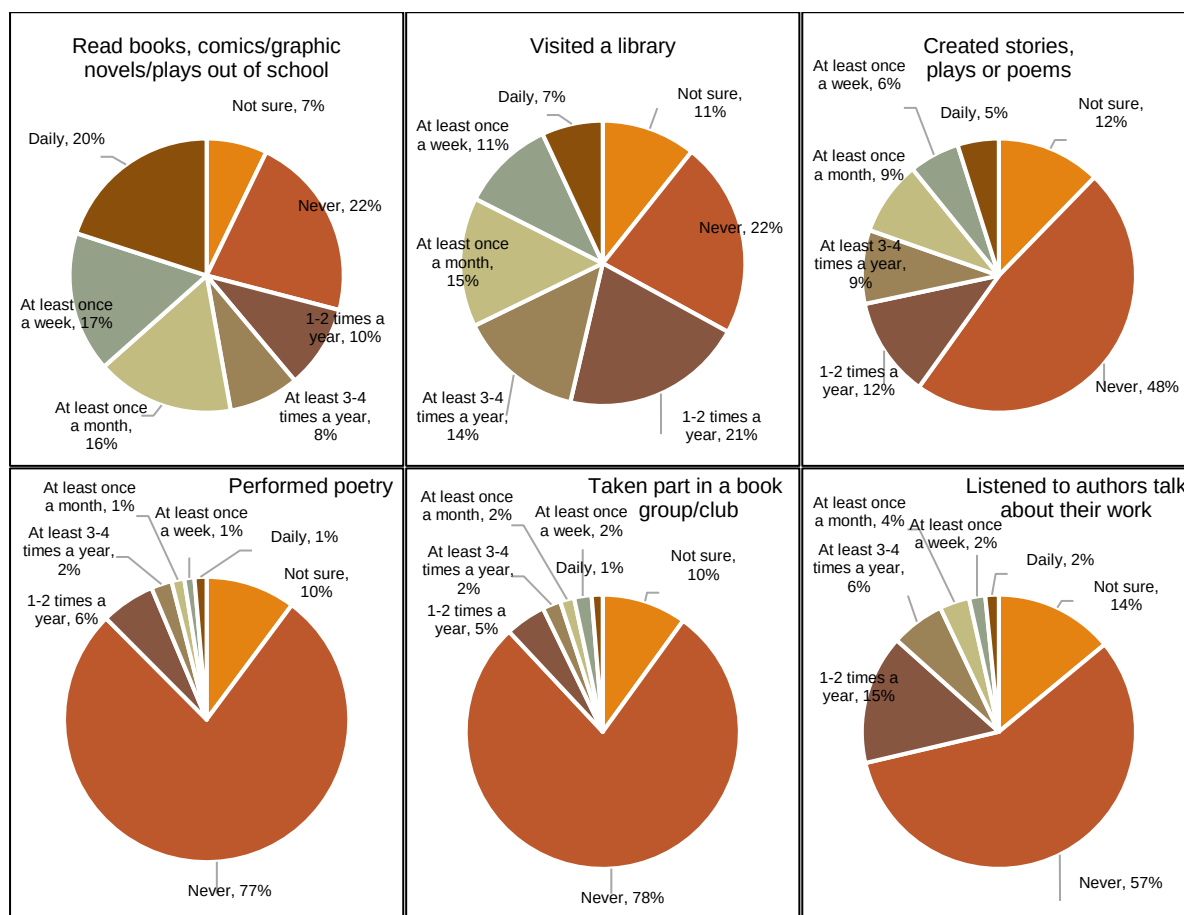


Figure 22: literature activities

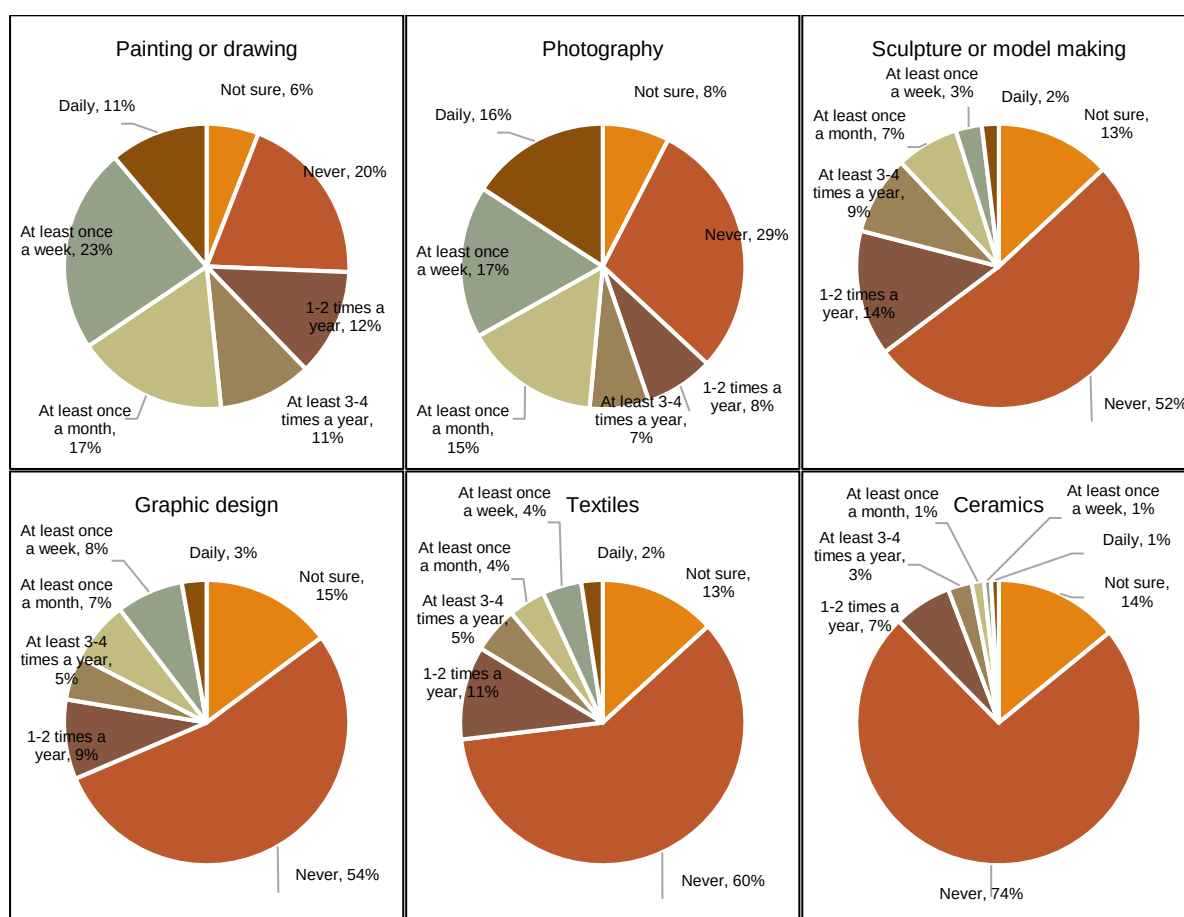
Considered by gender, year group, ethnicity, physical disability and learning difficulty we find that:

- Females and students who identify as non-binary are more involved in literature related activities than males.
- The engagement with literature related activities increases with age. Students in year 13 report more literature related activities than students in year 10, 11 or 12.
- White Gypsy/Irish Traveller students and Black/Black British Caribbean 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.

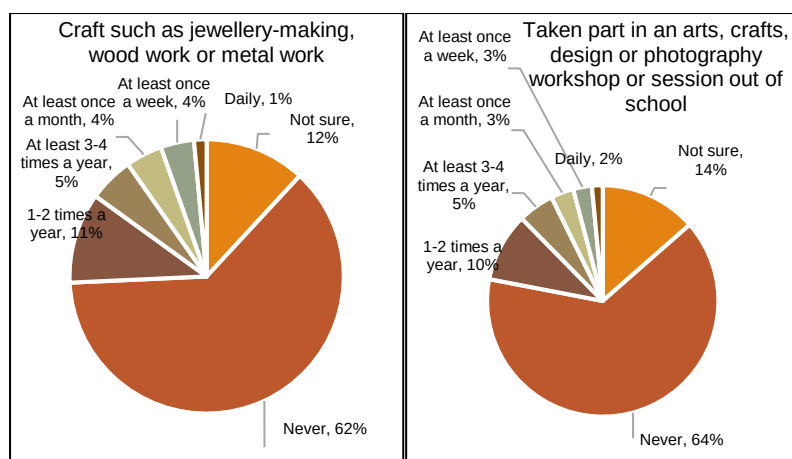
2. Which arts and cultural activities do students engage with?

2.5 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.
- 74 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 more than a third of the students – at least once or twice a year. Some of the students (21 %) report making sculptures or models more frequently.
- Almost a third (31 %) of the students engage in some graphic design at least once a year.
- Over a quarter (27 %) of the students report engaging with textiles over the past year.
- 12 percent of students do ceramics at least once a year.
- 26 percent of students engage in craft work such as jewellery-making, wood work or metal work.
- 22 percent of students take part in arts, crafts, design or photography workshop or session out of school.



2. Which arts and cultural activities do students engage with?



- More than half of the students (52 %) had visited an art museum in the last year, a fifth of them (22 %) 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.
- 41 percent of the students report that they attended an exhibition of arts, design, photography or craft at least once in the past year.

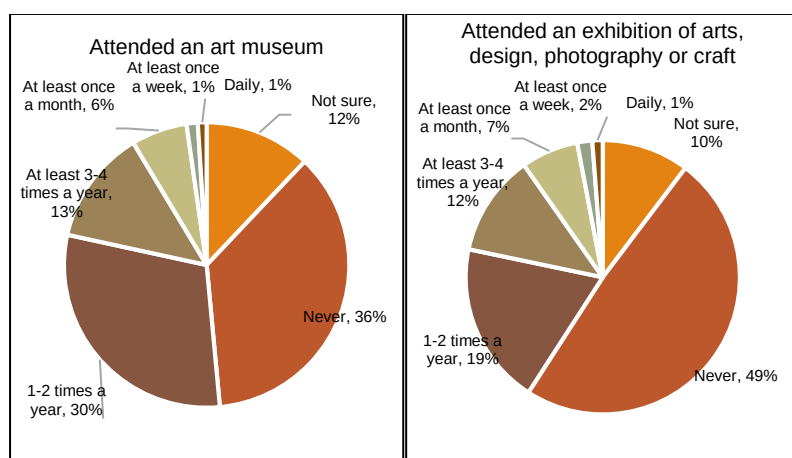


Figure 23: visual arts and crafts activities

Considered by gender, year group, 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.
- Students in year groups 10 to 13 are equally involved in visual arts and crafts.
- There is little difference in participation in visual arts and crafts by ethnicity, with outliers to the positive for White Gypsy/Irish Traveller 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.

2. Which arts and cultural activities do students engage with?

2.6 ICT use for arts activities²

- 50 percent of students report using computers to create (moving) images and designs.
- 39 percent of students use mobile devices or tablets for arts activities.
- 26 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 (51 %) use websites to research the arts.
- 16 percent of students say that they create their own arts related blog/website or podcast.
- 34 percent of students create computer games, 3 percent of them once a week or daily.

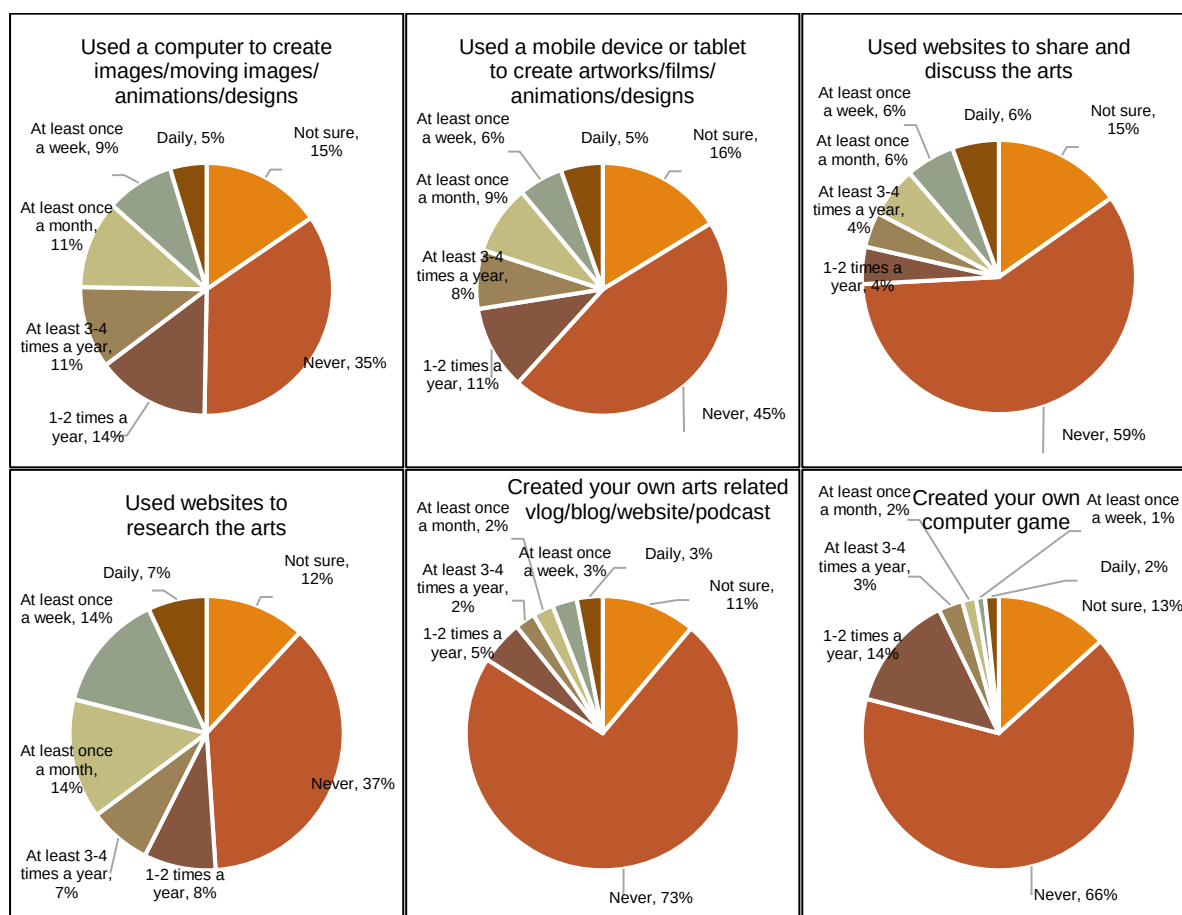


Figure 24: ICT-use for arts activities

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

- There are no differences between male and female students in ICT-use for arts purposes.
- Students in year 12 use ICT more for arts purposes than students in other year groups.
- Asian/Asian British Chinese, White Gypsy/Irish Traveller students, Mixed White and Asian students and Mixed White and Black Caribbean students use ICT for arts purposes more often than the others.
- Least frequent use of ICT for arts purposes is reported by Asian/Asian British Bangladeshi students, Asian/Asian British Indian students and Mixed White/Black African students.
- Students with physical disabilities used ICT for arts related activities more often than students without a physical disability.
- Students with learning difficulties engaged in ICT use for arts purposes as often as students without a learning difficulty.

² Due to technical problems with the online survey tool, data from this section only refers to 4,069 students – 2,512 students in WAVE 1 and 1,557 students in WAVE 2.

2. Which arts and cultural activities do students engage with?

2.7 Dance

- 28 percent of students take part in dance clubs.
- 29 percent of students take part in dance performances.
- 25 percent of students take part in dance lessons/workshops/sessions out of school.
- 28 percent report that they created a new dance routine at least once a year, and 8 per cent did so at least once a week or daily in the past year.
- 36 percent of students report that they attended a dance performance or event – 9 percent attended such an event at least once a month, another 27 percent once to four times a year in the past year.

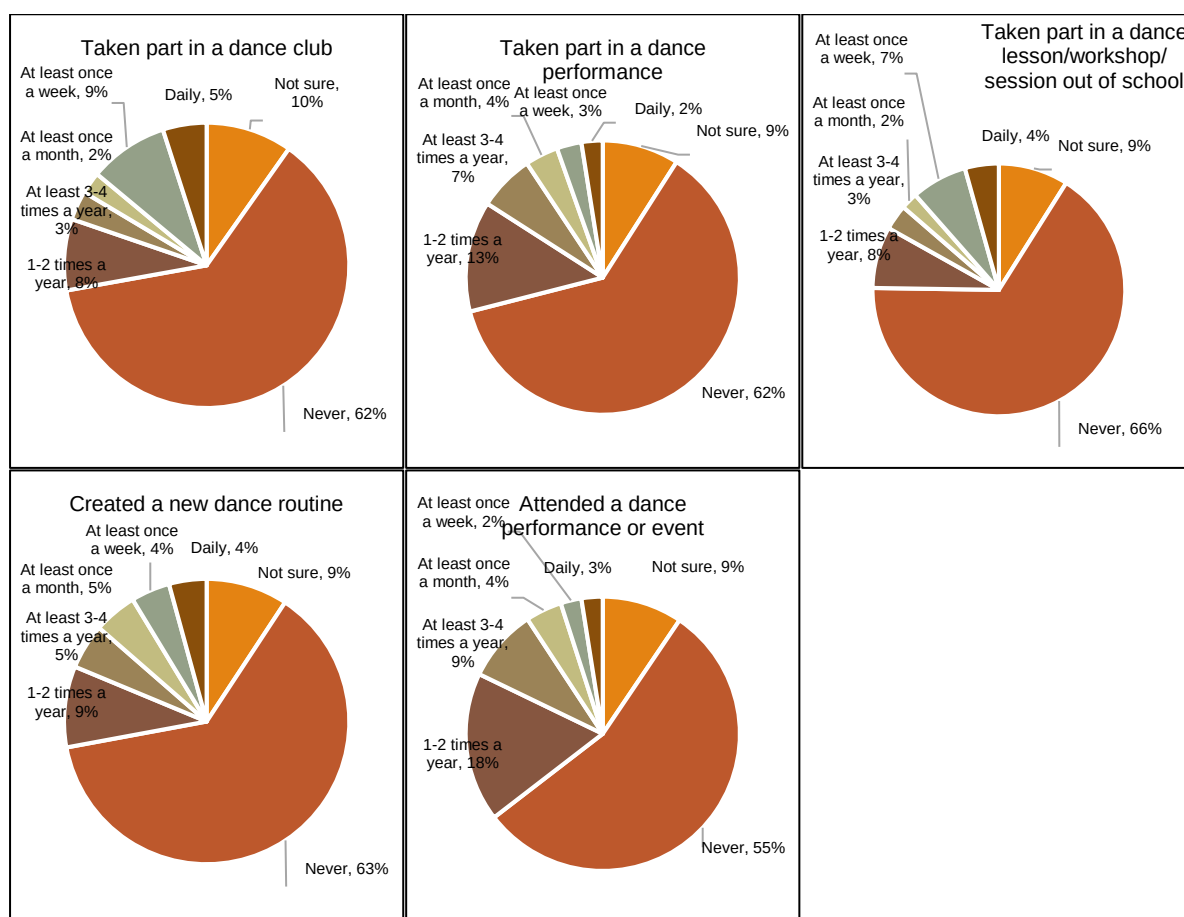


Figure 25: dance activities

Considered by gender, year group, 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.
- Students in year 11 are least likely to engage in dance activities, while year 13 students are most likely to participate in dance related activities.
- White Gypsy/Irish Traveller students and Black/Black British Caribbean students report high levels of involvement in dance activities.
- Asian/Asian British Bangladeshi students as well as Asian/Asian British Pakistani students are least involved in dance activities.
- Students with a physical disability report as many dance related activities as other groups.
- Students with a learning difficulty are as much involved in dance activities as students without a learning difficulty.

2. Which arts and cultural activities do students engage with?

2.8 Festivals and events

- Festivals and arts events are regularly attended by up to 43 percent of students.
- 29 percent of students engage in street arts regularly.
- 12 percent of the students report seeing outdoor sculptures and art works at least three to four times during the past year and another 12 percent once or twice a year.
- 23 percent of students have been to a circus performance.
- 25 percent of students attended a carnival event at least once or twice a year.

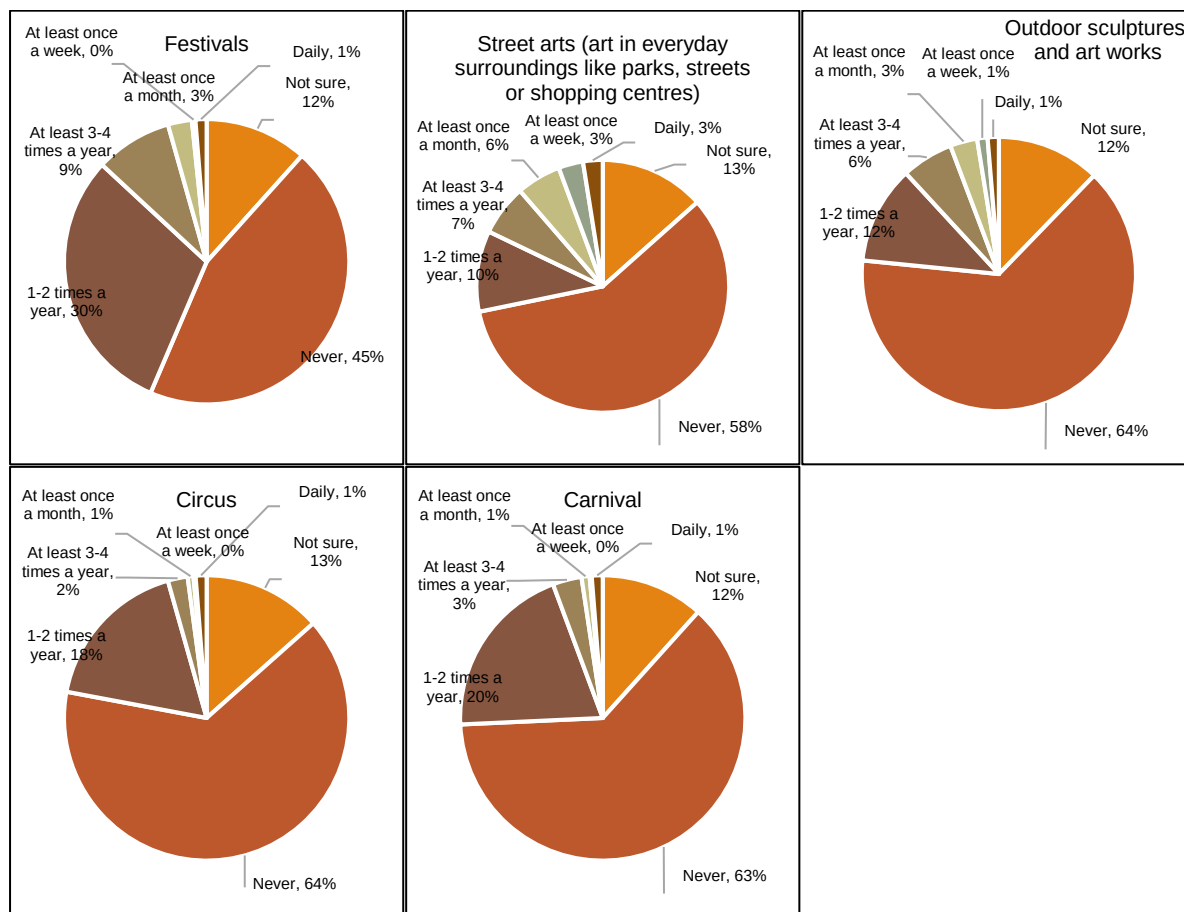


Figure 26: festivals and arts events

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

- Females and males are equally engaged in festivals and arts events. Students who identify as non-binary are more engaged in festivals and arts events than females and males.
- Students in year 10 participate less often in festivals and arts events than students in year 12.
- White Gypsy/Irish Traveller students participate in festivals and events more often than any other ethnic group.
- Students with a physical disability and students with a learning difficulty are more likely to participate in festivals and arts events than their peers.

The meaning of the arts to students

We asked students in an open ended question, what the arts meant to them. The following table shows examples of responses that especially demonstrate the value of the arts for students' well-being, self-confidence building and health.

arts as a career	A big part of my future is dependent on the arts so it is very important. A great deal as I learned about the industries at a young age I love taking part in the arts and in the future would like it to be my career. My school has supported me in my choices as have my parents and opportunities such as Film School have helped me develop necessary skills. I strongly think that the arts should be taken more seriously, and should be recognised as a real career option. My mum is an artist so I've always had an interest in drawing and painting. I've always thought of careers involving arts or English.
self-confidence building	A chance to build my confidence and develop my performance and be happy. I really like taking performing arts as a GCSE as it makes me be creative I have taken part in lots of plays this also helps me to extend my vocabulary and it helps my confidence grow I can create pieces that I am proud of and it opens opportunities for me. It means I can meet new people, have more confidence and I get excited performing in front of an audience. It's a way to feel appreciation for the ideas I come up with, as if I had an actual audience.
arts as expression	Allows me to show different sides of myself. I can show how creative I am instead of intelligence. Allows to contribute to a culture and help it grow in order to show future generations the different emotions and ways we express ourselves. An opportunity to create something which can be interpreted by different people in different ways based on their experiences. Also really nice way of expressing thoughts and keeping a share of it. expressing and conveying the feelings of other artists or yourself Expressing myself in my own intimate and personal way free from any boundaries I have taken part in may productions whether that's in a theatre or not, my interest in drama as well as sports have developed through my problems of my younger years. It's a way for me to express my feeling and emotions through a performance in character or not. This is the same for sports as I have won many competitions in sports and drama.
arts as relaxation/stress relief/health support	A time to calm down from all stress and relax. To show my talents as a person and to test myself. Art has been a way for me to be able to relax- especially during my A levels which can be quite stressful. One of the main things that stops me from taking part in art is not having enough time outside of college work. I can show my creativity and I can just be free. Art is one thing I am really good at. I enjoy it a lot and it relieves my stress from other subjects. It is a way to relax and calm, express my thoughts and do something to make me proud. it means that I can have time to relax and I don't have to worry about any problems going out side of my activities It's not something you can easily describe in a box, but it's a release and a connection to a part of you that we don't often access. It can be meditative.

2. Which arts and cultural activities do students engage with?

art means a lot	An enriching experience to further progress my culture and to be able to deepen my insight of other lives. Arts means a great deal to me and has done from the age of 5. I have a passion for music and I also thoroughly enjoy composing film scores on the mac books in school Everything. It's an intrinsic part of somebody and everywhere - in some form or another - can resonate or be inspired by the arts. It's important to me. It means a lot as it allows me to meet new people who share my interests Most of the time I feel that learning and pursuing the arts is a much better use of my time than maths! The arts, singing and dancing has been my passion since a very young age and helps me so much.
arts are different	Doing things that is not part of normal school makes me feel that I am doing something interesting outside of my school life. I can do a different subject that isn't so academic. I think that arts based subjects need to be taken more seriously at my school, and I also think that for GCSE and a level you should be allowed to choose more than one creative subject without the sixth form team making a huge fuss about it. It's usually quite good fun and something different to what I normally do, which I embrace, but these are secondary to my normal activities It lets me be more creative compared to other school subjects It means I can be more involved and focus on something different other than school
arts are fun/enjoyable	A time to do something you are interested in and having some fun whilst also working hard. Enjoying something that you like and to do in the future without worrying about academic scores and grades Fun showing off my creativity and bringing my ideas to life. I enjoy the creative aspect and I also enjoy the feeling of endless possibilities and no answers. I love taking part in the arts because it's so fun and there isn't as much pressure as the more academic subjects and there is so much more freedom. And although it doesn't stop me completely, school work can get in the way sometimes meaning that I can't finish something or don't have enough time I really enjoy art so taking part in it makes me really happy, as I can learn more but also share and make my ideas come to life. It gives me freedom and allows me to be creative outside of other restricted academic lessons.
specific activities	I enjoy my dance because it's something I have medals and trophies for it and because I have been doing dance since I was 3 years old. I love making games and making a game that looks good, this will interest my audience and I hope people will look at my games and judge them. I own a YouTube channel and edit and post videos very often. I usually spend about two days on each video. I really enjoy drama and currently I am doing a play outside of school. Drama is the only subject that I really enjoy at school however sometimes we only have 2 lessons a week and that is a shame. I think there should be more focus on the arts than maths and I do not need to know how to expand equations when I am older because I am sure I will not go into maths when I am older. If there was more time I would probably write more and have time to post it regularly on the social platform where I post. As I write it allows be me to create another world and express myself in a world that isn't mine.
arts are work	I have to do art for GCSEs It helps me to relax but is quite a lot of work. It's a big part of my schoolwork. Art and fine art shouldn't be seen as lazy work from teachers, it may be relaxing but effort is needed for it - a lot...

2. Which arts and cultural activities do students engage with?

value of the arts	Arts in the UK are very important at every stage of life. Arts should receive more funding and recognition. People forget the value of the arts emotionally and economically. There are lots of jobs in the creative industries but schools don't understand/recognise this. I believe that my school work is above other activities as I learn new skills every day that will help me in my work out of school. If society treated the arts better, allowed there to be priority with subjects considered for talented and gifted people as opposed basic individuals and subjects that will only contribute a small fraction to the running of our society our generation. The arts should be seen as a genuine profession
arts mean not much/nothing/don't know	Arts doesn't interest me if it's in a museum but if it's a show I'd watch it. Arts means nothing to me and feels like a waste of time I do not think art is essential as personally I have never benefitted from it. I don't feel a connection to the arts because I do not see it helping me in the future I don't take part in as much art as I did when I was younger as I would rather concentrate on my GCSEs and studying for my upcoming exams. I'm not a very creative or arts-focused person. I prefer the sciences and other subjects more likely to get me a job outside hospitality or academia

Which arts and cultural activities do students engage in?

- Films and music are the most popular arts related activities among students.
- 60 percent of students report watching a film at least once a week; 43% visit a cinema once a month or more often.
- Almost all students (91%) listen to music daily; 61% had attended a live music event in the previous year; about a third had taken part in out of school music making and music learning. 60% of students played an instrument or device.
- About half of the students had attended one or more performances in theatres, cinemas or in school over the past year.
- About a quarter of students take part in drama or theatre groups in or out of school.
- Over half of the students read a book or comic at least once a month; 20% read daily; 22% report not having read a book in the past year outside of school.
- 13 percent of students have performed poetry in the past year.
- 29 percent of students have listened to authors talk about their work in the past year.
- 74 percent of students say they sometimes paint and draw out of school; for 11% painting and drawing are daily activities.
- Nearly half of the students engage in photography at least once a month. A third of the students do it once a week, and 16% do it daily.
- More than half of the students (52%) had visited an art museum in the last year; one fifth had been three or four times, or more often.
- About a quarter of the students take part in dance lessons out of school, dance in performances and at clubs. 36% percent had attended a dance performance in the past year.
- 45 percent of the students agree that the arts are associated with wellbeing (relaxation and stress relief).
- More than half (53%) of the female students and almost half (48%) of those who identify as non-binary agree that engagement in the arts relieves stress.

3. 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 (41 %) disagree with this proposition.

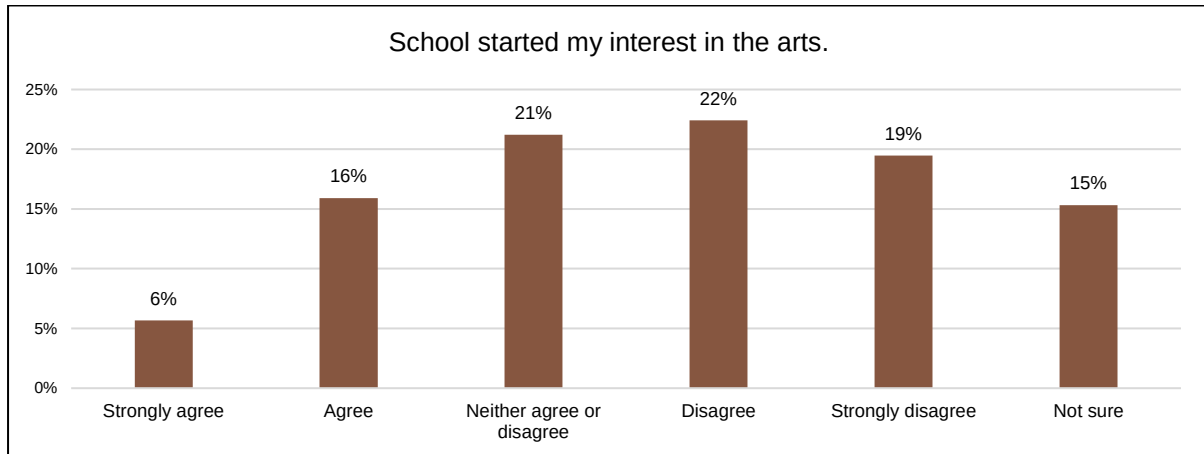


Figure 27: School started my interest in the arts

Considered by gender we find that:

- About 18 percent of male students agree or strongly agree and 44 percent (strongly) disagree that school started their interest in the arts.
- 24 percent of females agree and 41 percent (strongly) disagree that school started their interest in the arts.

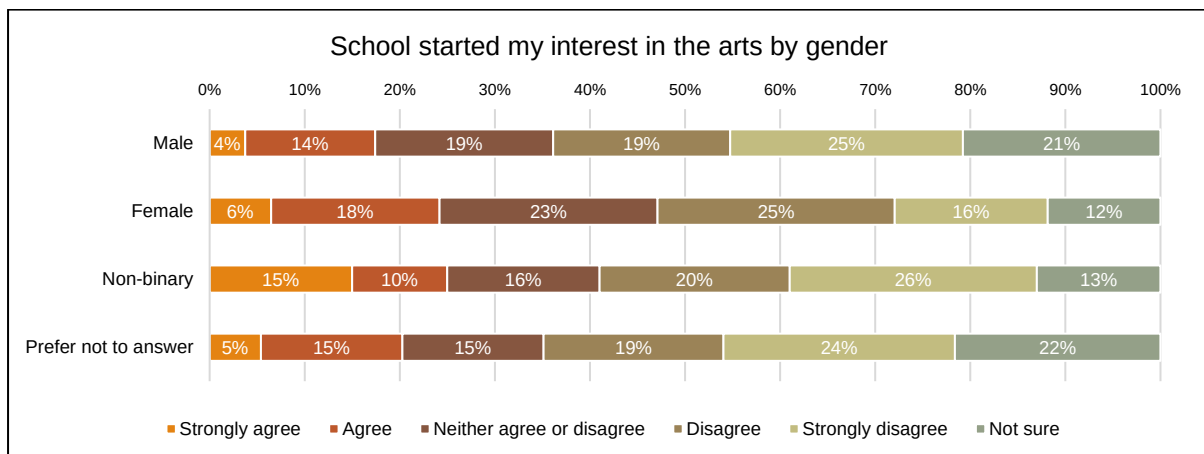


Figure 28: School started my interest in the arts by gender

3. Where do students engage with arts and cultural activities?

Considered by year group we find that:

- A fifth of students in each year group agree that school started their interest in the arts, with students in year 13 being least likely to agree (18 %) and most likely to disagree (49 %).

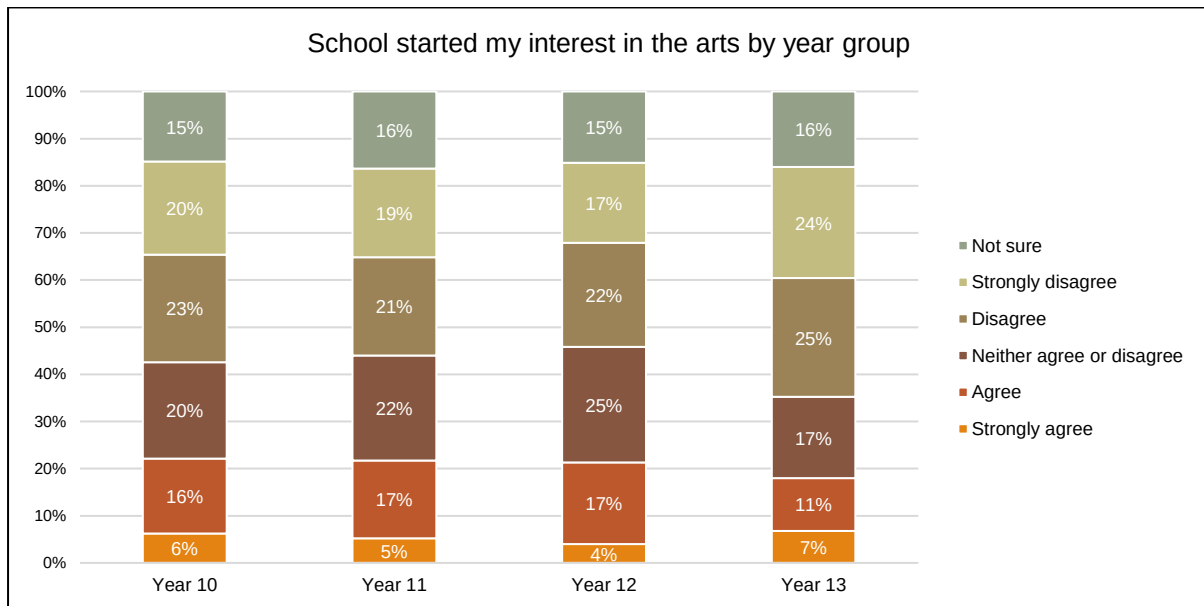


Figure 29: School started my interest in the arts by year group

Considered by ethnicity we find that:

- More than a quarter of White Gypsy/Irish Traveller students, White Irish students and Mixed White/Black African students agree that school started their interest in arts.
- More than half of Asian/Asian British Bangladeshi students (57 %), Black/Black British Caribbean students (53 %) and Mixed White/Asian students (52 %) disagree with the proposition that school started their interest in the arts.

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

- A quarter of students reporting a physical disability agree that the school started their interest in the arts – compared to 22 percent of students with no disability.
- Fewer students with a physical disability disagree that school started their interest in the arts (37 %/ 42 %).
- Those with learning difficulties match the general population.

3. Where do students engage with arts and cultural activities?

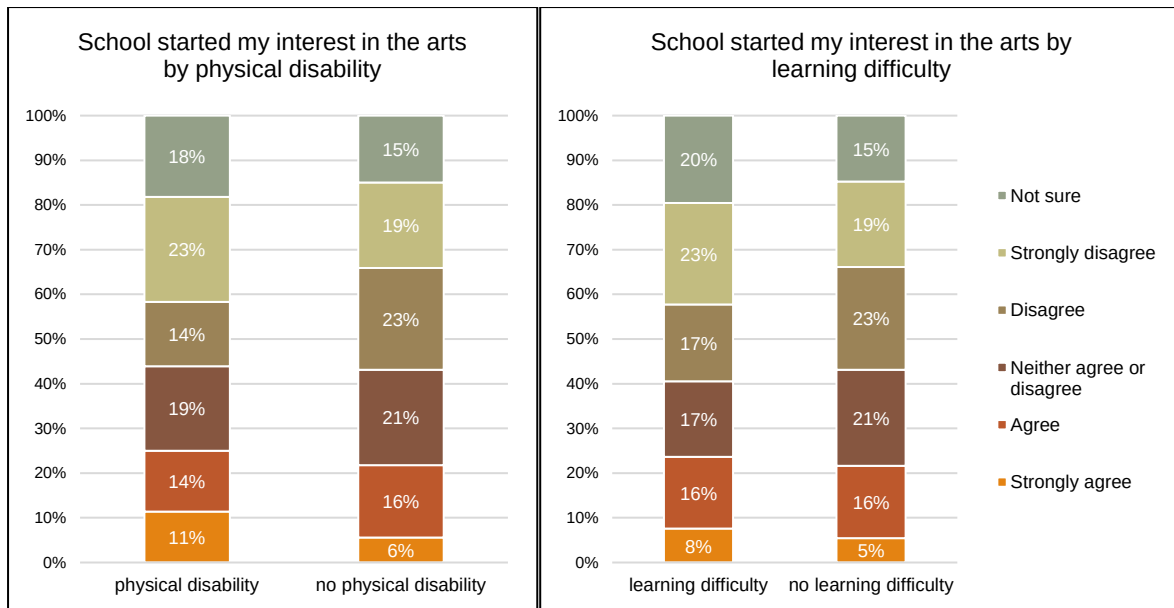


Figure 30: School started my interest in the arts by physical disability and learning difficulty

School support for taking an interest in the arts

45 percent of students report that their school supports their interest in the arts, with only 20 percent saying the reverse. However 35 percent were either noncommittal or not sure.

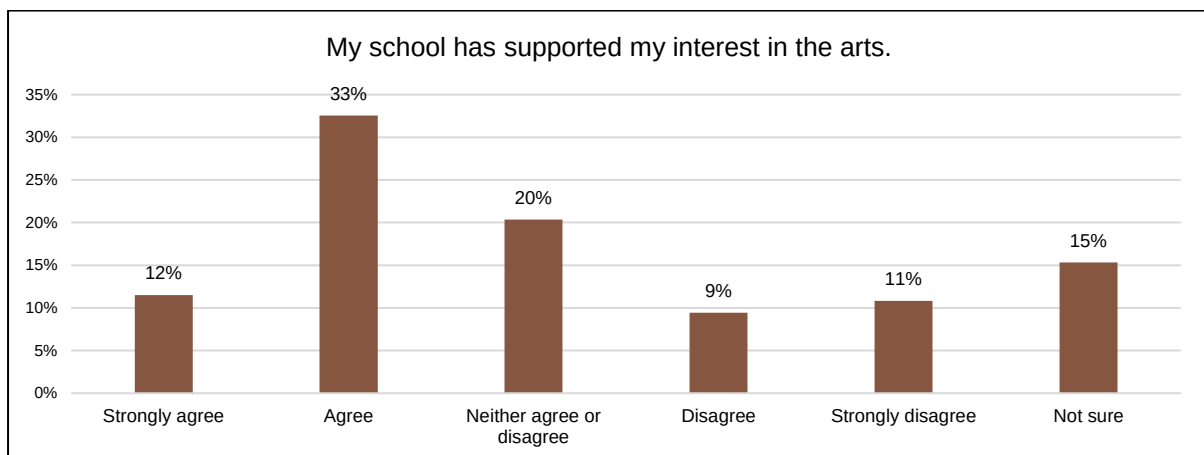


Figure 31: My school has supported my interest in the arts

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 (51 %) agreeing or strongly agreeing to this statement.
- 34 percent of males think that school supports their interest in the arts.

3. Where do students engage with arts and cultural activities?

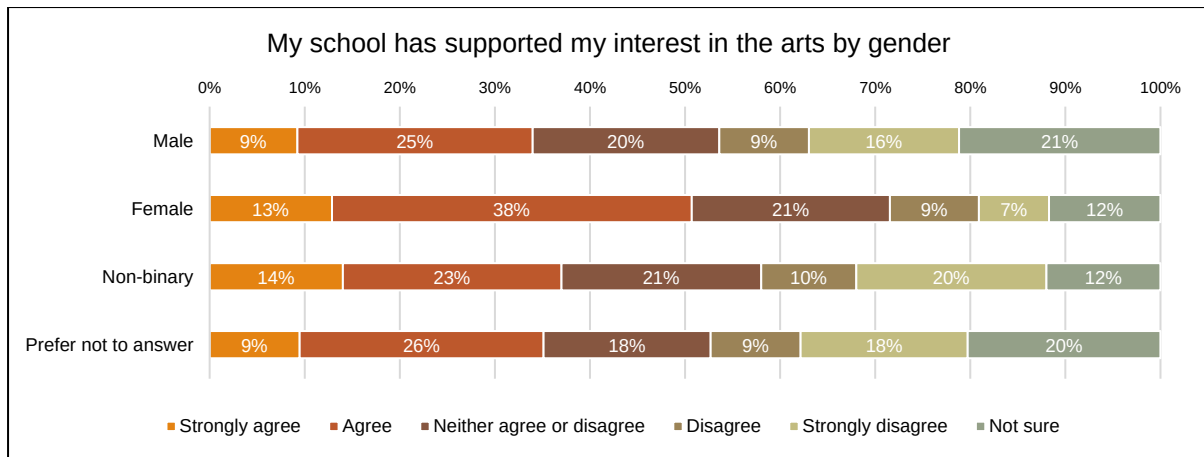


Figure 32: My school has supported my interest in the arts by gender

Considered by year group we find that:

- Almost half of the students in year 12 agree that school supports their interest in the arts (47 %).
- 44 percent of year 10, 42 percent of year 11 and 45 percent of year 13 students agree with the statement; about a fifth in each year group disagree.

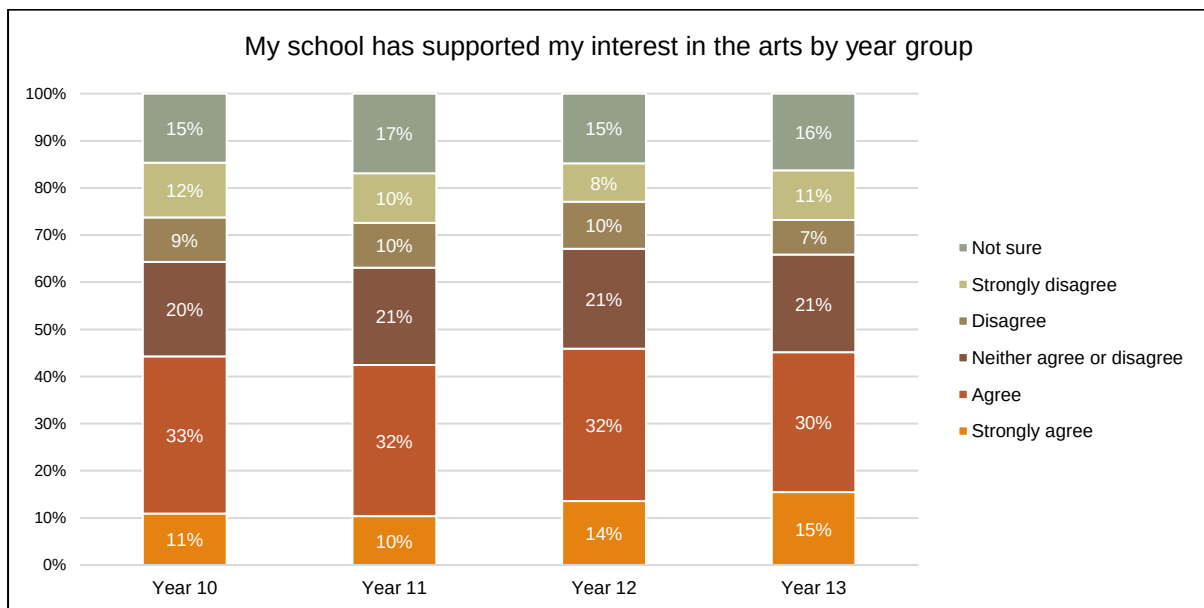


Figure 33: My school has supported my interest in the arts by year group

Considered by ethnicity we find that:

- 44 percent of White British students agree that school supports their interest in the arts; a fifth disagreeing.
- More than half of the students having Asian/Asian British Indian background, Mixed White/Asian background, Mixed White/Black African background and Mixed White/Black Caribbean background agree that school shows support for their interest in the arts.
- Only a quarter of White Gypsy/Irish Traveller students agree that school supports their interest in the arts while a third disagree.

3. Where do students engage with arts and cultural activities?

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 (16 %), another 24 percent agree.
- The agreement rate broadly matches that of students without a physical disability (40 %/45 %).
- Students with and without a learning difficulty show the same patterns of agreement (40 %/44 %) and disagreement (25 %/29 %) to the statement that school has supported their interest in the arts.

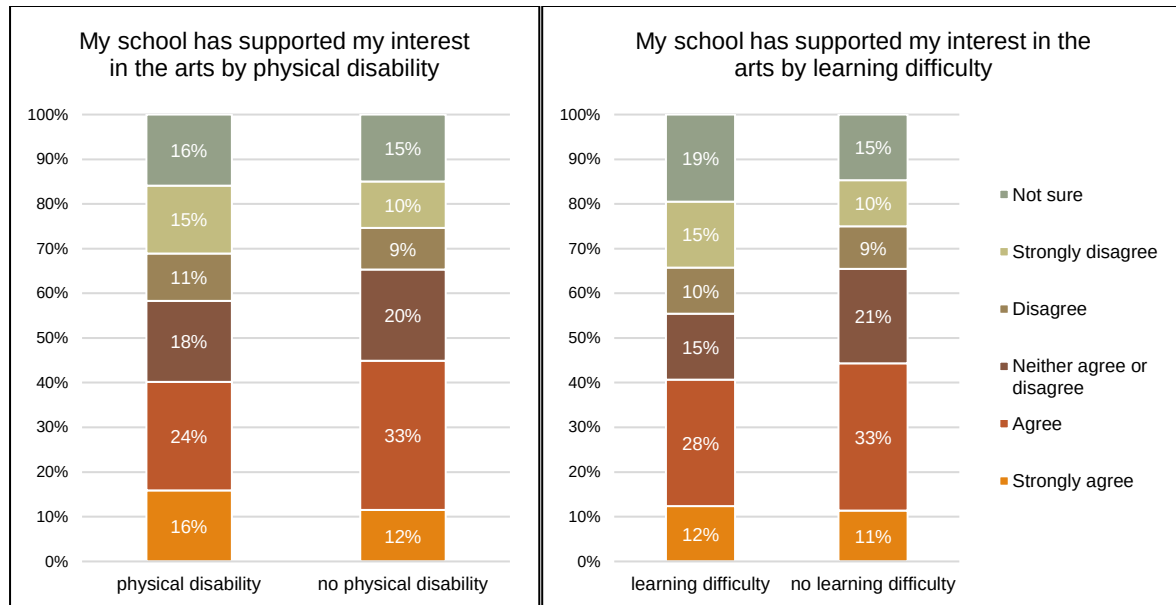


Figure 34: My school has supported my interest in the arts by physical disability and learning difficulty

Arts activities in school

In answer to a direct question about arts activities in schools about 36 percent of students said they mostly do arts activities within school, while about the same percentage (33 %) disagree or strongly disagree with this proposition.

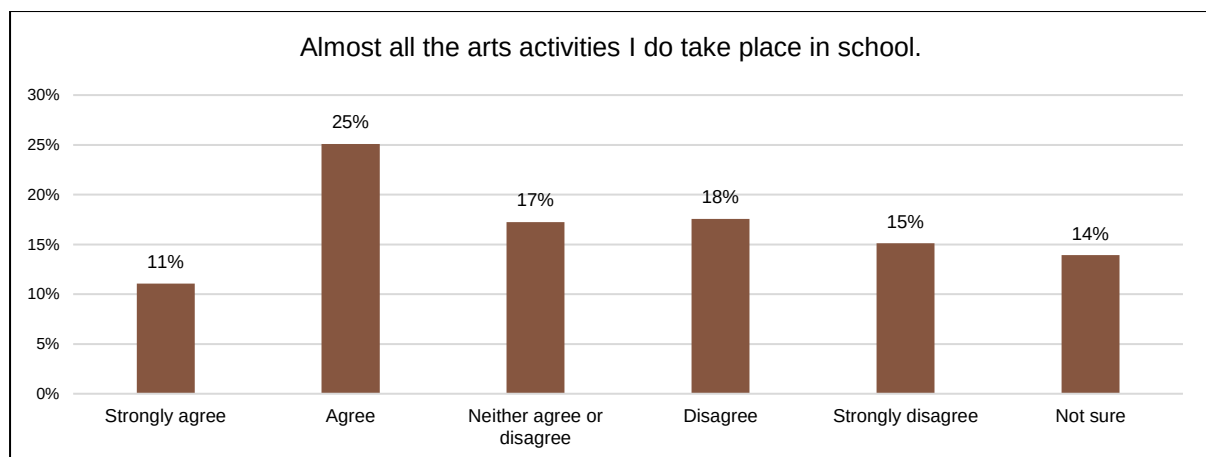


Figure 35: Almost all the arts activities I do take place in school.

3. Where do students engage with arts and cultural activities?

Considered by gender we find that:

- 32 percent of males and 39 percent of females report that almost all their arts activities take place in school.
- 34 percent of males and 32 percent of females (strongly) disagree with this statement.

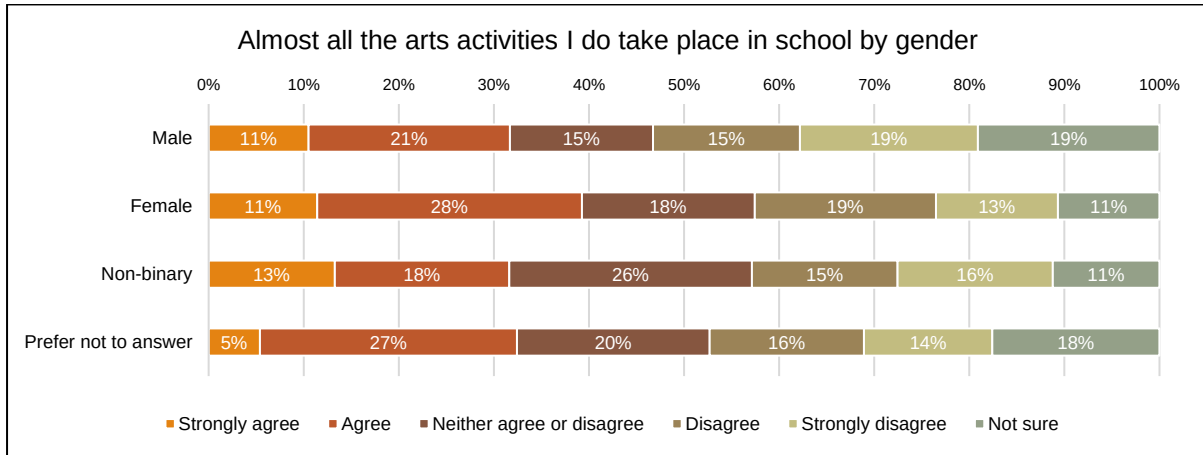


Figure 36: Almost all the arts activities I do take place in school by gender

Considered by year group we find that:

- 37 percent of students in year 10 and 11 agree that almost all their arts activities take place in school; about a third of students in year 12 and year 13 agree with the statement.

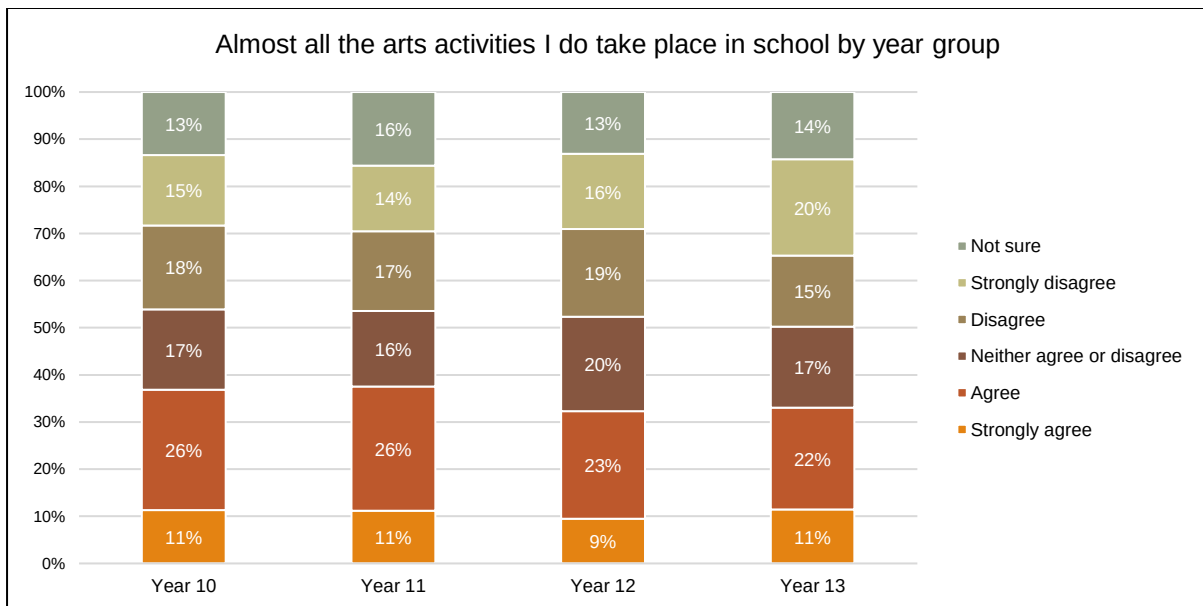


Figure 37: Almost all the arts activities I do take place in school by year group

Considered by ethnicity we find that:

- 36 percent of White British students agree that almost all the arts activities they do take place in school, while a third disagree.
- 41 percent of Asian/Asian British Bangladeshi students agree that almost all the arts activities they do take place in school, while a fifth disagree.
- 28 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.

3. Where do students engage with arts and cultural activities?

- 28 percent of White Gypsy/Irish Traveller students and students having multiple ethnic backgrounds agree.
- 45 percent of students with Mixed White and Black African ethnic backgrounds disagree with the statement.

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

- 39 percent of students with a physical disability and 37 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 those of students without learning difficulties (32 %/36 %).

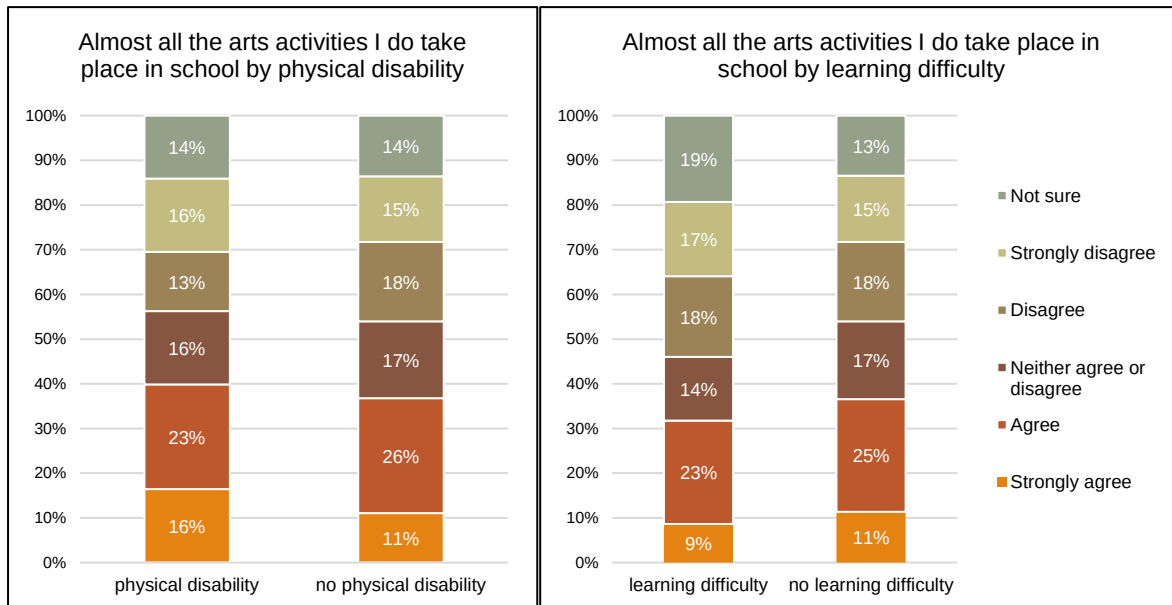


Figure 38: Almost all the arts activities I do take place in school by physical disability and by learning difficulty

Arts activities outside of school

22 percent of the students say that most of their arts activities are done outside of school, while 42 percent say the reverse.

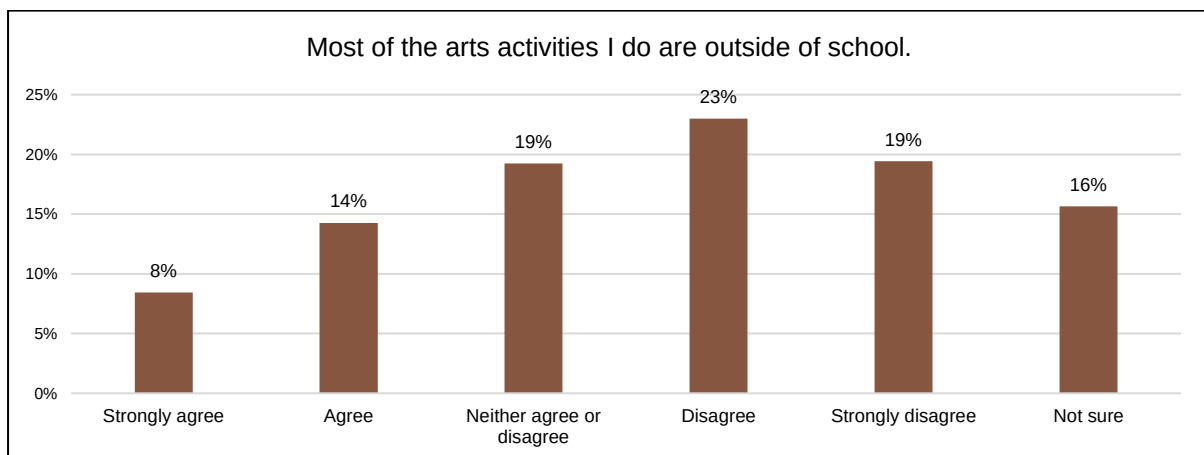


Figure 39: Most of the arts activities I do are outside of school.

3. Where do students engage with arts and cultural activities?

Considered by gender we find that:

- 25 percent of female students report doing most of their arts activities outside of school, compared to 18 percent of males.
- 29 percent of those who identify as non-binary report that most of their arts activities happen outside of school.

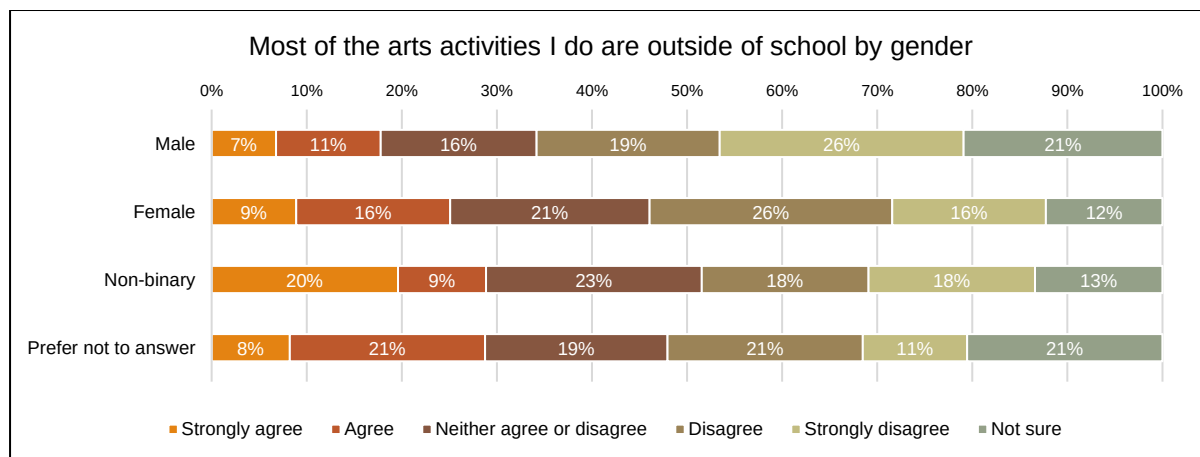


Figure 40: Most of the arts activities I do are outside of school by gender

Considered by year group we find that:

- Students in year 13 are most likely to agree that most of their activities take place outside school (29 %), while less than a quarter of students in other year groups agree.

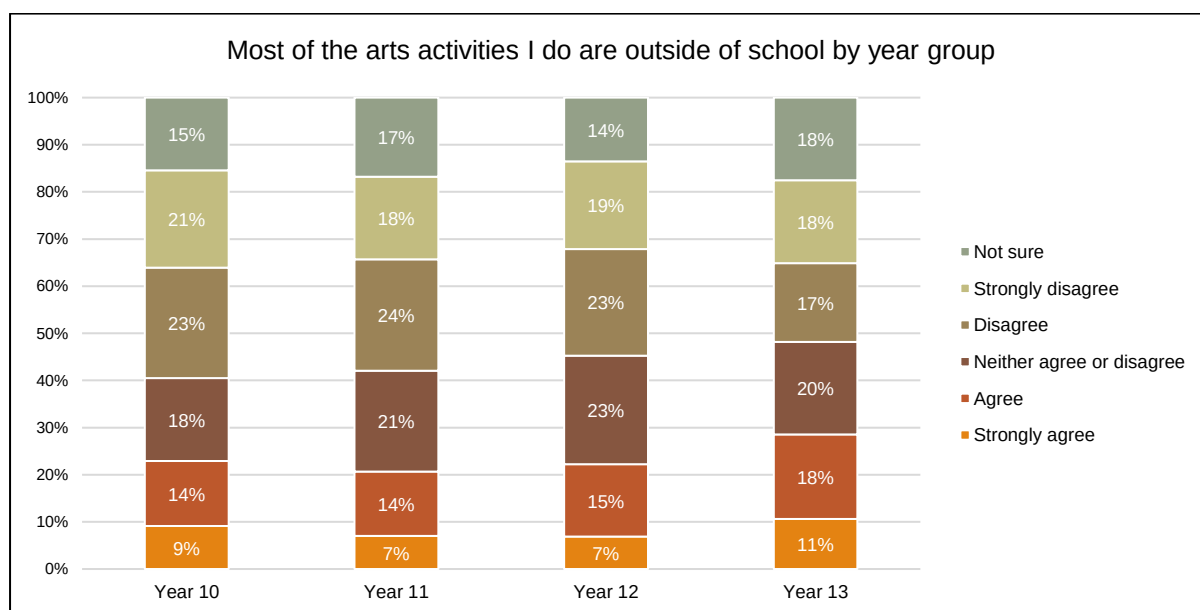


Figure 41: Most of the arts activities I do are outside of school by year group

Considered by ethnicity we find that:

- A third of Asian/Asian British Indian students and Mixed White/Black Caribbean students agree that most of the arts activities they do are outside of school.
- A high percentage (50 %) of Asian/Asian British Bangladeshi as well as Black/Black British African students (58 %) disagree with the statement that most of their arts activities are done outside of school.

3. Where do students engage with arts and cultural activities?

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

- 28 percent of students with a physical disability agree that most of the arts activities they do are outside of school, compared to 22 percent of students without a disability who agree with this statement.
- Almost a quarter (26 %) of students considering themselves to have a learning difficulty agree that they do most of their arts activities outside of school, while 36 percent disagree.
- This is similar to the pattern for students who do not have a learning difficulty (43 % disagree and 22 % agree).

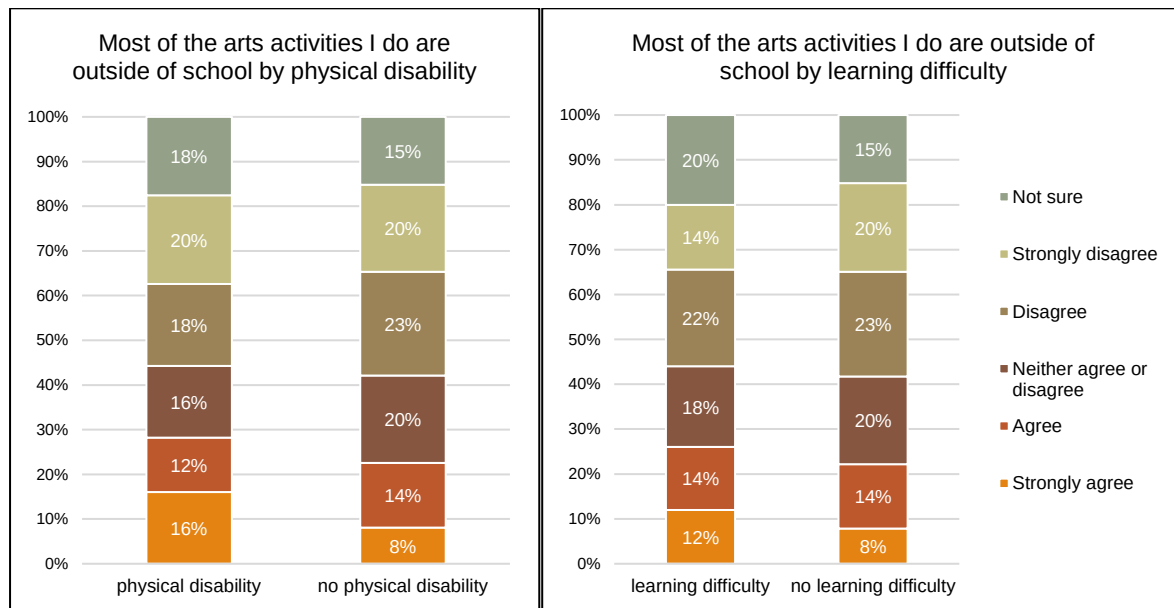


Figure 42: Most of the arts activities I do are outside of school by physical disability and by learning difficulty

Where do students engage with arts and cultural activities?

- School is an important catalyst for starting and supporting students' interest in the arts. 22 percent of students report that school started their interest in the arts. About double that number report that their school supports their interest in the arts. Only 20 percent of students actively disagree with the idea that school supports their interest in the arts. Another 15 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, one third of them report that their arts activities take place in school.
- Asian/Asian British Bangladeshi students and Black/Black Caribbean students are least likely to feel that school started their interest in the arts.
- Students with a physical disability often feel that school helped to start their interest in the arts. A notable proportion engage in arts both inside and outside of school.
- In year 13 there is an increase in the number of arts activities that take place out of school.

4. Who do they do it with?

About a third of the students (30 %) report that they often take part in arts activities with friends, but about the same number strongly disagree with this statement (33 %). 22 percent neither agree nor disagree.

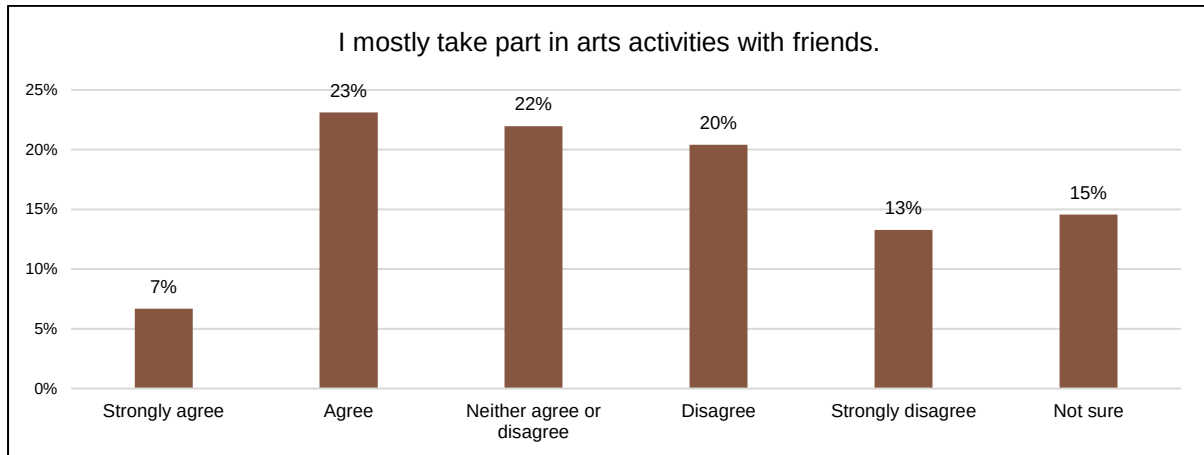


Figure 43: I mostly take part in arts activities with friends.

Considered by gender we find that:

- 34 percent of females say they mostly take part in arts activities with friends, with 31 percent disagreeing.
- Less than quarter of male students (22 %) agree they participate in arts activities together with friends, while 38 percent disagree.

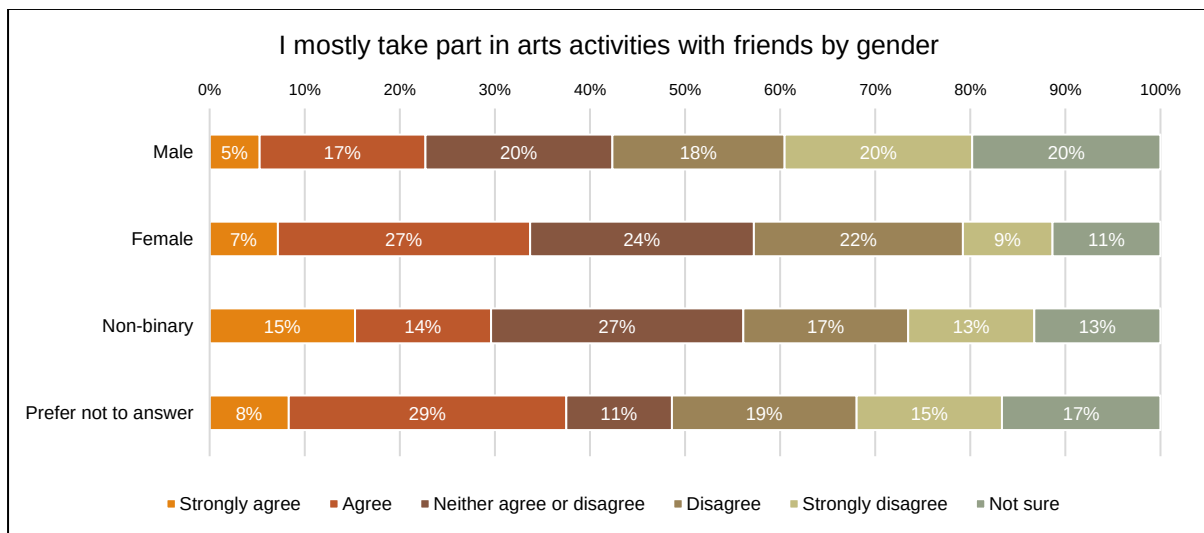


Figure 44: I mostly take part in arts activities with friends by gender

Considered by year group we find that:

- Students in different year groups show similar patterns with about 30 percent in each year group agreeing that they mostly take part in arts activities with friends and about a third of them disagreeing with the statement.

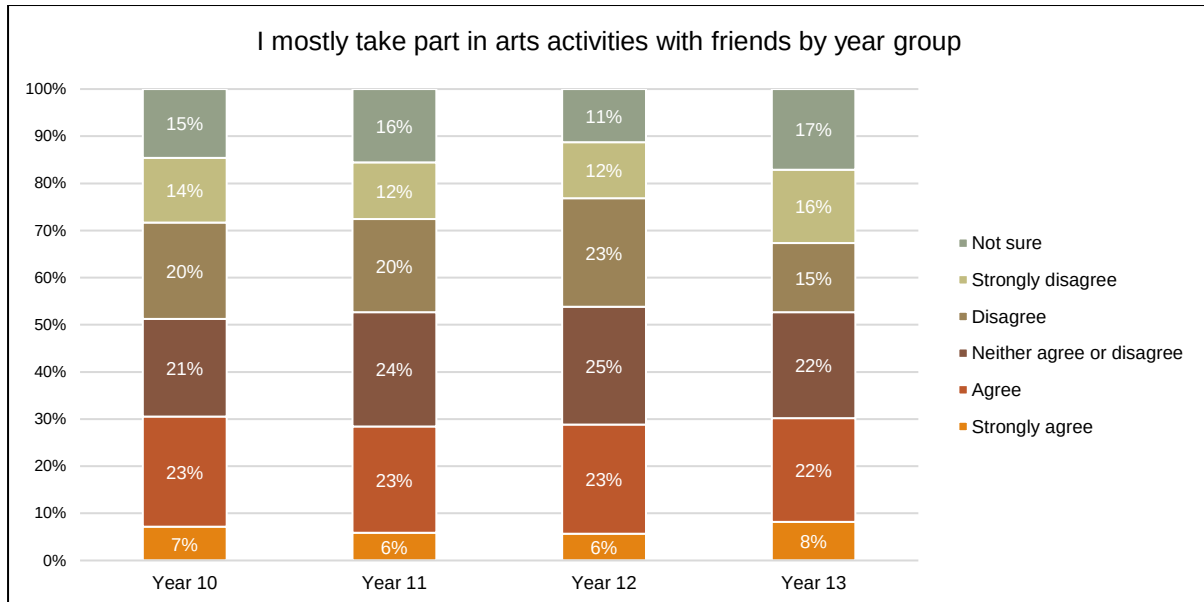


Figure 45: I mostly take part in arts activities with friends by year group

Considered by ethnicity we find that:

- 30 percent of White British students agree that they mostly take part in arts activities with friends, while a third disagree.
- Only 18 percent of Mixed White/Black African students and a fifth of Asian/Asian British Pakistani students and students having Asian/Asian British Bangladeshi background agree that they mostly take part in the arts with friends.
- 42 percent of Mixed White/Black Caribbean background students agree that they mostly take part in the arts with friends, while 40 percent disagree.

Considered by physical disability and by learning difficulty

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

4. Who do they do it with?

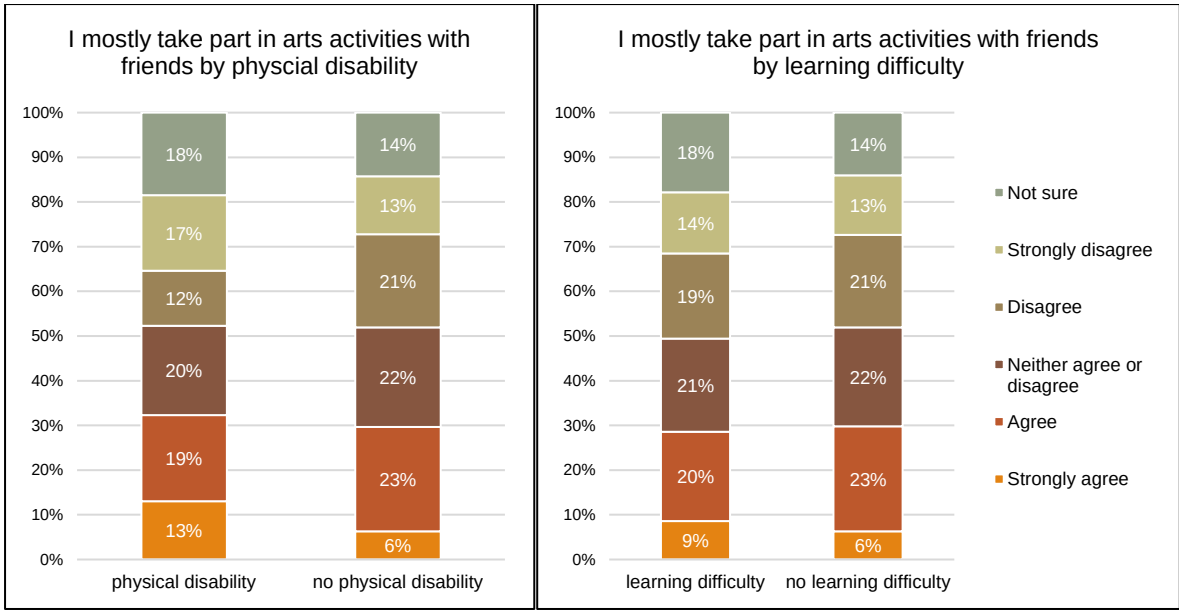


Figure 46: I mostly take part in arts activities with friends by physical disability and by learning difficulty

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.
- Mixed White/Black Caribbean students, Black/Black British African students and White Gypsy/Irish Traveller students generally prefer to engage in arts activities together with 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.

5. Who wants to do what in the future?

Many students do arts activities in school and in their free time, but this does not necessarily mean seeing the arts as a career option. More than 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 12 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.

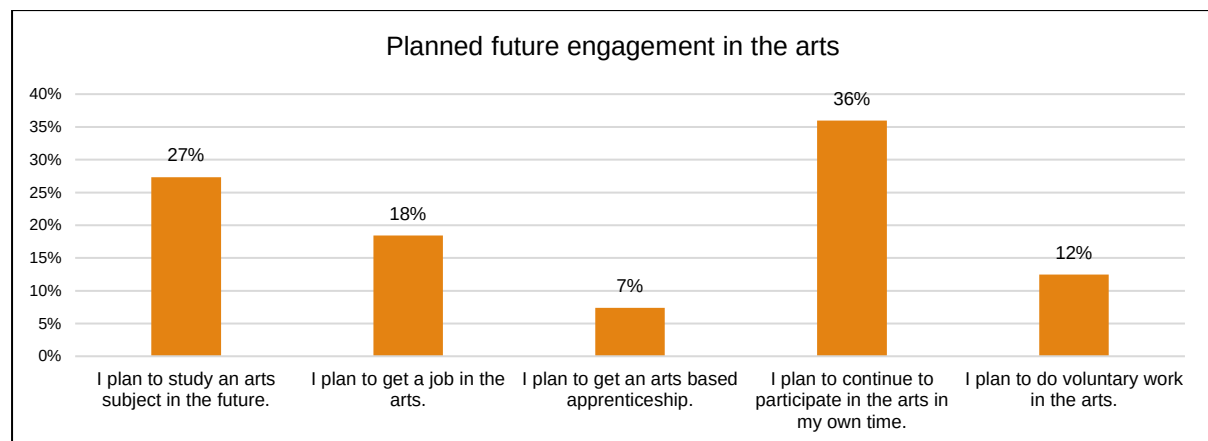


Figure 47: Future engagement in the arts

A third of the students say that they do not have an idea about a future job yet.

The coding of the open ended question, asking about three potential job ideas revealed that 51 percent did not mention an arts related job and another quarter mentioned one arts related job. 15 percent mentioned two potential arts-related jobs and 9 percent mentioned only ideas related to working in the arts.

Considered by gender we find that:

- 31 percent of females plan to study an arts subject in the future, while only 19 percent of males have this ambition.
- 20 percent of females plan to get a job in the arts, while only 14 percent of males have this ambition.
- Apprenticeships appeal equally to males and females (6 %/8 %).
- Almost twice as many females as males plan to continue to participate in the arts in their own time (43 %/23 %).
- Twice as many females as males plan to do voluntary work in the arts in their own time (15 %/7 %).

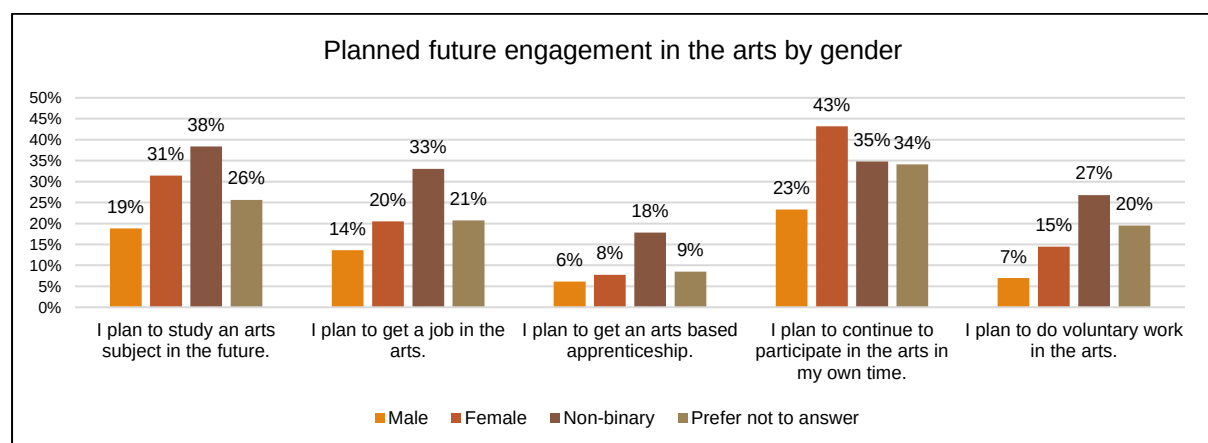


Figure 48: future engagement in the arts by gender

Considered by year group we find that:

- Students in year 10 are most likely to have plans for studying an arts subjects (30 %), to get a job in the arts (19 %) or to get an arts based apprenticeship (9 %). 37 percent have plans for continued participation in the arts and want to do voluntary work in the arts.
- Year 13 students are least likely to have plans to study an arts subject in the future (19 %) or to get an arts based apprenticeship (3 %). However, 15 percent plan to do voluntary work in the art and 36 percent plan to continue to participate in the arts in their own time.
- There is no significant difference between the year groups in their plans for getting a job in the arts. Just under a fifth in each year group agree with this.

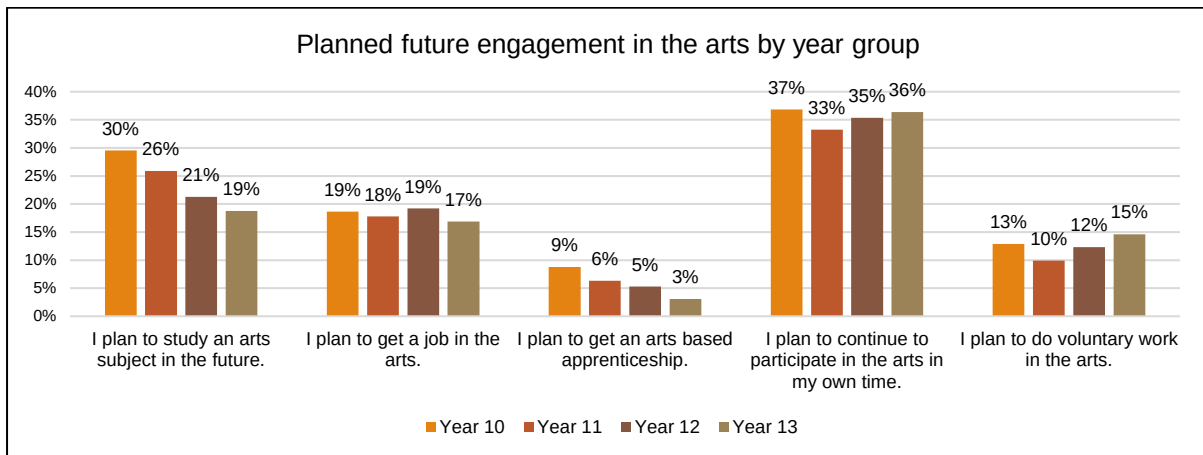


Figure 49: future engagement in the arts by year level

Considered by ethnicity we find that:

- Just over a quarter of White British students (27 %) plan to study an arts related subject in the future.
- Almost half of the Mixed White/Black African students (42 %) and 41 percent of the Mixed White/Black Caribbean students have plans to study an arts subject.
- 13 percent of students from Asian/Asian British Bangladeshi background plan to study an arts subject in the future.

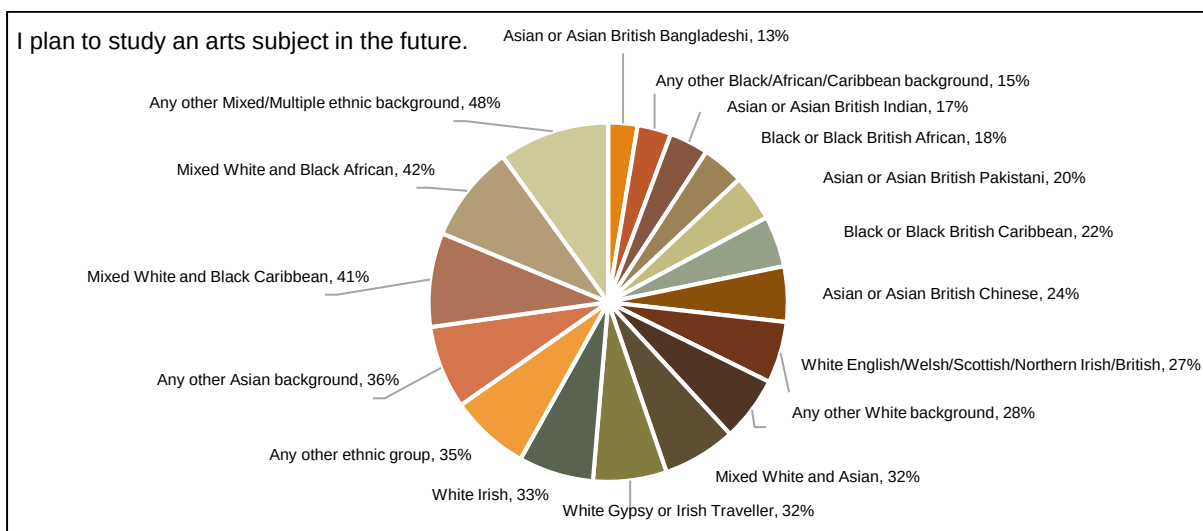


Figure 50: I plan to study an arts subject in the future by ethnicity

5. Who wants to do what in the future?

- About a fifth (18 %) of White British students plan to get a job in the arts.
- 30 percent of Mixed White/Asian, 27 percent of Mixed White/Black African and 25 percent of Mixed White/Black Caribbean students want to get a job in the arts.
- Only 9 percent of Asian/Asian British Bangladeshi students and 11 percent of students of Asian/Asian British Pakistani background aspire to get an arts related job.

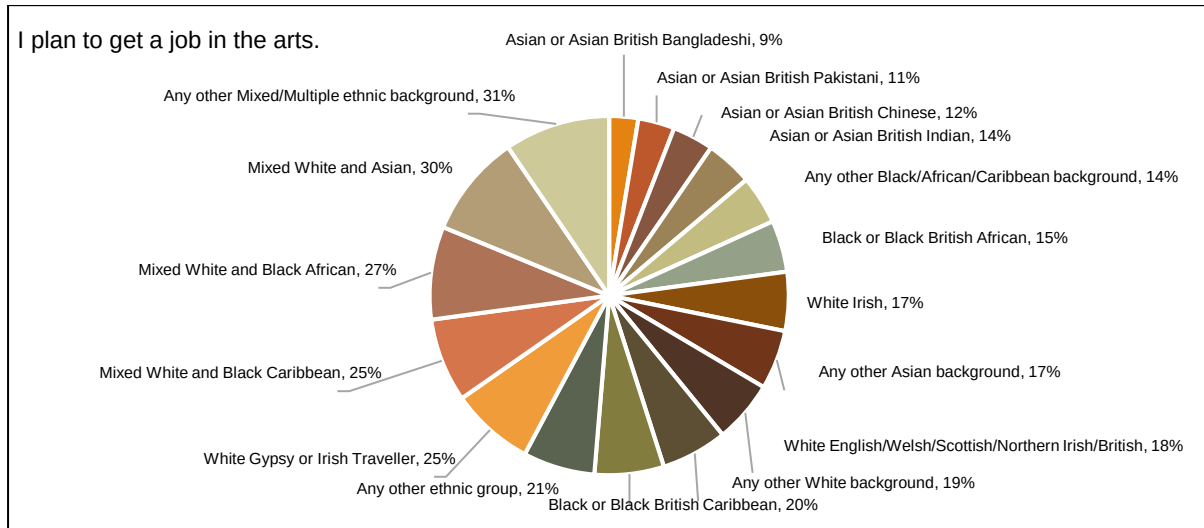


Figure 51: I plan to get a job in the arts by ethnicity

- 7 percent of White British students plan to try to get an arts based apprenticeship.
- 17 percent of White Gypsy/Irish Traveller students and 16 percent of Mixed White/Black Caribbean students and 15 percent of students of other (mixed) ethnic backgrounds see an arts based apprenticeship as an option.

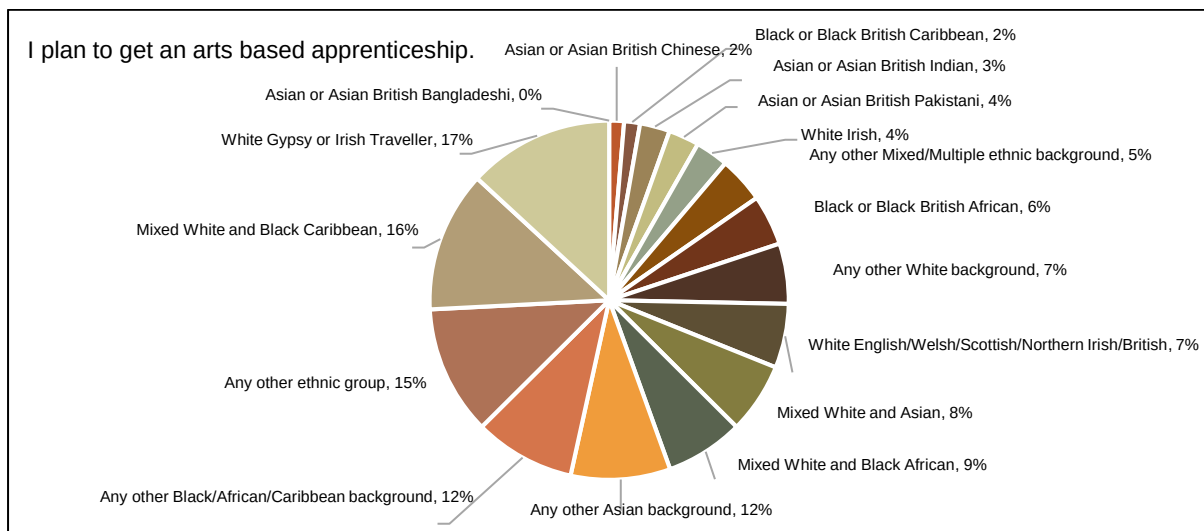


Figure 52: I plan to get an arts based apprenticeship by ethnicity

- 35 percent of White British students want to continue participating in the arts in their own time.
- 40 percent of Asian/Asian British Indian students, 43 percent of Mixed White/Asian students and 44 percent of students of other (white) multiple backgrounds signal an intention to continue arts participation.
- 26 percent of Asian/Asian British Bangladeshi students have an interest in participating in the arts in their own time. This is the lowest figure by ethnicity but still over one quarter of those surveyed in this group.

5. Who wants to do what in the future?

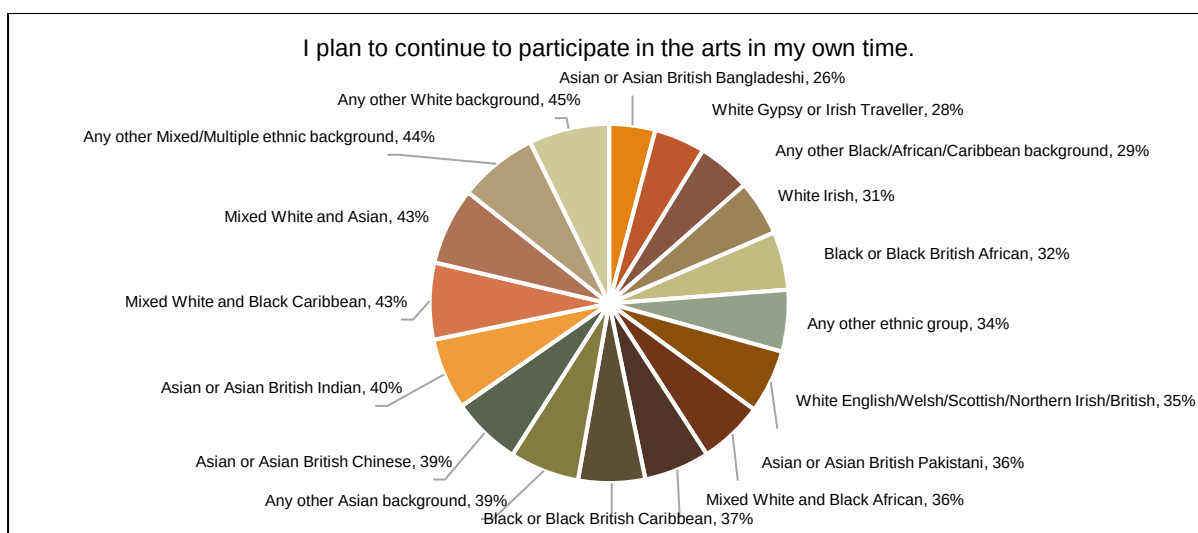


Figure 53: I plan to continue to participate in the arts in my own time by ethnicity

- 11 percent of White British students have plans to work voluntarily in the arts.
- A quarter of White Gypsy/Irish Traveller students intend to work voluntarily in the arts in the future.
- Only 4 percent of students within the groups of Asian/Asian British Chinese students and 6 percent of Asian/Asian British Bangladeshi students have plans to do voluntary work in the arts.

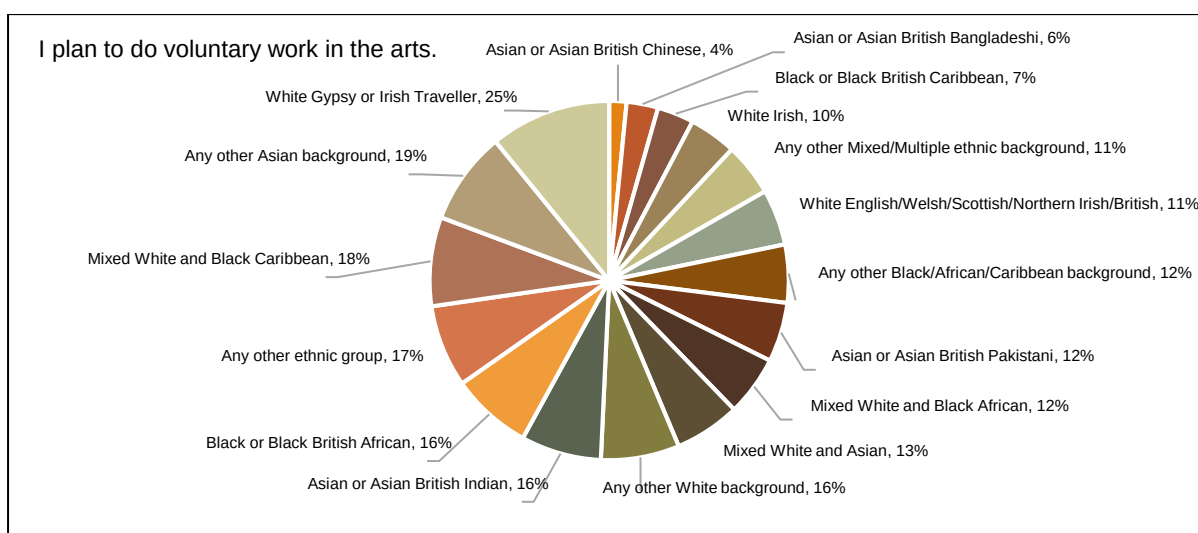


Figure 54: I plan to do voluntary work in the arts by ethnicity

Considered by physical disability we find that:

- 38 percent of students with a physical disability plan 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.
- 15 percent plan to get an arts based apprenticeship and more than a fifth have plans to work voluntarily in the arts.

5. Who wants to do what in the future?

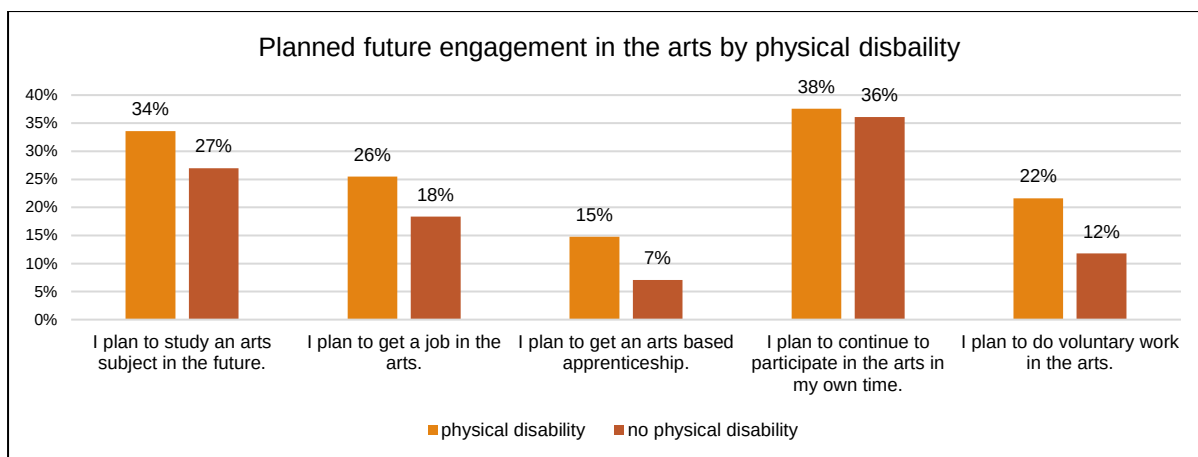


Figure 55: future engagement in the arts by physical disability

Considered by learning difficulty we find that:

- 32 percent of students with a learning difficulty plan to study an arts subject in the future, compared to 26 percent of students who do not have a learning difficulty.
- 25 percent of students with a learning difficulty agree they plan to get a job in the arts, compared to 17 percent who do not have a learning difficulty.
- Almost double the percentage of students with learning difficulties compared to students without (11 %/7 %) agree they plan to get an arts based apprenticeship.
- Almost the same percentage of students with (33 %) and without (35 %) 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 12 percent of students without a difficulty do so.

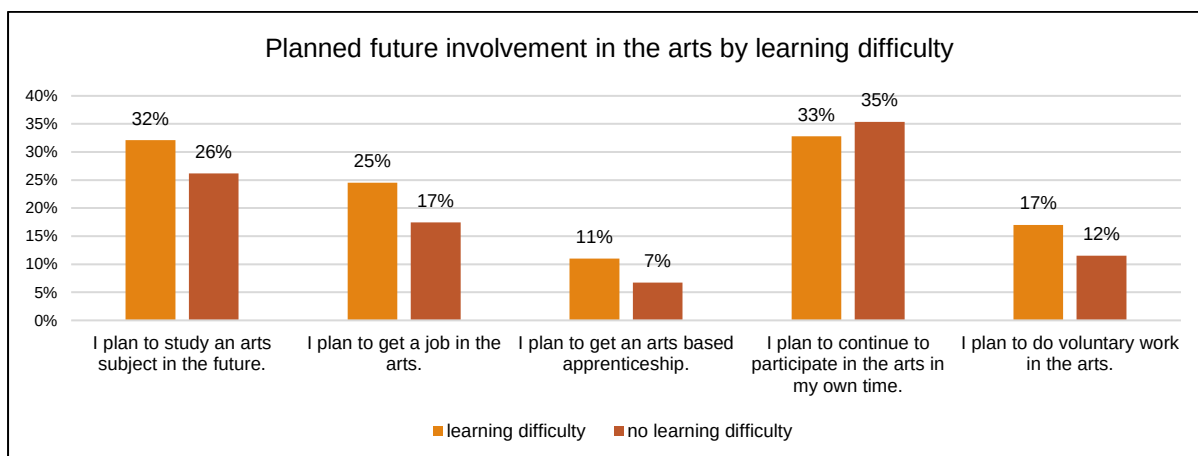


Figure 56: future engagement in the arts by learning difficulty

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.
- One third 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.
- Asian/Asian British Bangladeshi students are least likely to have arts related future plans.
- Students with a physical disability are more likely to intend to pursue the arts in the than their peers.

6. What gets in the way of participating in the arts?

43 percent of the students surveyed would like to do more arts activities, while 22 percent (strongly) disagree with the statement. 34 percent neither agree or disagree or are not sure about it.

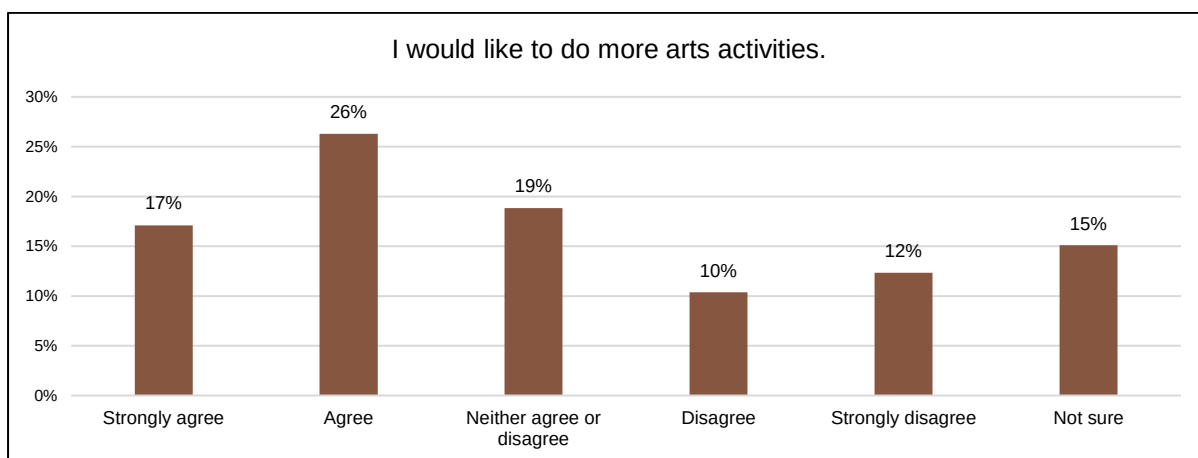


Figure 57: I would like to do more arts activities.

Considered by gender we find that:

- More than half of the female students (52 %) would like to do more arts activities, while 17 percent disagree.
- About a quarter of male students (27 %) agree that they would like to do more arts activities, while 32 percent disagree.

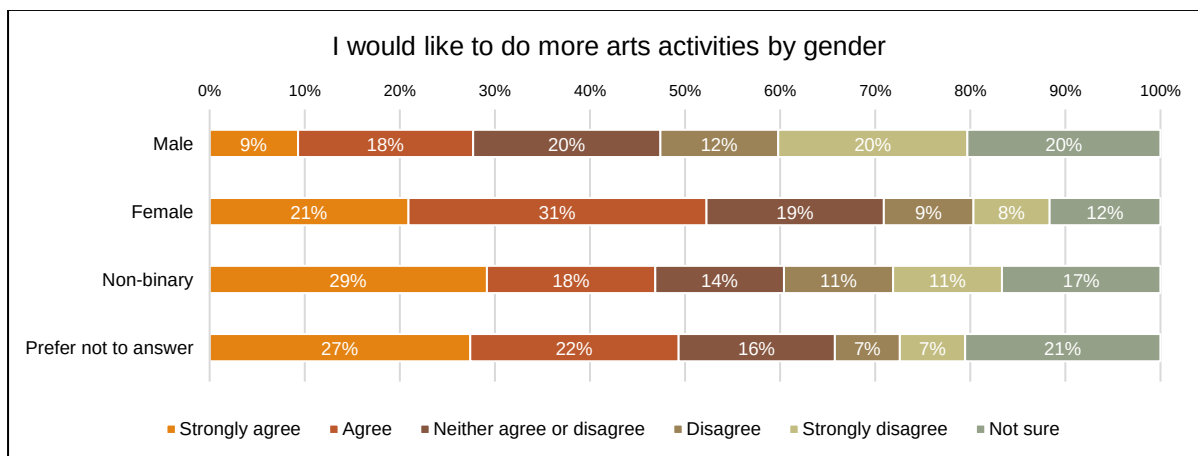


Figure 58: I would like to do more arts activities by gender

6. What gets in the way of participating in the arts?

Considered by year group we find that:

- More than 40 percent of students in each year group agree that they would like to do more arts activities.
- Less than a quarter of students in each year group (strongly) disagree with this statement.

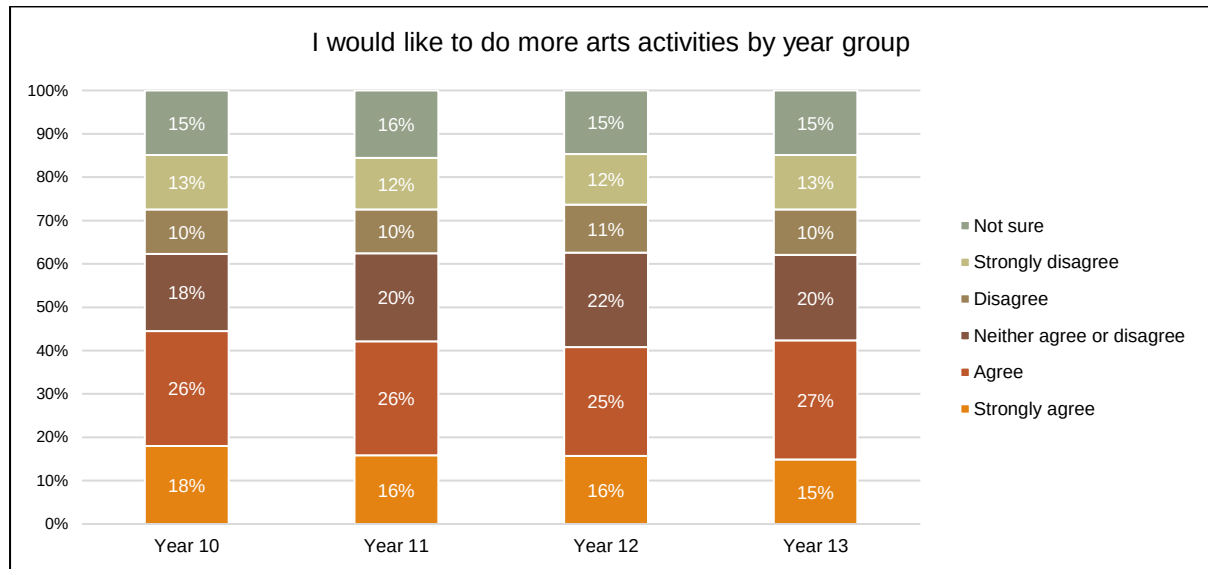


Figure 59: I would like to do more arts activities by year group

Considered by ethnicity we find that:

- Across all ethnic groups, at least 40 percent of the students would like to do more arts activities.

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

- 41 percent of students with a physical disability agree that they would like to do more arts activities. This almost matches the percentage of students without a disability (44 %).
- Agreement patterns for students with a learning difficulty match the patterns for those without a learning difficulty (42 %/43 %).

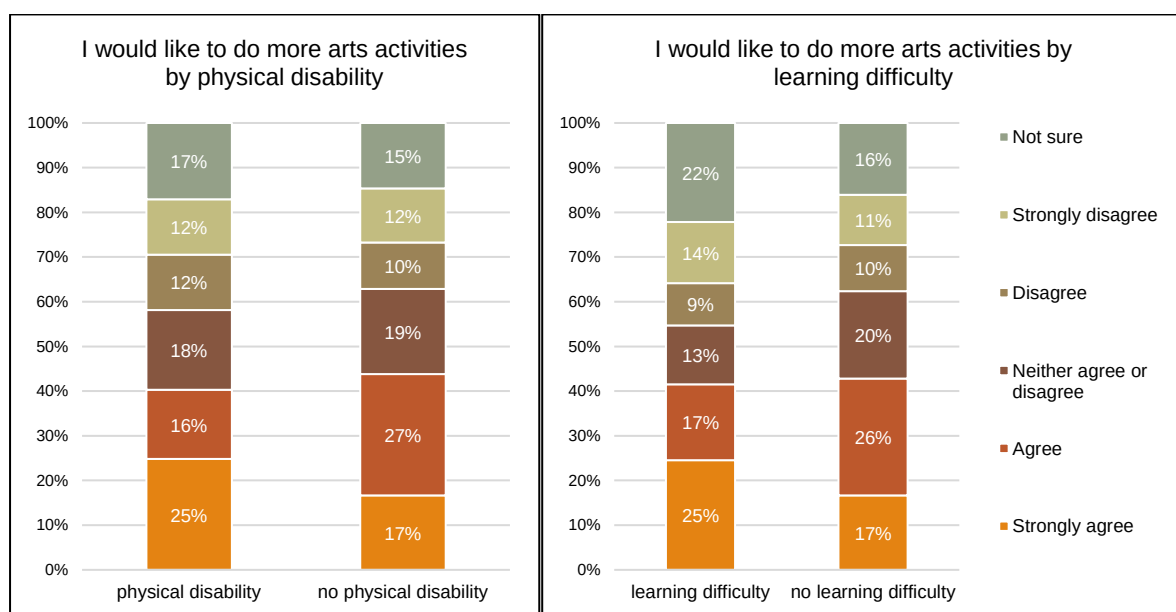


Figure 60: I would like to do more arts activities by physical disability and by learning difficulty

6. What gets in the way of participating in the arts?

Coding of the open ended question in the survey: "Is there anything that stops you taking part in the arts?" shows that 30 percent mention school work and homework as a major cause for non-participation. Another 30 percent do not experience any barrier, while 9 percent explicitly state that they have no interest in the arts and therefore do not take part in arts activities.

Six percent mention a lack of self-confidence or anxiety when taking part in the arts and some students say that they do not have enough talent to be successful. Students also mention that the arts are expensive, especially when they live in a rural area.

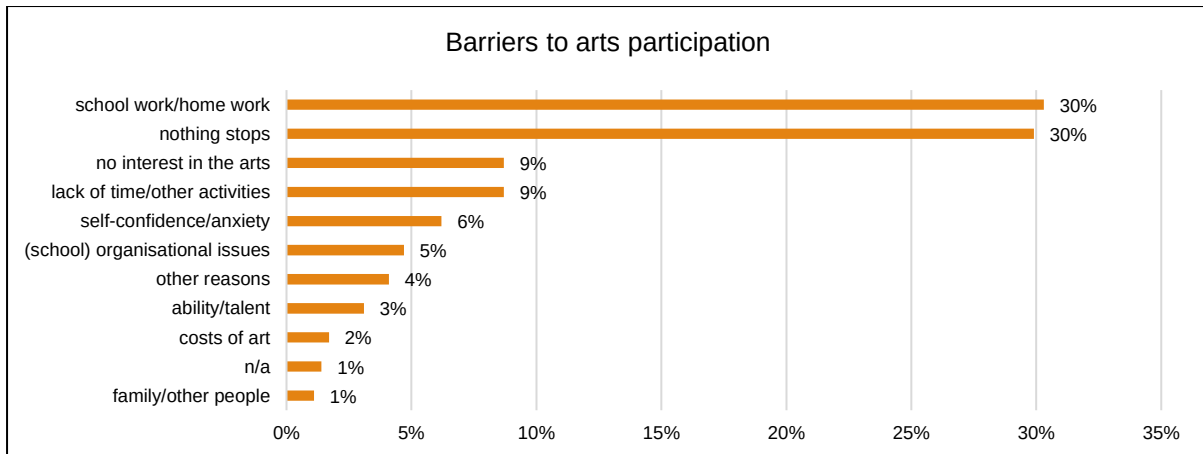


Figure 61: Barriers to arts participation

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 11 percent strongly disagree with this statement.

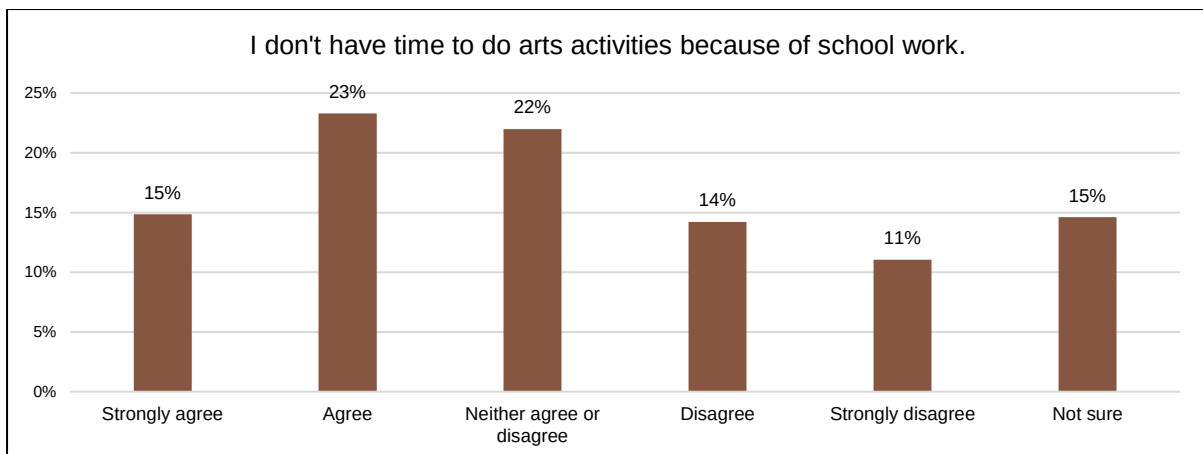


Figure 62: I don't have time to do arts activities because of school work.

Considered by gender we find that:

- 31 percent of males agree that they do not have time to do arts because of school work, while 29 percent disagree.
- 42 percent of female students have the feeling that school work gets in the way of their arts participation. Only 24 percent disagree with this.

6. What gets in the way of participating in the arts?

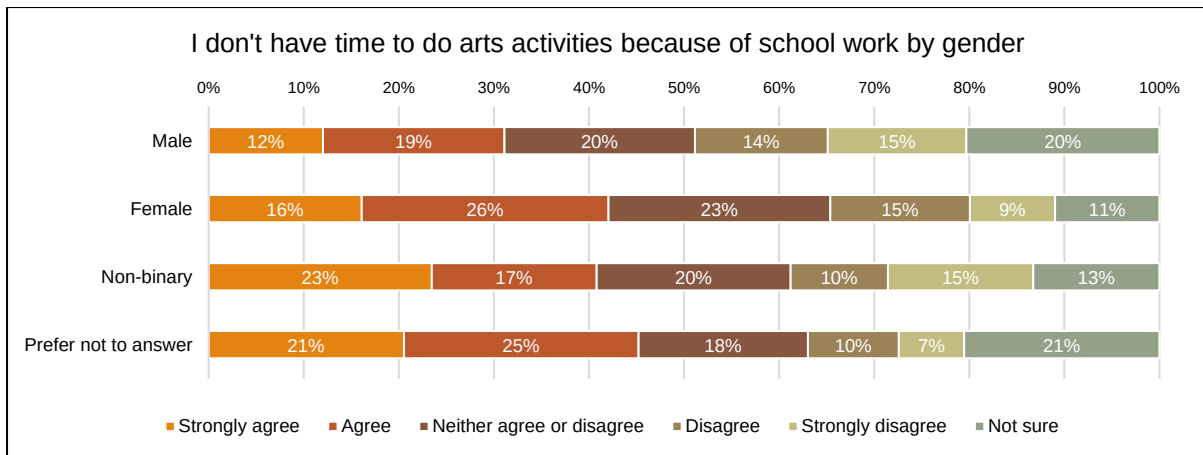


Figure 63: I don't have time to do arts activities because of school work by gender

Considered by year group we find that:

- More than a third of students in years 10-13 do not have time to engage in arts activities because of their school work. In years 11 and 13, this rises to 42 percent and 41 percent respectively.

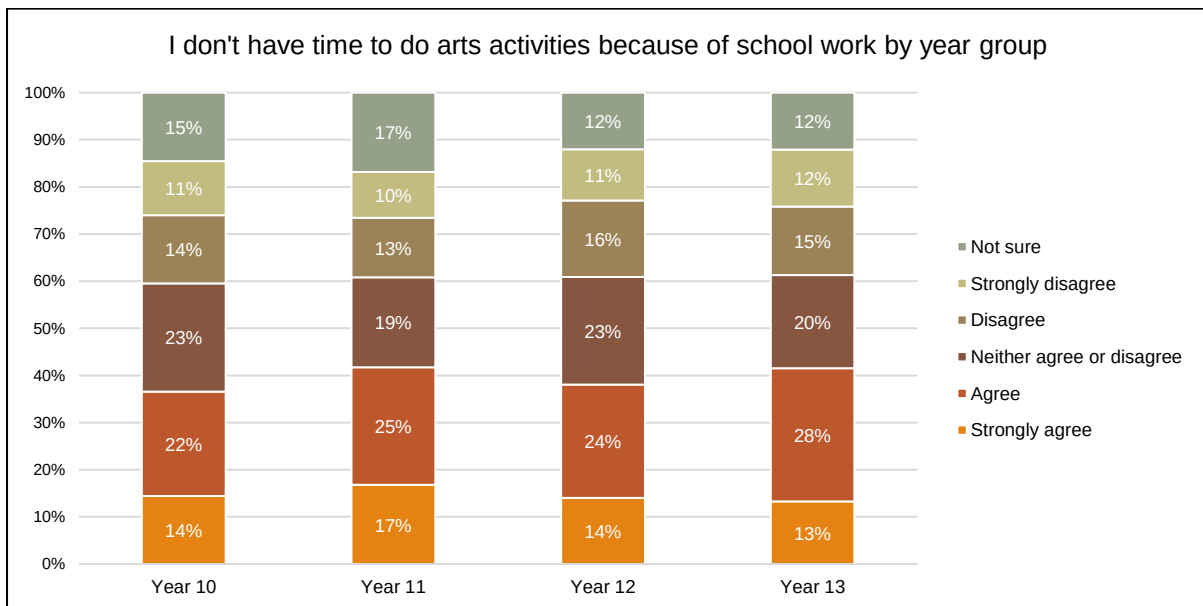


Figure 64: I don't have time to do arts activities because of school work by year group

Considered by ethnicity we find that:

- 38 percent of White British students agree that school gets in the way of their arts participation, while a quarter disagree.
- More than half of Mixed White/Black Caribbean students (53 %) and almost half of Asian/Asian British Pakistani students (47 %) and Mixed White/Asian students (46 %) agree that school work is a barrier to arts participation.
- Less than a third of White Gypsy/Irish Traveller students, students of Mixed/Multiple ethnic background and Asian/Asian British Chinese students agree that they do not have time for arts because of school work; about a third disagree.
- The disagreement-rates are lowest for Mixed White/Black African students, where none disagreed, and highest for Asian or Asian British Chinese students with a fifth strongly disagreeing that school is a barrier.

6. 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 (39 % agree/ 25 % 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 29/25 % disagreeing).

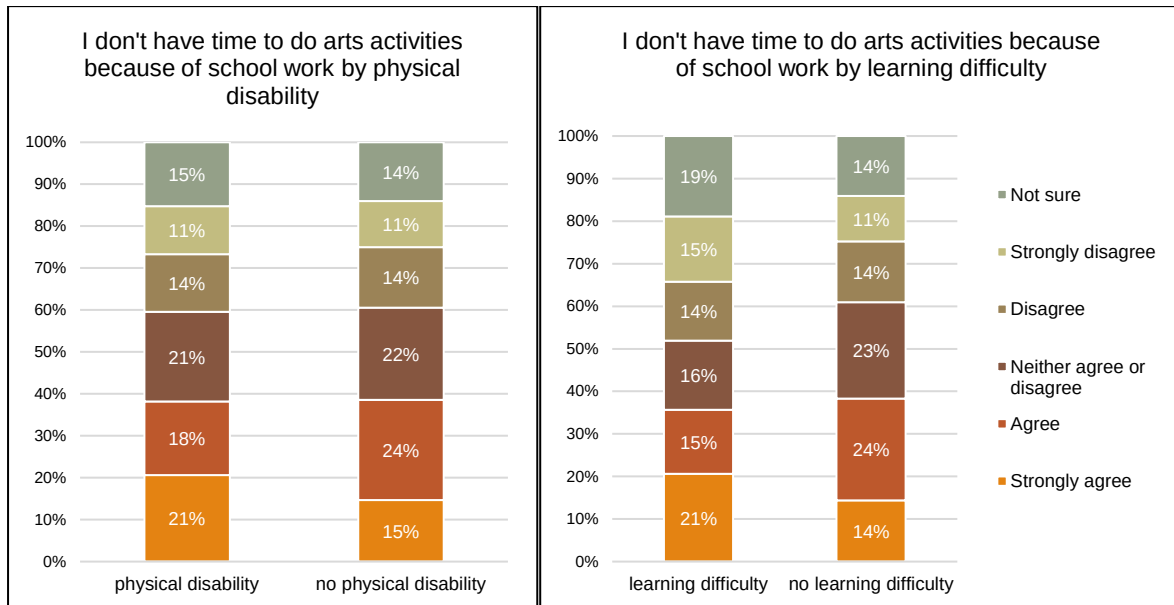


Figure 65: I don't have time to do arts activities because of school work by physical disability and by learning difficulty

Decline in arts participation

Students report that they participated in more arts activities when they were younger (44 %): a quarter disagree that this was the case. 16 percent neither agree nor disagree with the statement.

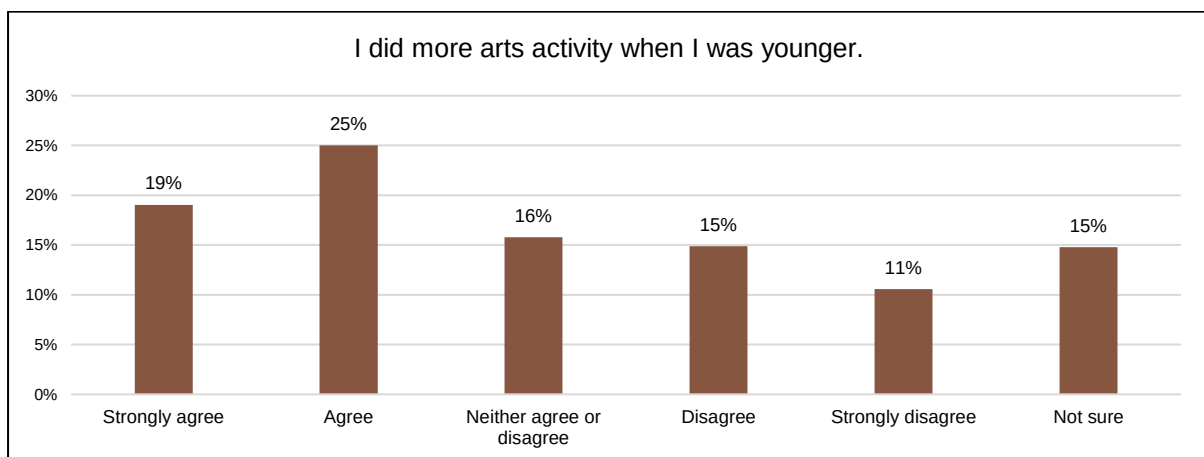


Figure 66: I did more arts activity when I was younger.

Considered by gender we find that:

- 35 percent of male students report that they did more arts when they were younger, compared to 49 percent of female students.
- 31 percent of males disagree with the statement that they did more arts when they were younger, while only a fifth of the female students (22 %) disagreeing with this.

6. What gets in the way of participating in the arts?

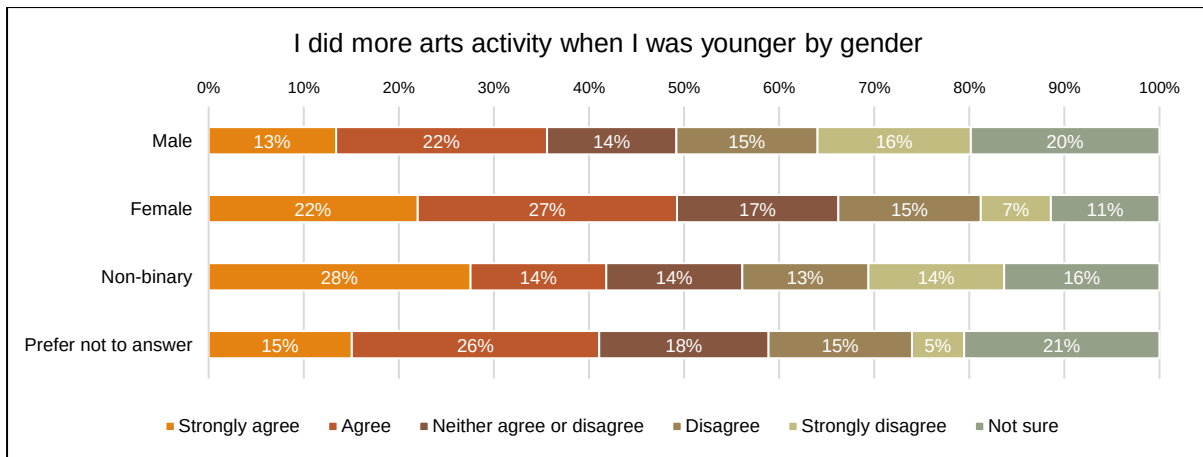


Figure 67: I did more arts activity when I was younger by gender

Considered by year group we find that:

- 42 percent of year 10, 45 percent of year 11, 52 percent of year 12 and 53 percent of year 13 students agree that they did more arts activity when they were younger.
- 27 percent of year 10, 23 percent of year 11, 24 percent of year 12 and 18 percent of year 13 students disagree with this.

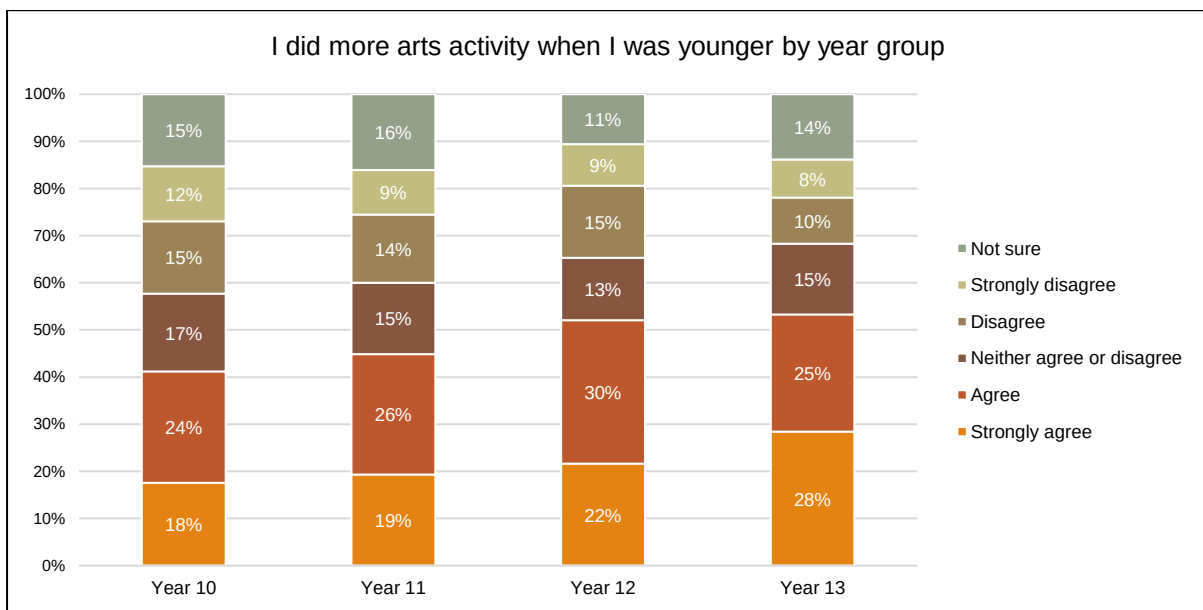


Figure 68: I did more arts activity when I was younger by year group.

Considered by ethnicity we find that:

- 42 percent of White British students agree that their arts activities have declined, while 26 percent disagree.
- Almost 70 percent of Mixed White/Black Caribbean students agree that they did more arts activities when they were younger, with only 17 percent disagreeing.
- White Irish students are least likely to agree with the statement that they did more arts activities when they were younger (34 %), while 30 percent disagree.

6. 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 (38 % 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 (38 %) compared to their peers (45 %).

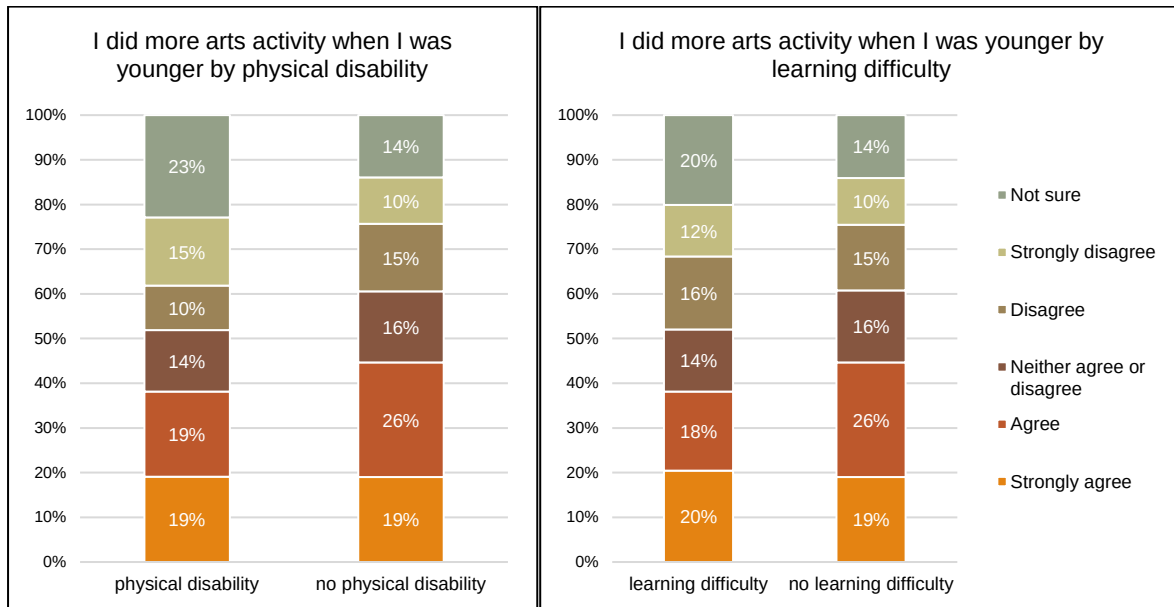
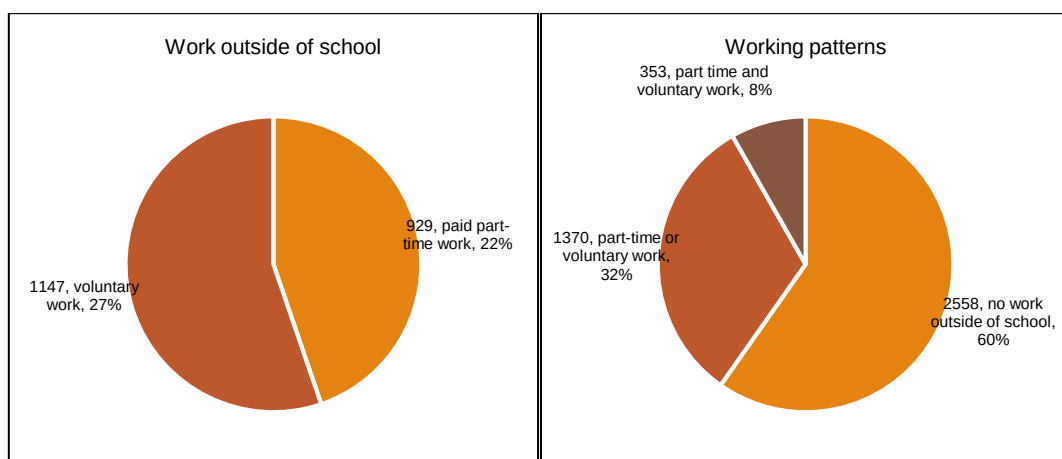


Figure 69: I did more arts activity when I was younger by physical disability and by learning difficulty

Part time work

More than a fifth of students do paid part-time work and more than a quarter say that they do voluntary work outside of school. This has the potential to interfere with arts engagement as well as with school work. 1,370 (32 %) do either paid part-time or voluntary work and 353 students (8 %) do both paid part-time and voluntary work.



6. What gets in the way of participating in the arts?

Considered by year group we find that:

- The older the students, the more likely they are to do paid part-time work.
- 17 percent of year 10 students, 22 percent of year 11 and more than a third of year 12 students do paid part-time work.
- More than 40 percent of year 13 students do paid part-time work and 34 percent say that they work voluntarily outside of school

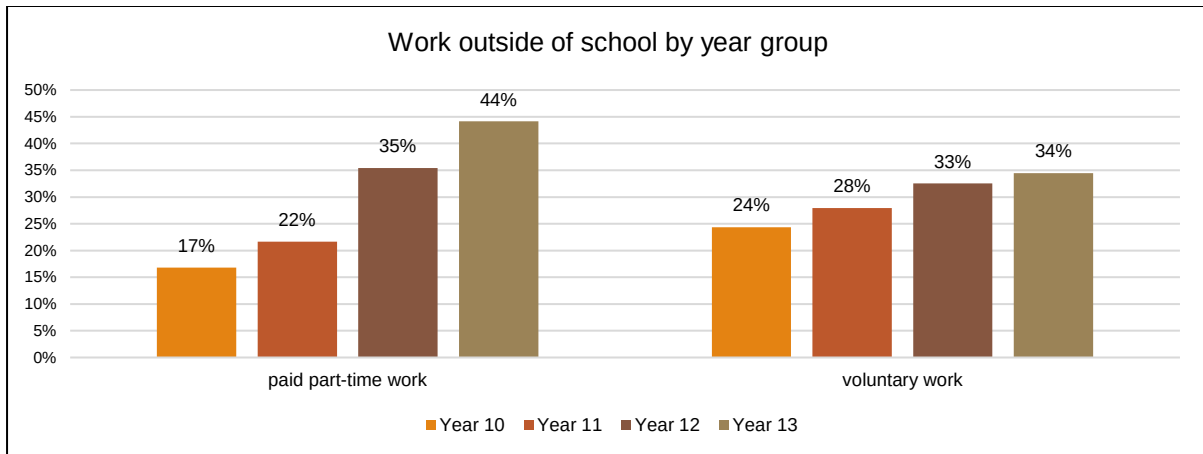


Figure 70: Work outside of school by year group

Considered by gender we find that:

- About the same proportion of male and female students do paid part time work (22 % males/ 21 % females).
- A fifth of male students and almost a third of female students do voluntary work outside of school.

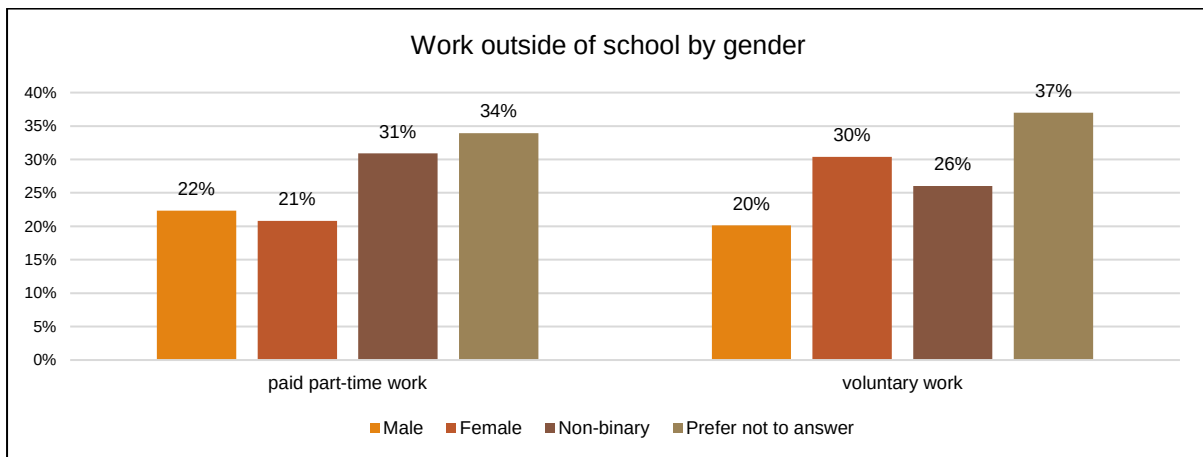


Figure 71: Do you do paid part-time/voluntary work by gender

Considered by ethnicity we find that:

- Almost a quarter (23 %) of White British students and Asian/Asian British Indian students do paid part-time work.
- 44 percent of White Gypsy/Irish Traveller and 27 percent of Mixed White/Black Caribbean students do paid part time work outside school.
- Only 8 percent of Asian/Asian British Pakistani do paid part-time work, while almost a fifth of Asian/Asian British Bangladeshi students do so.
- A quarter of White British students (26 %) do voluntary work outside school.
- Voluntary work is also done by 53 percent of Asian/Asian British Indian students.

6. What gets in the way of participating in the arts?

- 20 percent of Asian/Asian British Bangladeshi students and 24 percent of Black/Black British African students do voluntary work outside school.

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

- 34 percent of students with a physical disability do paid part-time work, compared to 21 percent of students without a physical disability who have a paid part time job.
- Almost a third (31 %) of students with a physical disability are engaged in voluntary work, compared to 27 percent of students without a physical disability who engage in voluntary work.
- 28 percent of the students with a learning difficulty do paid part-time work, compared to 21 percent of students without a learning difficulty.
- 32 percent of students with a learning difficulty do voluntary work, compared to 26 percent of students without a learning difficulty.

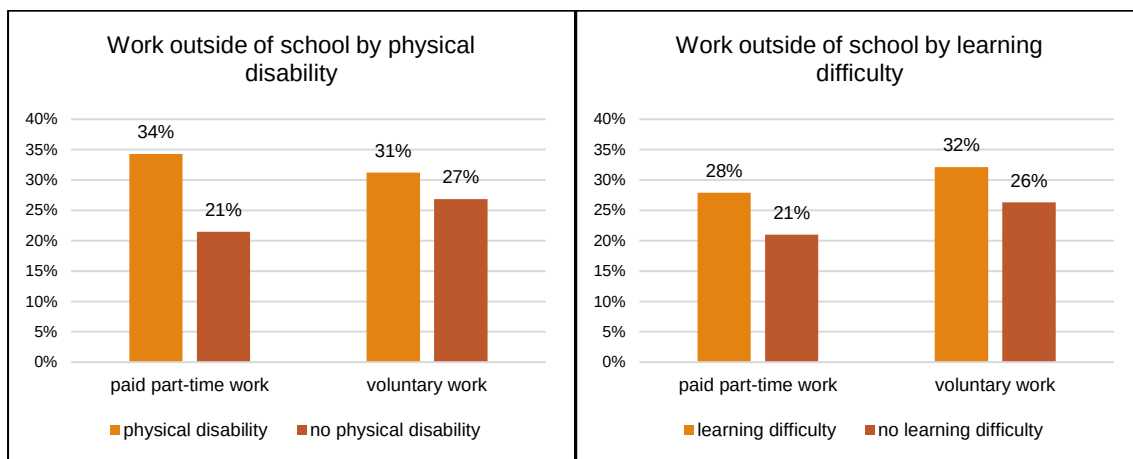


Figure 72: Do you do paid part-time/voluntary work by physical disability and by learning difficulty

Considered by working patterns we find that:

- 70 percent of students who do not work outside of school, are least involved in the arts, while 4 percent are highly involved.
- 56 percent of students who do either a part-time job or voluntary work outside of school are least involved in the arts, while 8 percent are highly involved.
- 13 percent of student who work part-time and voluntarily are also highly involved in arts activities, while less than half of them belong to the group of least involved students.

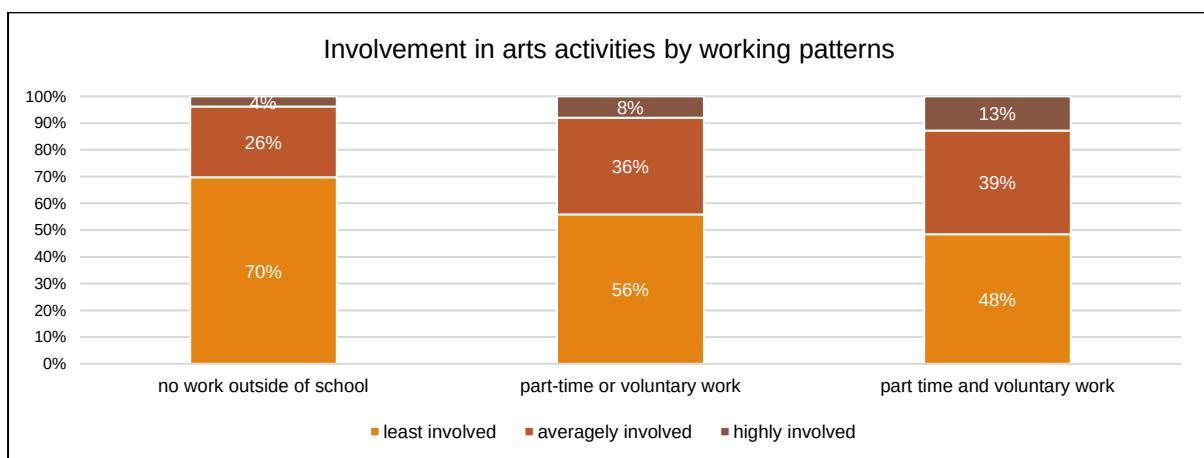


Figure 73: Involvement in arts activities by working patterns

What stops students from taking part in the arts?

We asked students if there is anything that stops them from participating in the arts. The coded responses to the open questions show that school work is an important factor, but also costs of arts activities as well as discouragement from families and friends.

school work/home work	A Levels (4) take a lot of time. Sometimes I lose interest half way through an art piece. My busy school timetable does not give me many opportunities to express myself via the arts, as I did not choose any artsy subjects to take up at GCSE. Unfortunately, I am unable to change this despite regretting my decision not to take up a subject of the arts. A lot of work in other subjects - so many tests - homework. Art takes up a lot of time and I have to spend a lot of it doing other school work with deadlines Excessive amounts of school work prevent me from having time to create art such as drawings, paintings and attending galleries Homework and extra school work takes up most of my time and on top of that, taking care of myself. homework because it takes up most of my time and it would be too late to do arts then I do like drawing however I never really seem to have the time to do it due to the demand of college work and deadlines I do not have enough spare time to participate in the Arts as much as I would like to due to school work. I have too much school work and revision and that reduces my involvement in the arts I also don't know about many places in [town] that have good drama and music lessons.
(school) organisational issues	Budget cuts in school GCSE art has somewhat restricted what I want to do into the confines of my project- I don't have time for much else. I am a very musical person but in the past year that has deteriorated due to my school being unable to give me music as a GCSE, this has caused a problem for me as I want to study music technology but can't due to the lack of a music GCSE. So, in conclusion I have been stopped from taking part in the arts by my school not allowing me to do music. I am very upset about the possibility that I will not be able to study art history for my A level, as I have always wanted to do it. I love to dance but because of the school system I was unable to pick the two things which I enjoy which is dance and physical education. I really enjoy the arts and my favourite subjects are arts subjects, however it often feels as though arts subjects take second priority to other school subjects. The lead up to GCSEs and some teachers wanting me to focus on them and not arts has forced me to stop some dance classes. Unfortunately I plan to not attend my school as they do not offer many art subjects, so the school plays a part in stopping me from continuing. But I have applied to schools that will allow me to do that
ability/talent	I can't paint or draw or anything like that, I suck at art. I get frustrated by not being good at art. I much prefer logical subjects. I haven't learnt all skills yet and there aren't many art clubs in school Revision for school exams. Fear of failure. Singing - I can't sing very well and our school productions always have singing in for every single person, I wish that they could give a main part without singing involved. It frustrates me a lot
Confidence/anxiety	Being shy, not feeling confident and not feeling good enough. Being very anxious to show my art to people in front on me, its self-confidence more than anything for me. I don't like performing in front of people as I get nervous.

6. What gets in the way of participating in the arts?

	People compare others work and judge other people if it's not as good. When I feel I've not improved I feel frustrated wouldn't like to do art that day.
family/other people	A levels, opposition from (scientifically) academically inclined parents I am very interested in having a career in the arts and have been told I have potential but decided not to (as I have been strongly discouraged by family). I told once my mum I wanted to be a photographer: she disagrees on that. My family's expectations prevent me from pursuing the arts as a career. other students teasing me People telling me that I shouldn't be doing creative subjects.
costs of art	Arts costs a lot of money and there aren't many high paid jobs I'd like to do a drama school over the week but it would interfere with school. Also most of the very good schools are very expensive. It's too expensive. People living in poorer areas are less likely to understand or be able to enjoy the power of the arts. It's not a commodity and it should be, frankly. Lack of public transport and adequate stationery Mainly costs of workshops and auditions outside of school. Yes, the acting school that I would like to attend is much too expensive.
lack of time/other activities	Being busy with other things. I need to find time to do art because I am always busy I really enjoy the arts, but I don't have as much time to complete them as I would want. if anything stops me from doing art would be other activities like revision or sport clubs clashing with each other Not having time, other commitments sometimes have to take priority. Time. I think that because there's a lot of things I have to do, I barely have time for art.
other reasons	Not having friends there. I don't think it has any academic benefit and it won't help me get into university. It can be stressful on top of school work - other departments tend to think the arts are less important, which is really annoying... It isn't recognised that well in universities Mostly society because I worry that I may not have a successful career with arts rather than I might be with mindless academia. The stigma with the majority too negative definitely affects my general confidence. Not having time and the stigma around it being "wishy washy" or not as hard as "real subjects" When it's regulated by a larger organisation that pushes you into specific paths. Influencing is one thing limiting desires is another.
nothing stops me	I could do arts when I want there is lots of opportunity to do arts. No, I enjoy it a lot. Sometimes my anxiety gets the best of me though Not really as I spend most of my time creating music but if I had more time I would start taking more dance classes. There is not anything that stops me taking part in arts. However there is something that limits the extent to which you can develop in that arts.

6. What gets in the way of participating in the arts?

What gets in the way of participating in the arts?

- Schoolwork is a barrier to arts participation for almost 40 percent of the students.
- More female students report that they do not have time for arts activities because of school work. They are also more engaged in voluntary work outside of school than their male colleagues.
- 44 percent of students think they engaged in more arts activities when they were younger.
- 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.
- 40 percent of students do paid part-time work and/or voluntary work outside of school. The older the students, the more likely they are to do paid part-time work.

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

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

- 38 percent of the students report that their family supports them in taking an interest in the arts, but about a quarter suggest this is not the case.
- A further 15 percent are not sure about their family support.
- A quarter (26 %) disagree that their family encourages them to take an interest in the arts.

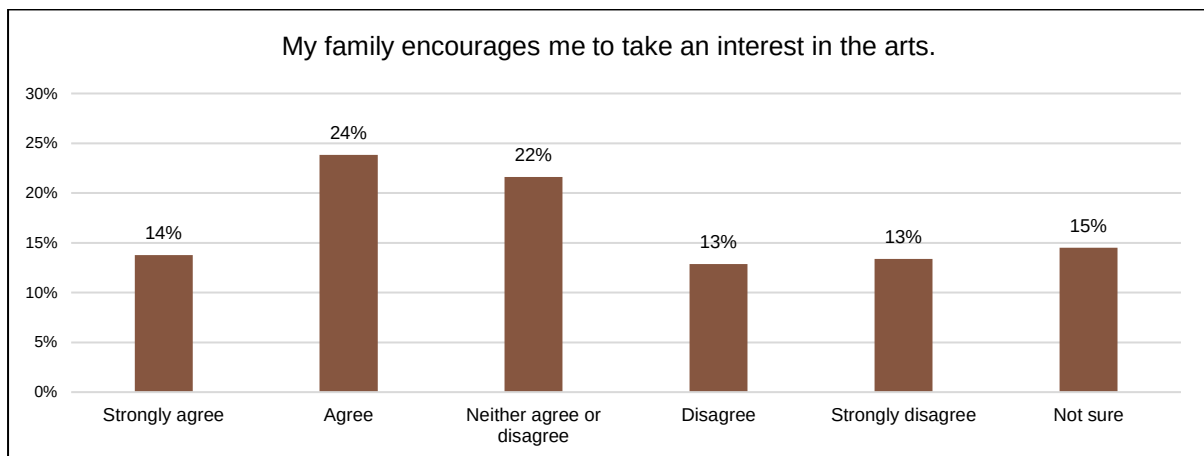


Figure 74: My family encourage me to take an interest in the arts.

Considered by gender we find that:

- 26 percent of male students agree and 23 percent disagree that they are encouraged by their family to participate in the arts. Another 20 percent is not sure about it.
- 45 percent of females are encouraged by their families to participate in the arts, while 22 percent are not.

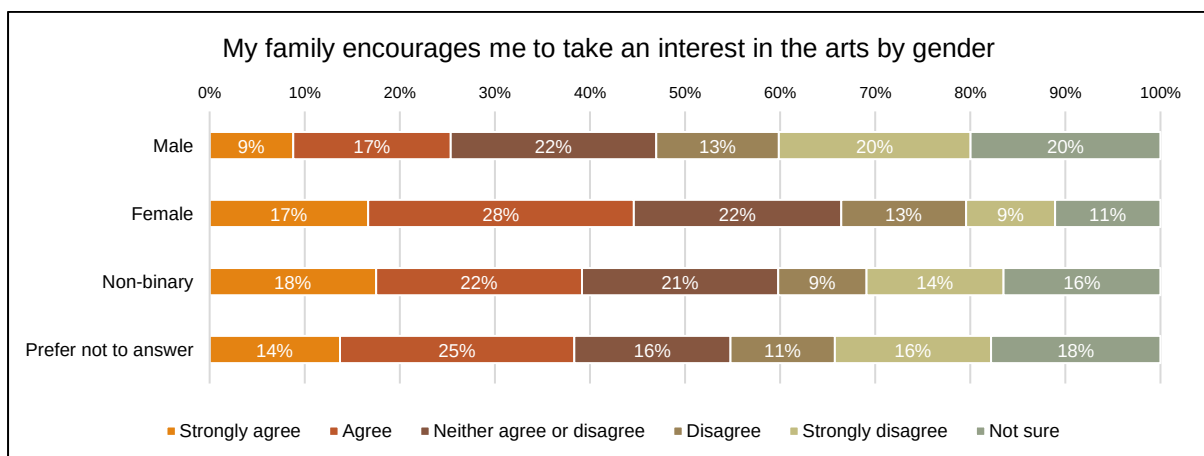


Figure 75: My family encourage me to take an interest in the arts by gender

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

Considered by year group we find that:

- Year 10 students are most likely to agree that they receive encouragement by their family to take an interest in the arts (40 % agree, while a quarter disagree).

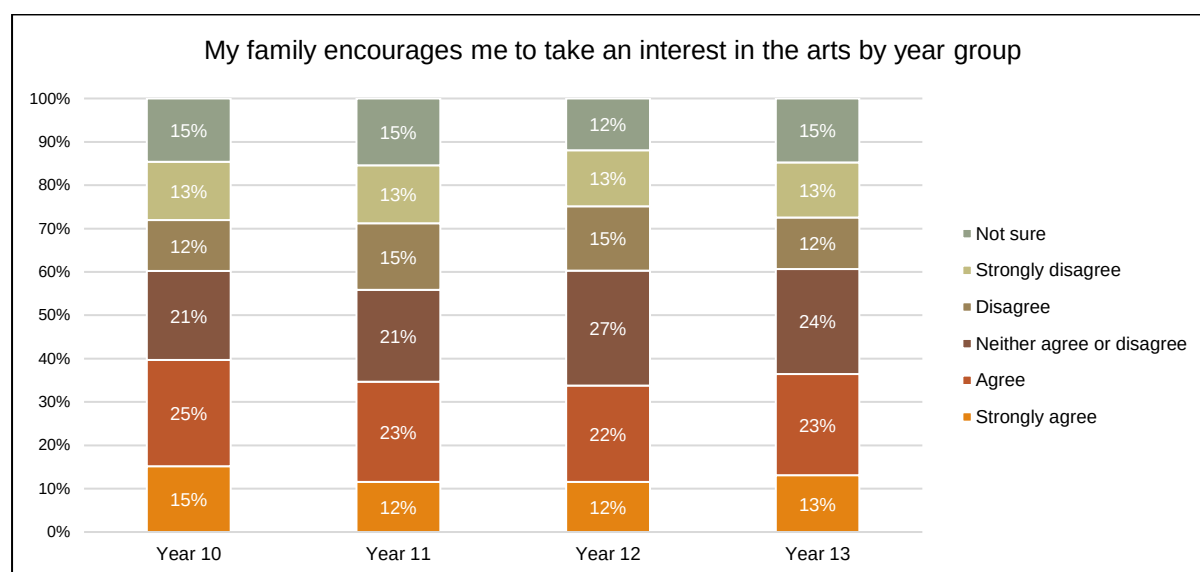


Figure 76: My family encourages me to take an interest in the arts by year group

Considered by ethnicity we find that:

- Only 20 percent of Asian/Asian British Pakistani students agree that their family encourages them to take interest in the arts. 34 percent of them disagree.
- Almost 60 percent of Mixed White/Black Caribbean background students agree that they receive support from their family in taking an interest in the arts, while less than a fifth disagree.
- 38 percent of White British students strongly agree that they receive family support, while 26 percent disagree.

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

- 31 percent of students with a physical disability agree that their family encourages them to take an interest in the arts, however, 29 percent disagree with the statement.
- 38 percent of students without a physical disability report receiving family support and only a quarter (26 %) disagree.
- 37 percent of students with a learning difficulty report family support for arts interests, the same proportion as for students without a learning difficulty.

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

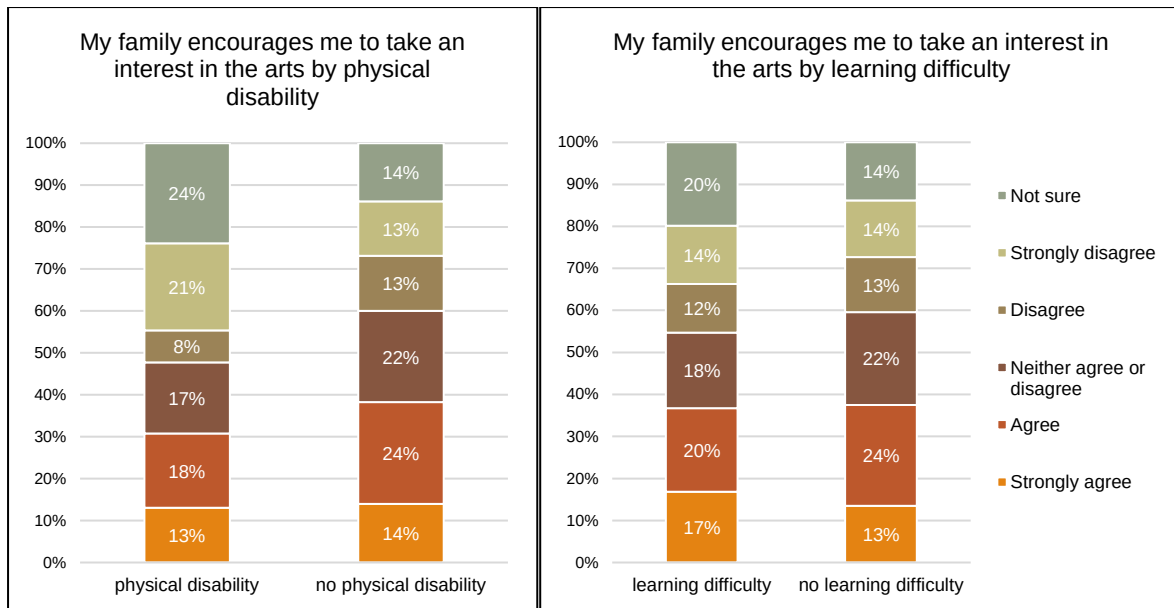


Figure 77: My family encourages me to take an interest in the arts by physical disability and by learning difficulty

The role of arts organisations

Arts organisations have a direct impact on the development of interest in the arts in just under one fifth of the students.

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

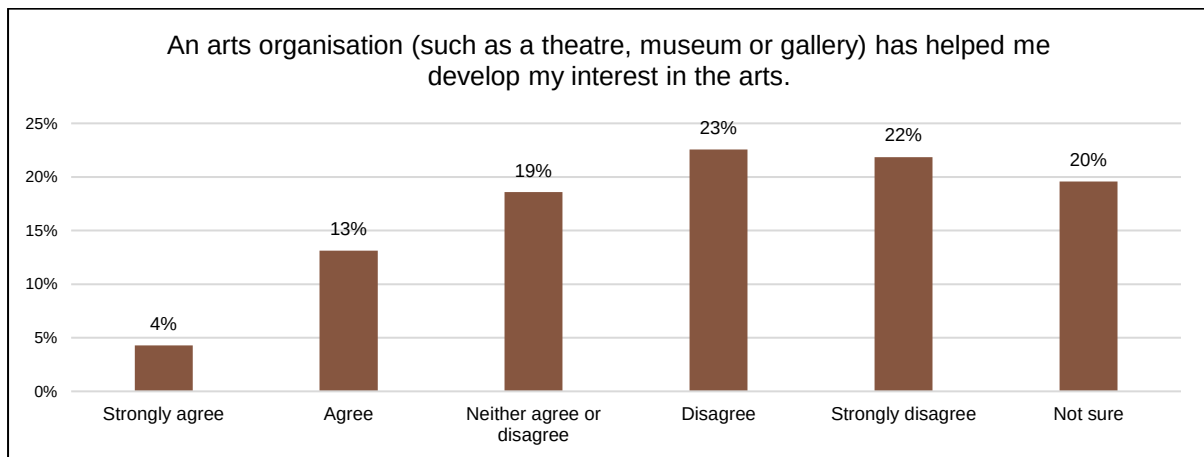


Figure 78: An arts organisation (such as a theatre, museum or gallery) has helped me develop my interest in the arts.

Considered by gender we find that:

- 21 percent of females agree that an arts organisation has helped them to develop their interest in the arts, while 41 percent (strongly) disagree.
- 28 percent of students who identify as non-binary agree that an arts organisation has helped them to take an interest in the arts.
- Only 9 percent of male students agree that an arts organisation has been important in helping them developing an interest in the arts.

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

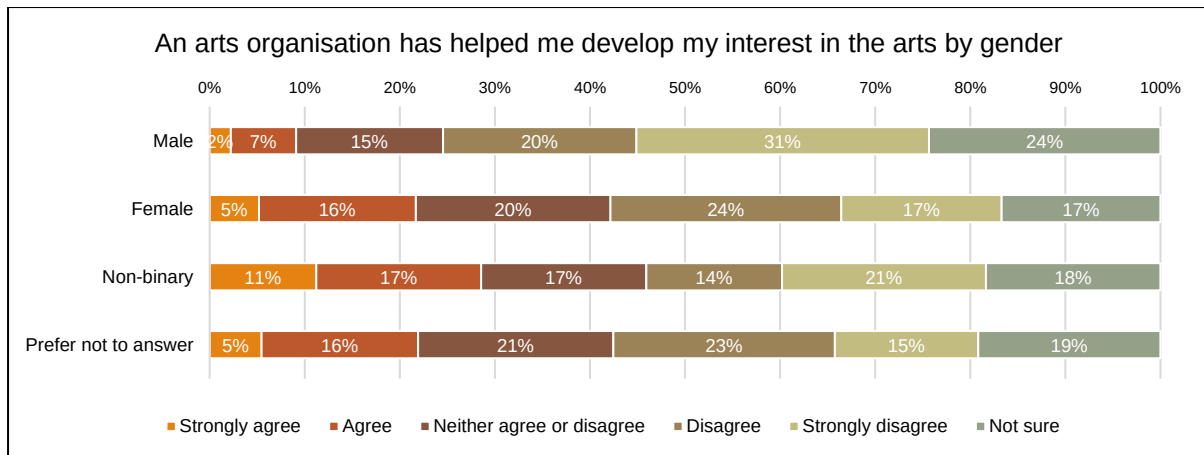


Figure 79: An arts organisation has helped me develop my interest in the arts by gender

Considered by year group we find that:

- Almost a quarter of year 13 students agree that an arts organisation has helped them to develop an interest in the arts, while only 15 percent of year 11, 17 percent of year 10 and a fifth of year 12 students agree.
- About 45 percent in each year group disagree with the statement.

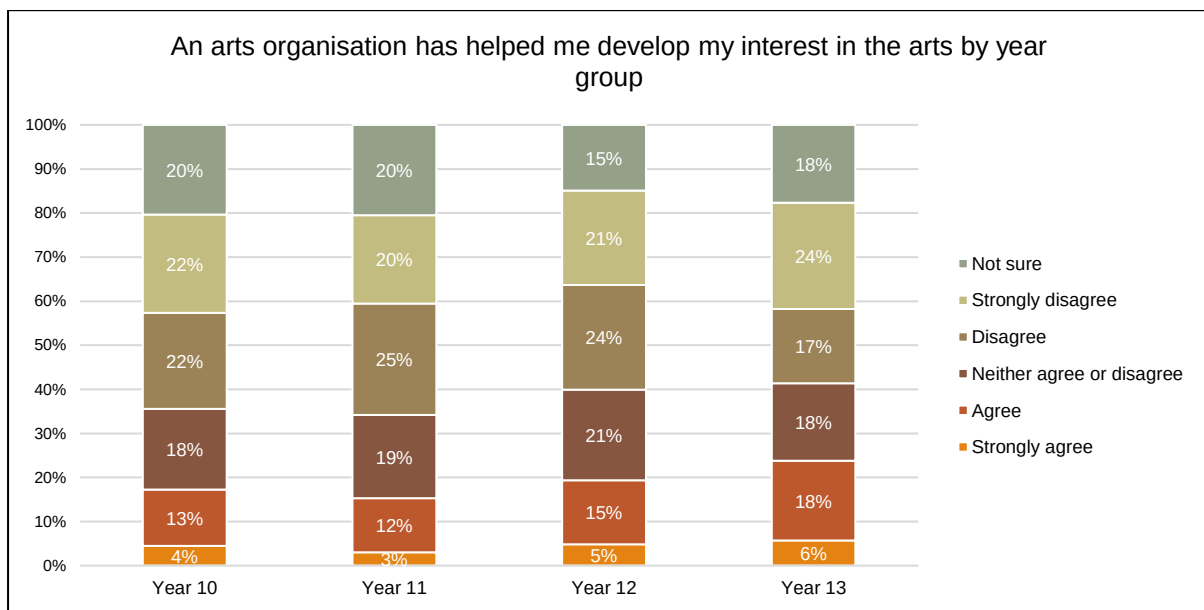


Figure 80: An arts organisation has helped me develop my interest in the arts by year group

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

Considered by ethnicity we find that:

- 16 percent of White British students agree that an arts organisation has helped them to develop their interest in the arts, while 45 percent disagree.
- More than a quarter of Mixed White/Black Caribbean students and Mixed White/Asian students (28 %) agree that arts organisations have helped them to develop their interest in the arts.
- Only 9 percent of Asian/Asian British Pakistani students, 13 percent of Asian/Asian British Chinese students and 14 percent of Asian/Asian British Bangladeshi students report that an arts organisation has played a role in developing their interest in the arts.

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

- 21 percent of students with physical disabilities agree that an arts organisation has helped to develop their interest in the arts.
- Around 40 percent of the students – regardless of whether they report to have a physical disability or not – disagree.

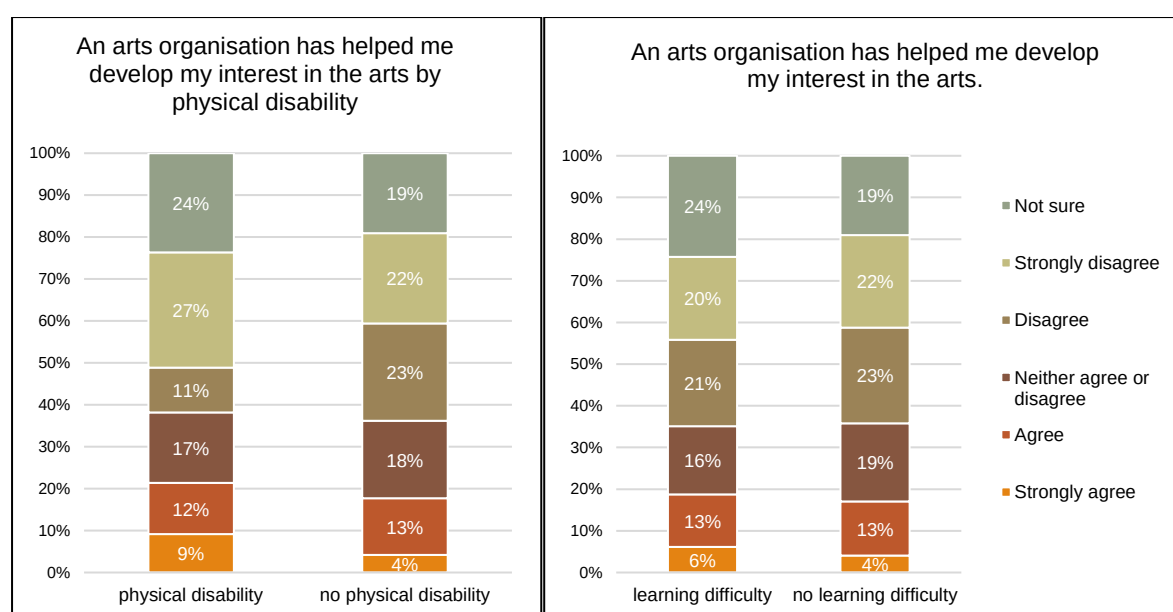


Figure 81: An arts organisation (such as a theatre, museum or gallery) has helped me develop my interest in the arts by physical disability and by learning difficulty

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.

- 42 percent of students do not feel encouraged to participate in the arts by school, family or an arts organisation.
- 9 percent of the students receive encouragement only from school, but not from family or an arts organisation.
- 15 percent receive encouragement to participate in the arts only from their family.
- 2 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.
- 9 percent do receive encouragement to participate in the arts from school, family and an arts organisation.

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

Table 4: patterns of encouragement

	Frequency	Percent
no support	1784	42 %
school support	398	9 %
family support	646	15 %
organisational support	93	2 %
school and arts organisational support	143	3 %
school and family support	677	16 %
family and arts organisational support	106	3 %
full support	384	9 %
	4231	

Considered by gender we find that:

- More than half of males feel that they receive no encouragement from school, family or an arts organisation.
- Only 5 percent of males agree that they receive support from school, family and an arts organisation to take an interest in the arts.
- 33 percent of female students feel that they receive no encouragement from school, family and an arts organisation.
- About a quarter of females agree that they receive support from two of the three (school/family/arts organisation), while only 15 percent of males agree.

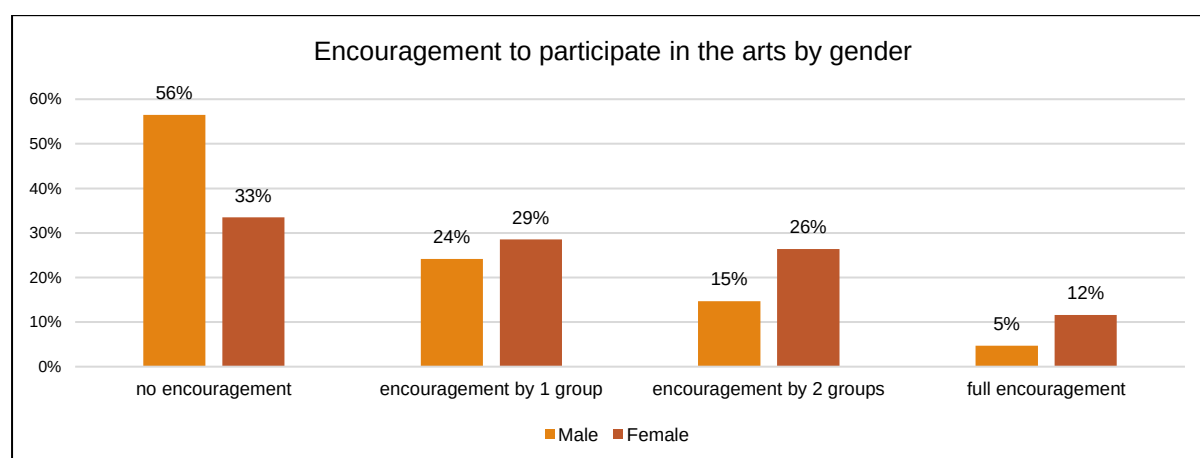


Figure 82: Encouragement to participate in the arts by gender

Considered by year group we find that:

- There are few differences between year groups in perceived sources of support.
- Around 40 percent in each year group do not feel encouragement by an arts organisation, school or family, while about a fifth of them say that they receive encouragement by two of the three.
- Students in year 11 are least likely to agree that they receive support from all three (7 %), while students in year 13 are most likely to agree so (12 %).

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

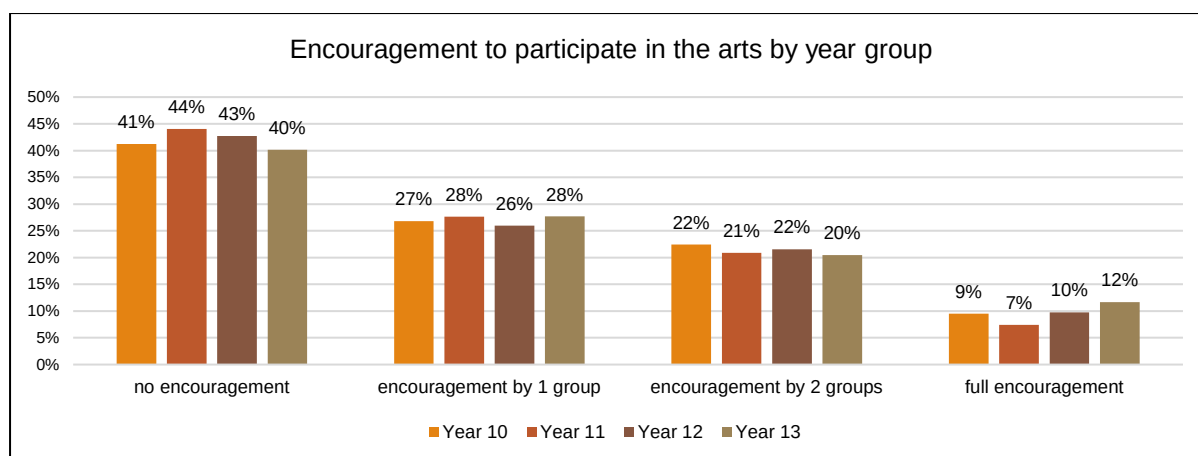


Figure 83: Encouragement to participate in the arts by year group

Considered by physical disability and learning difficulty we find that:

- Students with a physical disability are more likely to feel that they do not receive support to take an interest in the arts (48 %), compared to students with no physical disability (41 %).
- There are no differences in perceived support to take an interest in the arts related to learning difficulties.

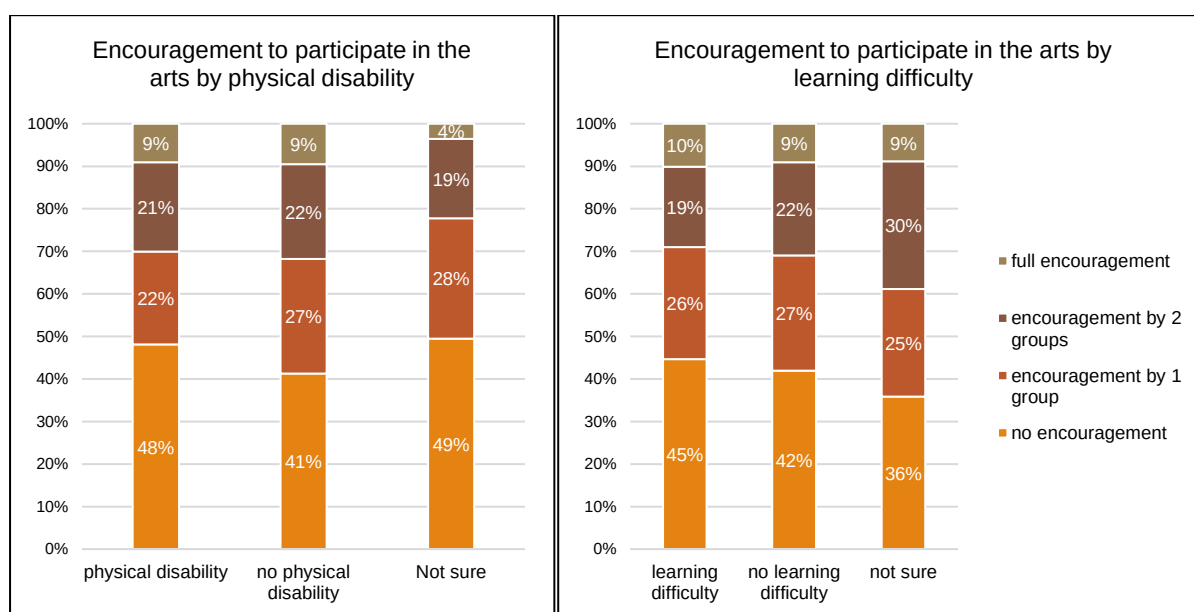


Figure 84: Encouragement to participate in the arts by physical disability and learning difficulty

Considered by ethnicity we find that:

- 42 percent of White British students say that they receive no encouragement for taking an interest in the arts. Another quarter (27 %) receive support from either school family or an arts organisation, a fifth (22 %) receive encouragement from two of the three and 9 percent feel that they receive full support.
- More than half of Asian/Asian British Pakistani students (60 %), White Gypsy/Irish Traveller students (57 %) and Asian/Asian British Bangladeshi students feel that they do not receive support for taking an interest in the arts by school, their family or an arts organisation.
- White Irish students are most likely to agree that they receive full support (16 %).

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

Considered by involvement level in arts activities in the arts we find that:

- Of the group who do not receive encouragement to participate in the arts (42 % of the sample):
 - 81 percent are amongst those least involved in the arts.
 - 15 percent have an average level of involvement.
 - 4 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 – 27 % of the sample):
 - 61 percent are amongst those least involved in the arts.
 - 34 percent have an average level of involvement.
 - 5 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 – 9 % of the sample):
 - 23 percent are amongst those least involved in the arts.
 - 55 percent have an average level of involvement.
 - 22 percent of the students are highly involved in the arts.

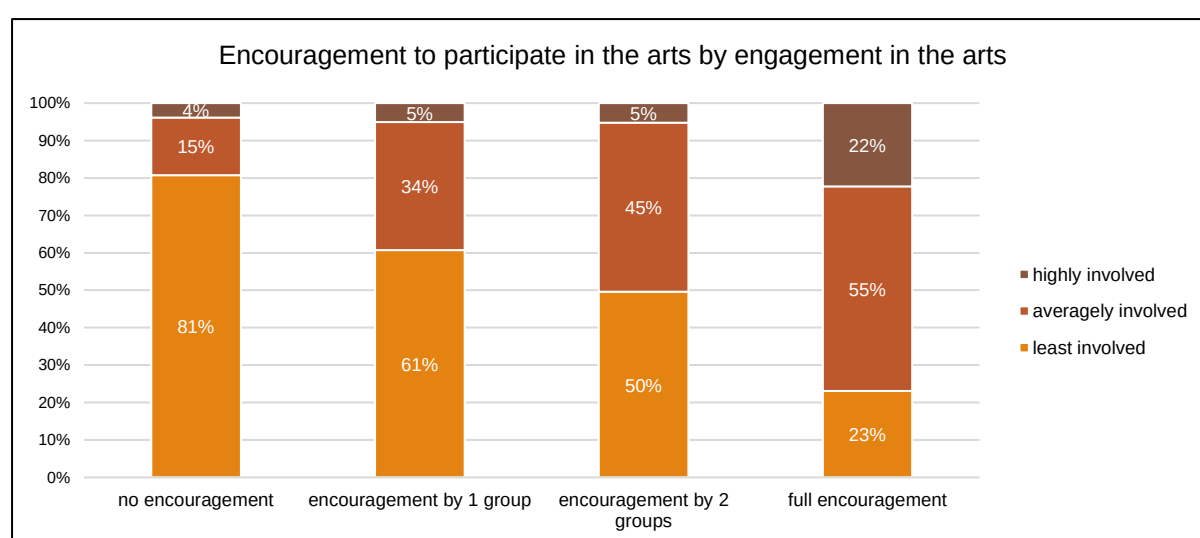


Figure 85: support of school, family and an arts organisation by involvement in arts activities

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

- 38 percent of the students report that their family is important in encouraging them to take an interest in the arts.
- Female students receive significantly more encouragement from their families to take part in arts and cultural activities than males do.
- Arts organisations have a direct impact on the development of interest in the arts for a small proportion of students. Arts organisations are more influential in encouraging participation amongst females than males.
- 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.