Anytown Museum

Schools engagement report

January 2020

Contents

About this report

The report describes the different types of schools and pupils you engaged with, based on information you collected about sessions delivered between February 2019 and January 2020. Your results are compared with all schools and pupils in your target area, Greater London.

The analysis has been carried out by the Research Team at The Audience Agency. For more information on this report please contact research@theaudienceagency.org or call 0207 367 4625.

Data sources

Five sources of data have been used in this report – session data provided by you, the School Census, Pupil Premium allocations, Audience Spectrum, and the Active Lives survey. A short description of each follows; more detail is available in the appendices.

Your data

You supplied data for **104 sessions** with **63 schools**, through which you reached **2,800 pupils**. Of all these sessions, 103 were with schools in the School Census, 92 with schools for whom Pupil Premium data is available, and 104 schools for which a valid location was provided. Only pupils who attended these sessions are included in analyses derived from these data sources.

The School Census

School Census results are used to identify the types of schools you engaged with and how this compares to all schools in your target area.

As the School Census only covers **state-funded schools in England**, only these institutions are included in these measures. Any further and higher education institutions, entirely privately funded institutions, or independent group visits not attached to a state-funded school are **not included** in these measures. In appendix i you can see which of the schools you submitted data about are in the census and therefore included in the analysis.

Results at school-level are also used to estimate the likely characteristics of pupils you reached, on the assumption that these **pupils are representative of the schools they attend**, in terms of ethnicity, speaking a language other than English as a first language, and eligibility for and use of free school meals[1]. As such, these measures should only be used as a guide to the **likely profile** of the pupils you engaged with.

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[1] Free school meals data for your schools is provided in the spreadsheet which accompanies this report

Pupil Premium

The Pupil Premium is additional funding given to state funded schools in England to raise the attainment of disadvantaged pupils. Payments are based on the number of eligible pupils on the school roll, and therefore can be used as a proxy for disadvantage amongst a school population.

Pupil Premium payments are not made to nurseries or independent/non-maintained schools. Therefore any sessions undertaken with these institutions will not be included in the Pupil Premium analysis in the report. As with the School Census data, school-level results are used to estimate the likely characteristics of pupils you reached, on the assumption that these **pupils are representative of the schools they attend**. As such, this measure should only be used as a guide to the **likely profile** of the pupils you engaged with.

Audience Spectrum

Audience Spectrum is a powerful arts, culture and heritage-specific geodemographic profiling tool developed by The Audience Agency. Audience Spectrum describes the British population in terms of their attendance, participation and engagement in the arts, culture and heritage, as well as their behaviours, attitudes and preferences relating to arts, museums and heritage organisations.

In this report, we use the **profile of residents of a local authority as a proxy for pupils** from schools within that local authority. This means the Audience Spectrum analysis in this report describes the characteristics of households pupils are likely to be resident in, assuming that the schools you reached have populations representative of their local areas. As such, the Audience Spectrum analysis in this report **should only be used as a guide to the possible profile** of pupils with whom you engaged.

Active Lives

Active Lives is a population survey, commissioned by Sport England, which carries arts and culture-specific questions on behalf of Arts Council England.

In this report, we use the results for **residents of a local authority as a proxy** for pupils from schools within that local authority. Therefore the Active Lives analysis in this report should only be used as a guide to the **possible profile** of pupils with whom you engaged – it is not definitive, and actual levels of arts attendance and participation amongst pupils will differ amongst schools within each local authority.

Summary

Headline figures

In total you engaged with **2,800 pupils** from **63 schools** across **104 sessions**. Across all sessions:

- 95% of the you schools you engaged with were in your target area of Greater London.
- All pupils were between year 1 and year 12. The majority (54%) were in Key Stage 2.

From the 103 sessions with schools which are in the School Census, a total of 2,770 pupils were engaged, from 62 schools.

In total, you reached 0.1% of all pupils and 1.1% of all schools in your target area.

Types of schools engaged

Over-represented compared to London

- \+ Primary schools
- \+ Voluntary Aided schools
- \+ C of E schools

Under-represented compared to London

- − Academies
- − Independent schools
- − Schools with no religious character

- 97% of the schools you engaged were mixed sex
- 71% of schools you engaged were state-funded primaries
- 37% of schools were Community schools, 27% Voluntary Aided, 16% Academies
- The majority of schools you engaged had no religious charter (66%). 19% were Church of England, 11% Roman Catholic.
- 97% the schools you engaged were based in an urban major conurbation

Types of pupils engaged

Over-represented compared to London

- \+ Years 2-4 / Key stages 1 and 2
- \+ Primary school students
- \+ Pupils from Voluntary Aided schools
- \+ Pupils from C of E schools
- \+ Black/Black British background other than African or Caribbean
- \+ Metroculturals

Under-represented compared to London

- − Years 6, 10 and 11 / Key stages 3-5
- − Secondary school students
- − Pupils from Academies
- − Pupils from schools of no religious character
- − Black or Black British: African

Based on the characteristics of the schools the pupils you engaged attended:

- 29% of pupils were likely to be eligible for Pupil Premium payments
- 57% were likely to be BME, 28% White British and 15% White Other
- 44% were likely to have a first language other than English

Based on the populations of the local authorities in which the schools you engaged with are situated, 44% are modelled to have been in a lower engagement household. The dominant Audience Spectrum segments were:

- Kaleidoscope Creativity (39% of pupils)
- Metroculturals (31% of pupils)
- Experience Seekers (10% of pupils)

Again based on the populations of local authorities, in the last 12 months:

- 75% are estimated to have engaged with the arts and culture (through having attended an arts event, museum or gallery, or spent time doing an arts activity)
- 59% are estimated to have visited a museum or gallery
- 58% are estimated to have attended an event, performance or festival involving creative, artistic, dance, theatrical, or music activity
- 40% are estimated to have used a public library service
- 38% are estimated to have spent time doing a creative, artistic, theatrical, or music activity, or a craft

This is generally a similar to the level of arts activity in your target area as a whole.

Mapping

The following maps show the number of schools you reached in each English local authority, and the number of pupils you reached at each of these schools. All schools which could be matched to a Local Authority are included on these maps.

Number of schools by Local Authority
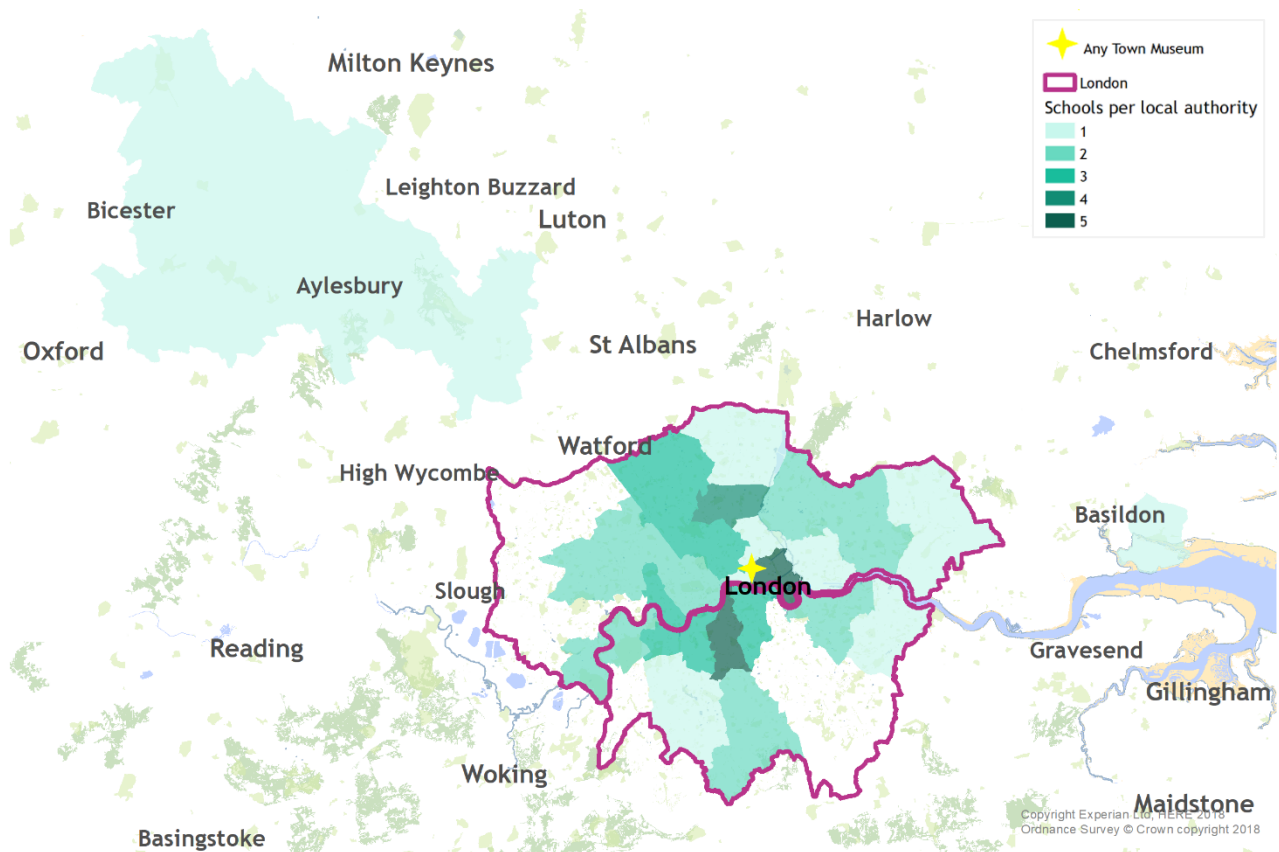
Full zoom

Zoomed to your target area

Number of pupils by Local Authority

Full zoom
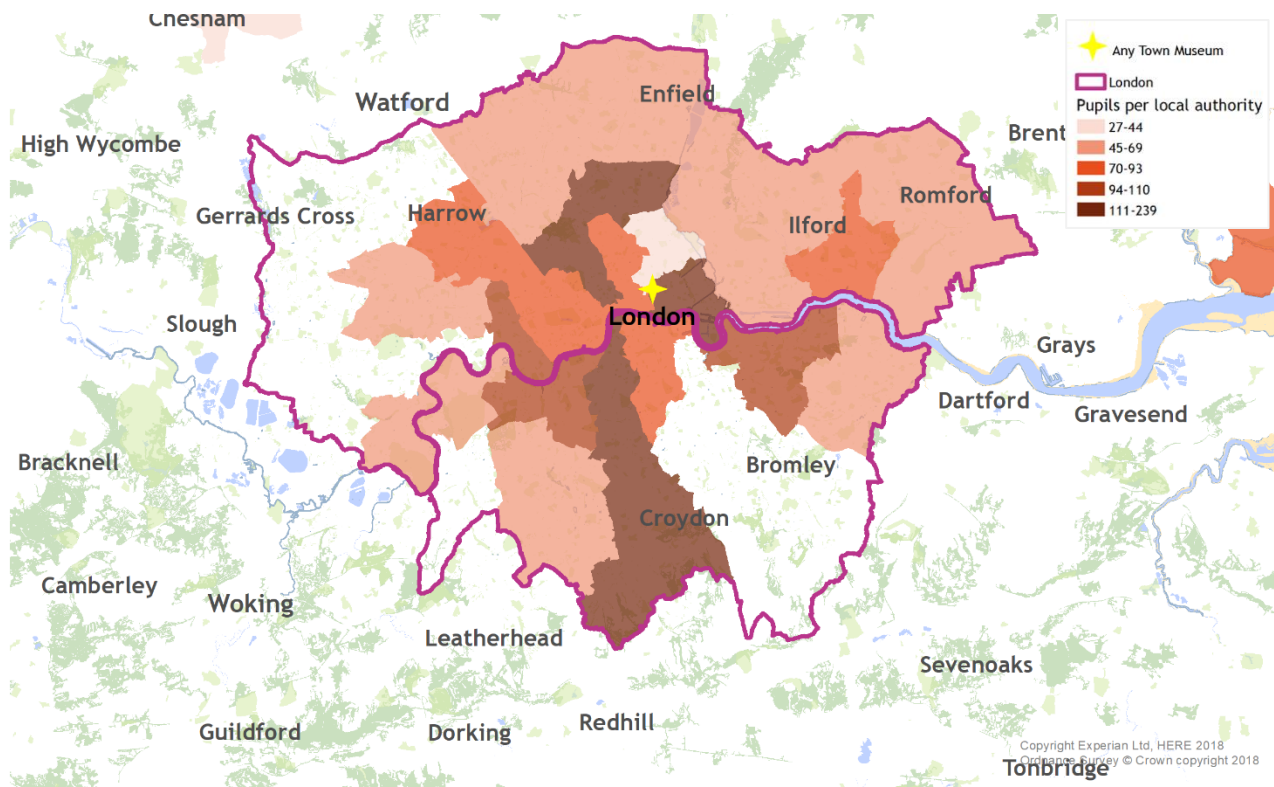
> Consider if there are any cold spots on this map that you could investigate further. Do you want to expand your reach into new areas, or deepen your engagement in areas you're already working in?

School characteristics

This section describes the schools you reached, and describes the pupils you reached in terms of the types of schools they attend.
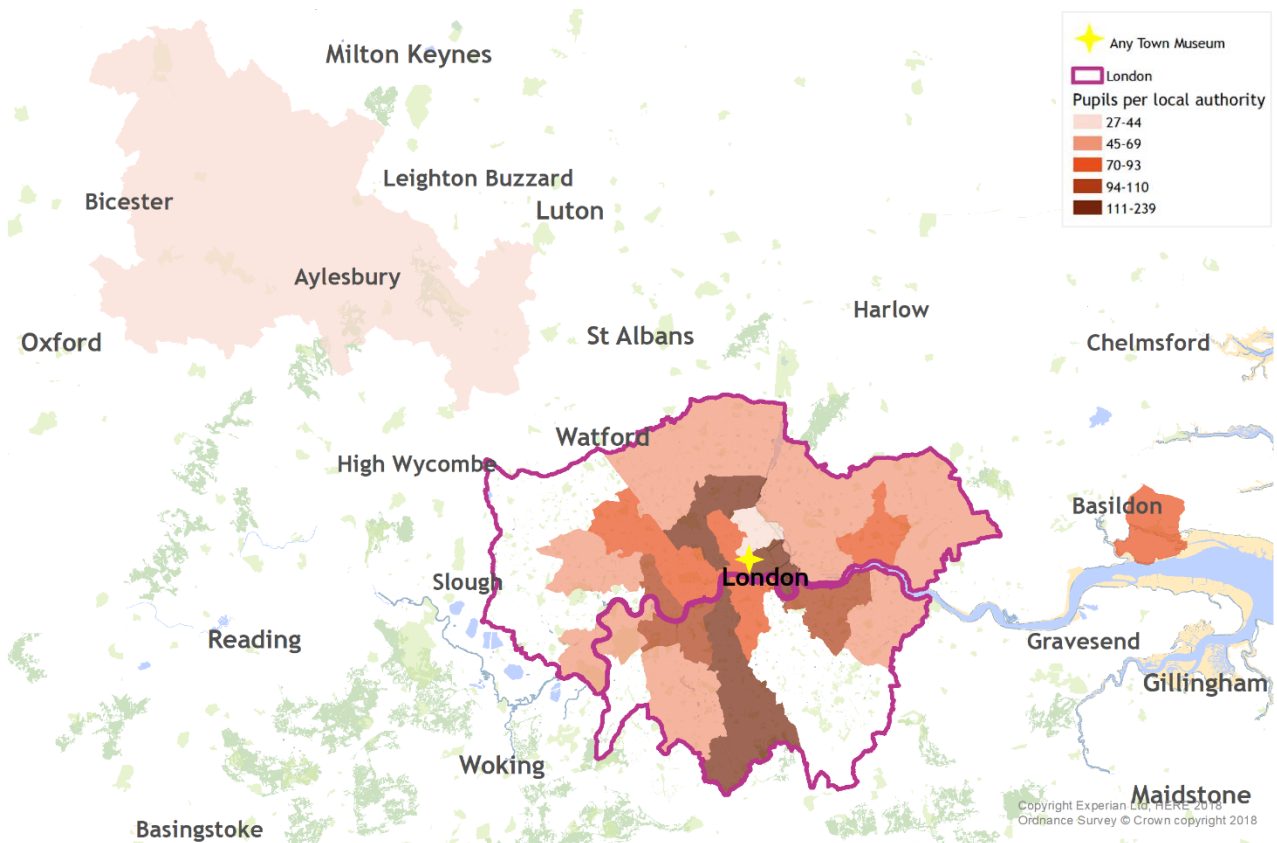
'Your schools' refers to the characteristics of the schools you reached – for example, where in the country they are and whether they are primary or secondary schools. 'Your pupils' refers to the percentage of pupils you reached who attended a school of this type. It does not describe the profile of the pupils themselves (in terms of e.g. place of residence, gender, or religion.)

Region of school

Schools
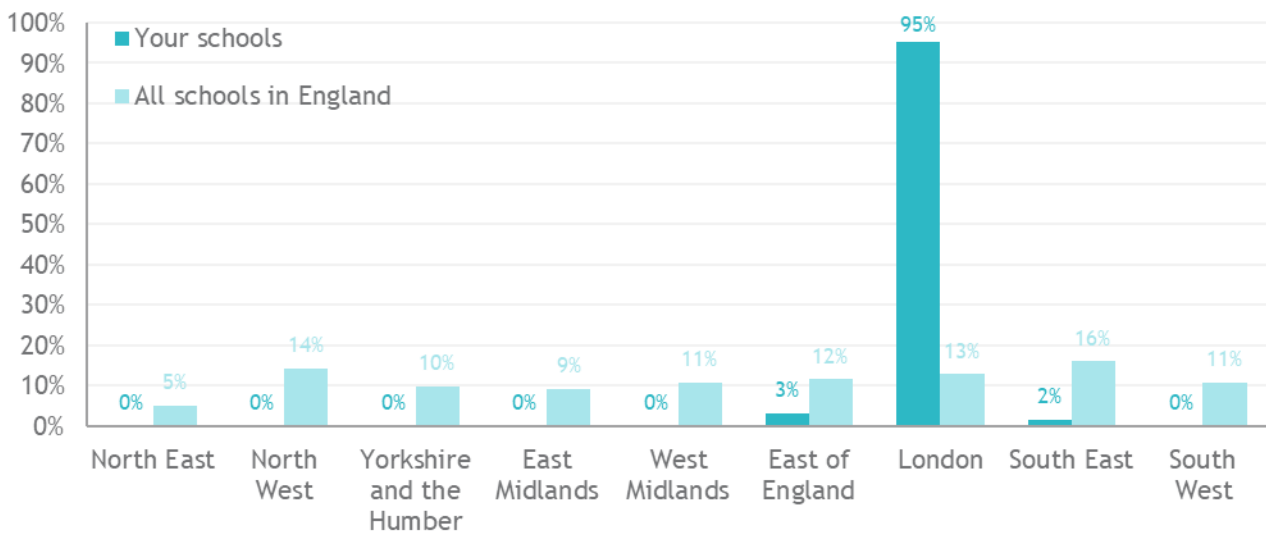
Your data: 63 schools / All schools in England: 23,939 schools

Pupils
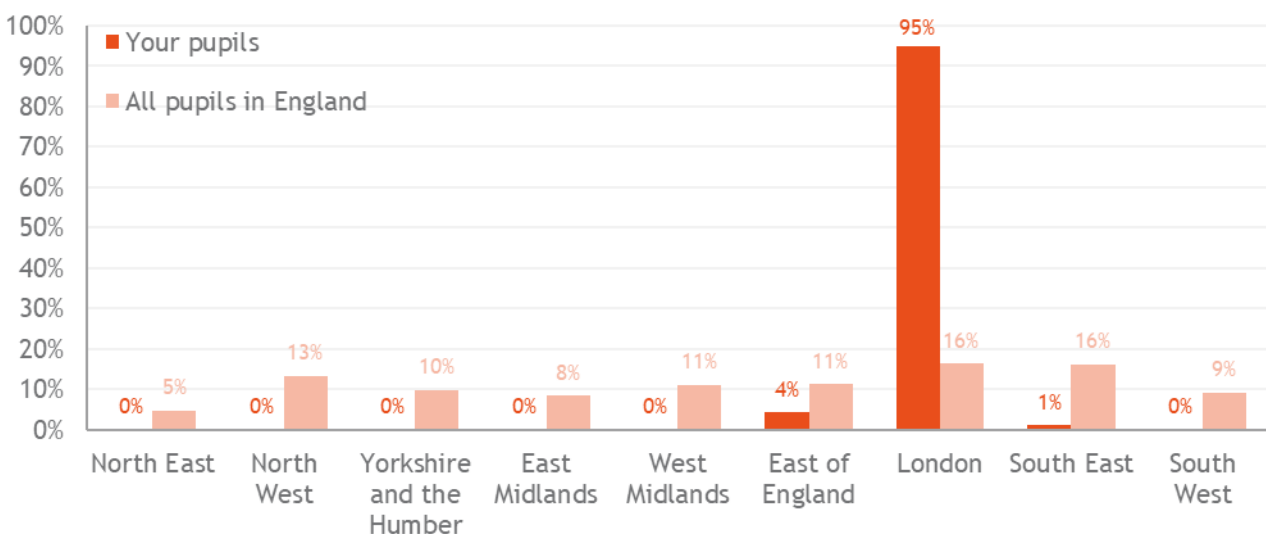
Your data: 2,800 pupils / All pupils in England: 8,761,470 pupils

Sex of school intake
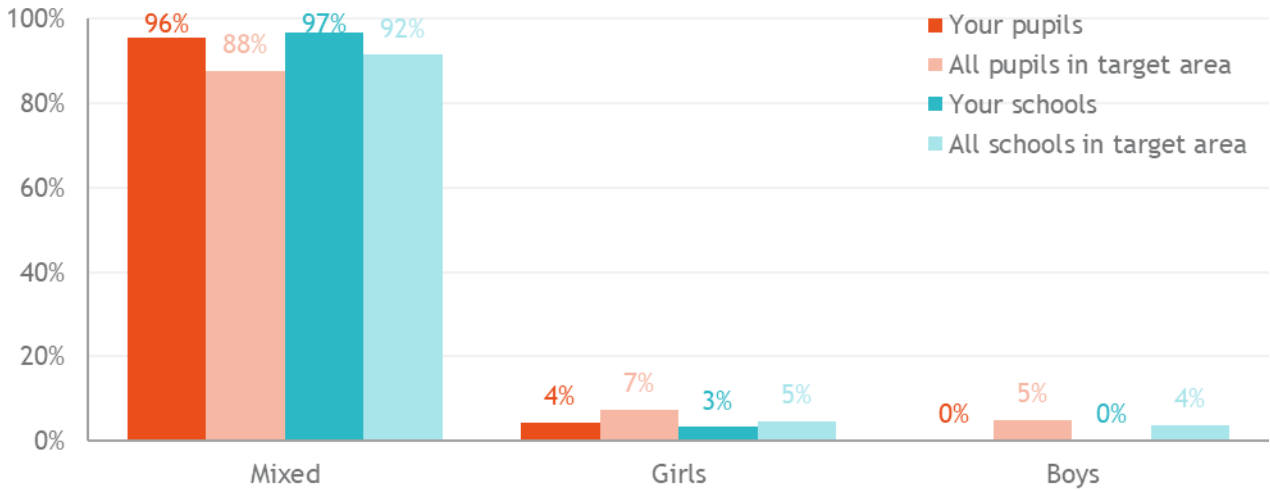
Your data: 2,770 pupils / 62 schools

Target area: 1,431,981 pupils / 3,060 schools

This describes the intake of your schools, and how many of your pupils go to schools of these types, not the gender of your pupils.

Phase-type grouping[2]
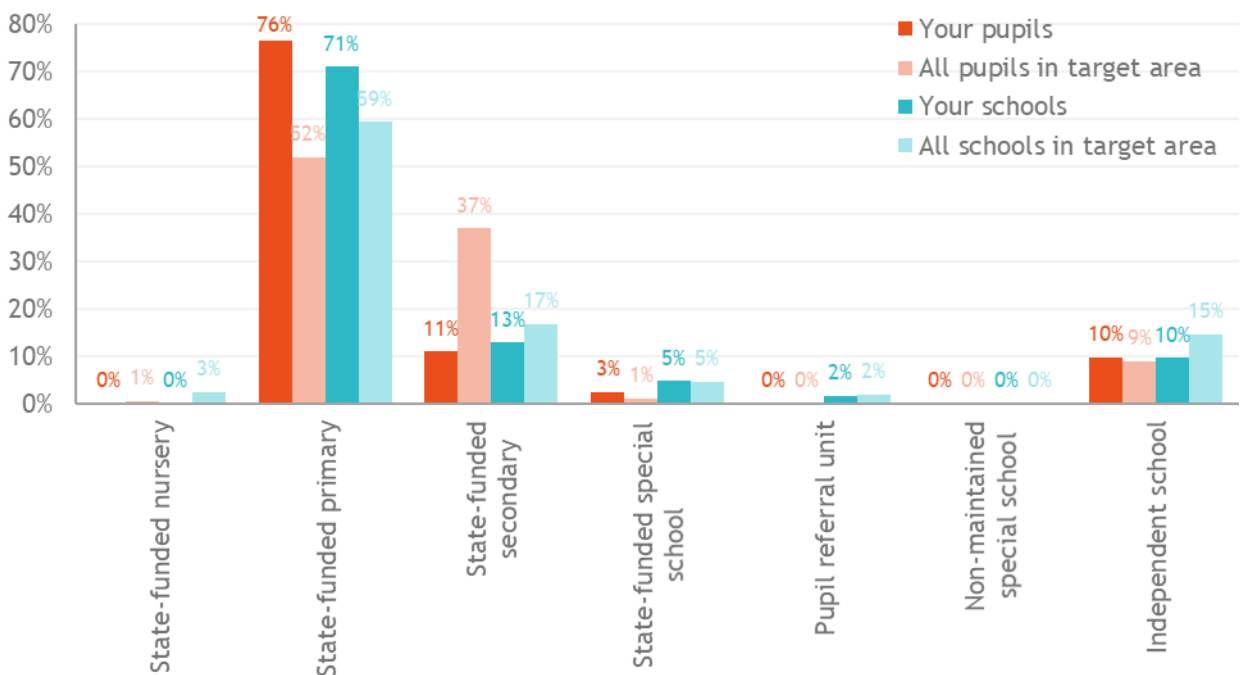
Your data: 2,770 pupils / 62 schools

Target area: 1,432,153 pupils / 3,061 schools

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[2] Phase type describes the 'phase' of education that the school provides – either Nursery, Primary, Secondary, or All-through. 'Special' and 'Pupil referral unit/alternative provision' are also considered phases.

Type of establishment[3]

Chart legend:
- Your pupils
- All pupils in target area
- Your schools
- All schools in target area

Category	Your pupils	All pupils in target area	Your schools	All schools in target area
Academy	17%	36%	16%	25%
Community School	36%	35%	37%	34%
Foundation School	5%	2%	5%	2%
Free School	5%	3%	3%	4%
Voluntary Aided School	26%	14%	27%	17%
Voluntary Controlled School	0%	0%	0%	0%
Pupil referral unit	0%	0%	2%	1%
Other independent school	10%	9%	10%	15%
Other type	0%	0%	0%	0%

Your data: 2,770 pupils / 62 schools
Target area: 1,420,187 pupils / 2,963 schools

The phase-type grouping and type of establishment charts show if you are over- or under-serving a particular school type. If this is the case, is it in line with your priorities? If not, how could you go about reducing some of the barriers for those whom you are underserving?

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[3] Refers to the governance of the school, as either community, voluntary aided, voluntary controlled, foundation, independent, or academy, with further 'types' defined by whether or not they are a free school or pupil referral unit or alternative provision school. More detail is available in the appendices.

Admissions policy[4]
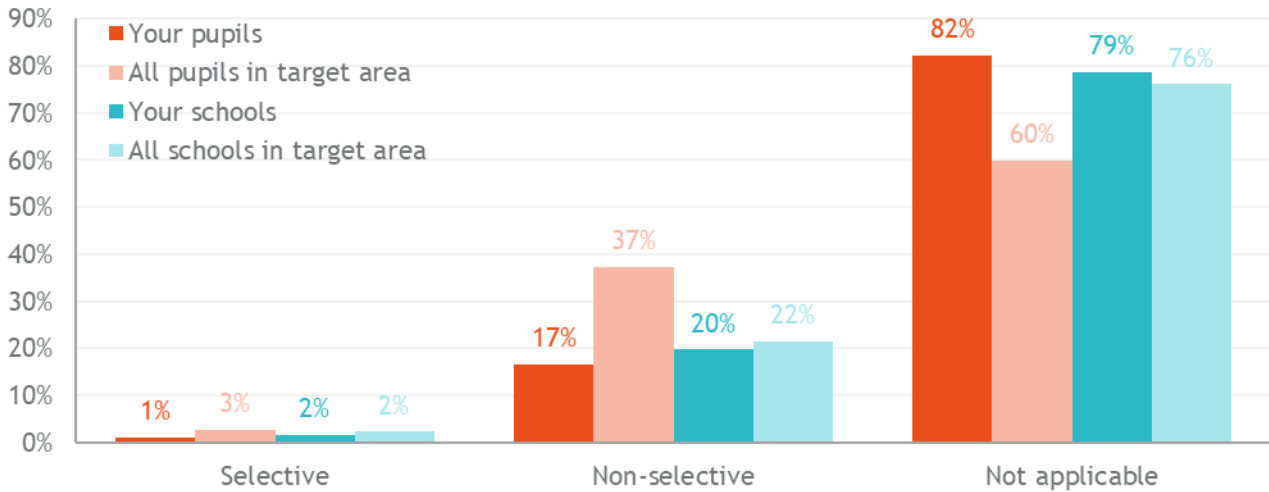
Your data: 2,740 pupils / 61 schools

Target area: 1,394,051 pupils / 2,950 schools

Denomination
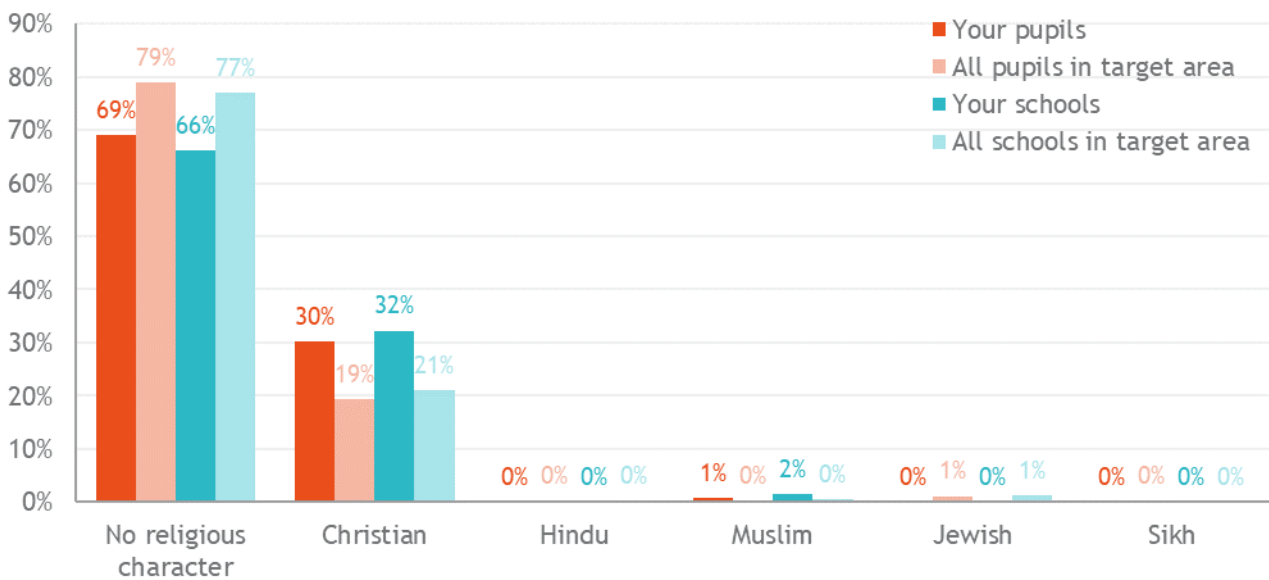
Your data: 2,770 pupils / 62 schools

Target area: 1,431,454 pupils / 3,060 schools

This describes the denomination of your schools, and how many of your pupils go to schools of these types, not the religion of your pupils.
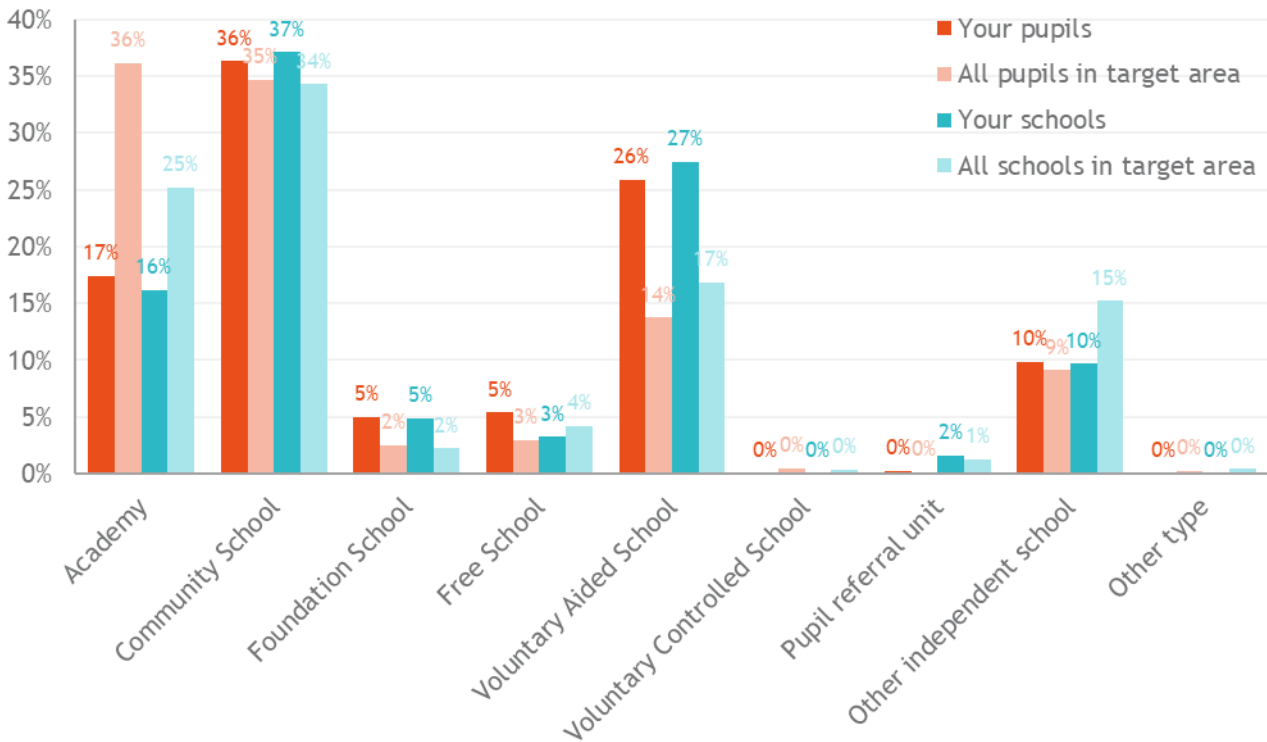
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[4] Primary schools fall into the 'Not applicable' category

Rural Urban Classification[5]
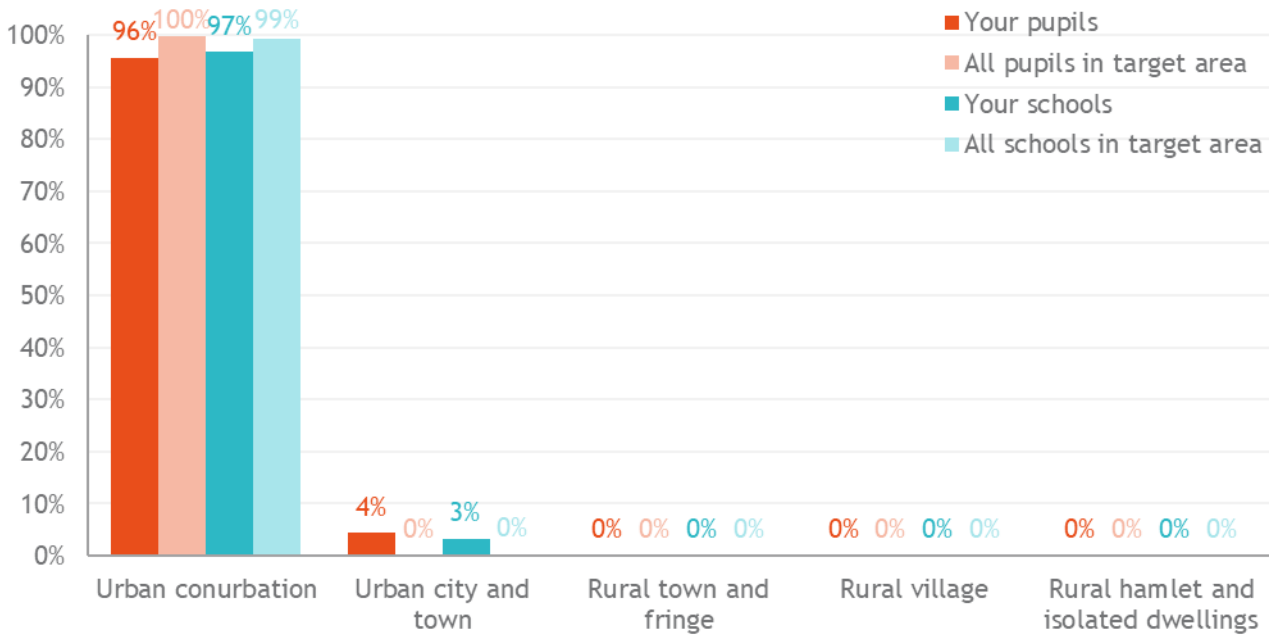
Your data: 2,770 pupils / 62 schools

Target area: 1,429,244 pupils / 3,059 schools

This describes the location of your schools, and how many of your pupils go to schools in these locations, not where pupils themselves live.

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[5] Rural Urban Classification is an Official Statistic used to determine whether an area is rural or urban. Schools have been classified based on the settlement within which they are located. More information on RUC categories and definitions is available in the appendices.

Year group and key stage

This analysis is based on data you provided about the year groups of pupils at each session. Any sessions where this data was not available are not included in these charts.

Pupils by year group
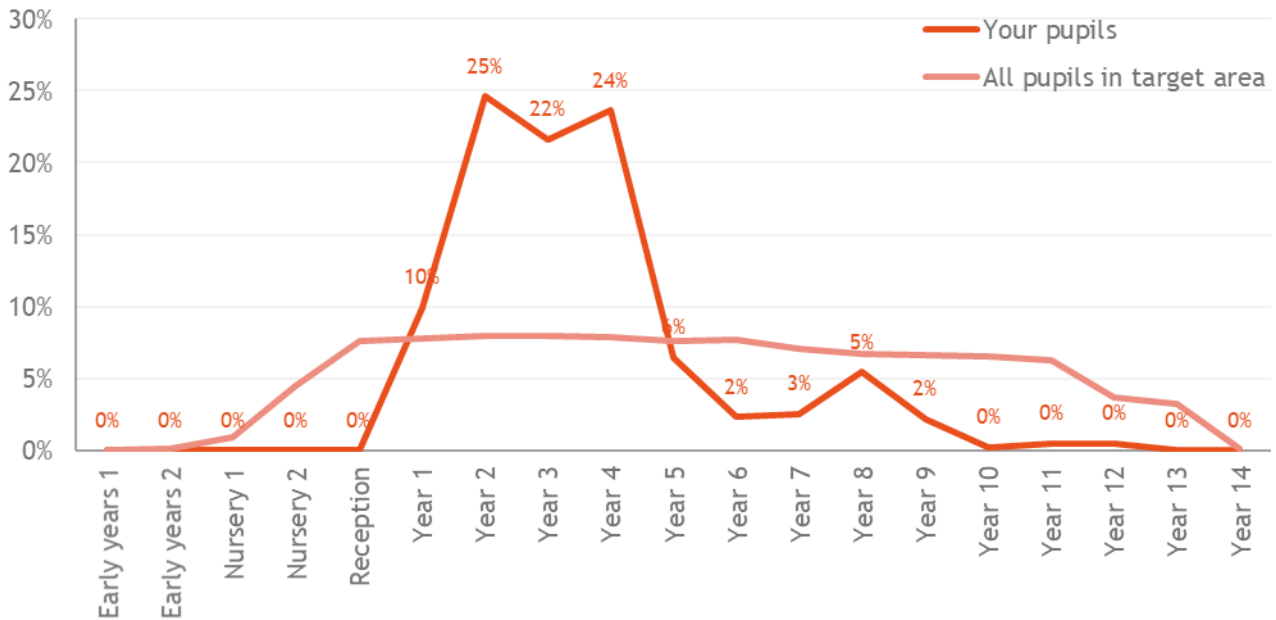
Your data: 2,800 pupils / Target area: 1,302,404 pupils

Pupils by key stage
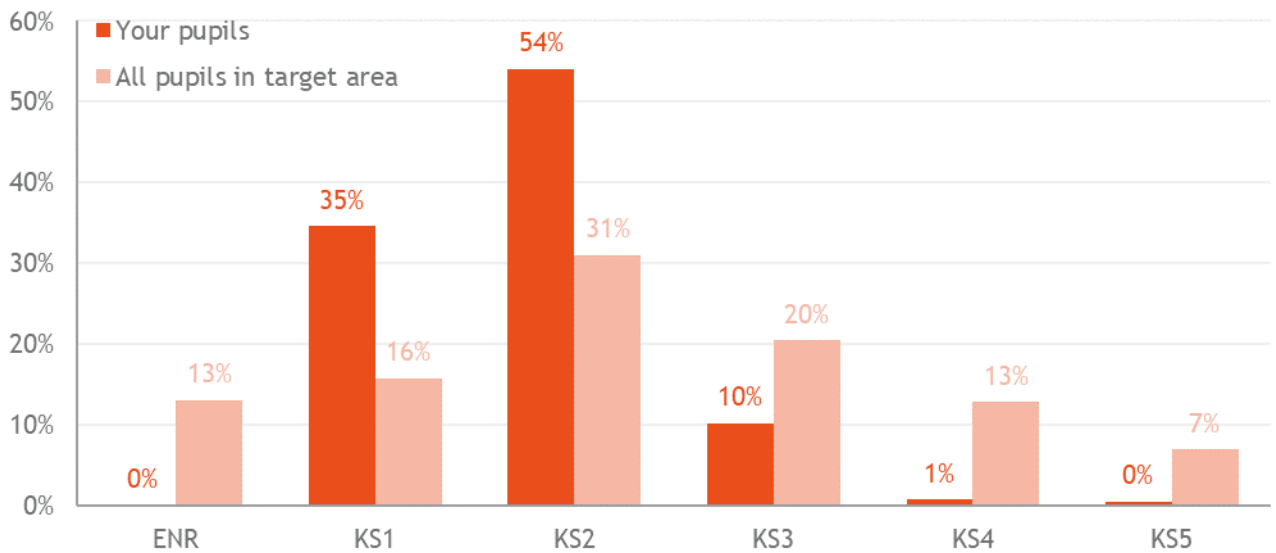
Your data: 2,800 pupils / Target area: 1,302,404 pupils

ENR refers to Early Years, Nursey, and Reception. KS1 is years one and two, KS2 years three to six, KS3 years seven to nine, KS4 years 10 and 11 (when GCSE subjects are usually taught), and KS5 years 12 to 14 (when pupils will usually be studying for A/AS Levels or International Baccalaureate).

Modelled pupil characteristics

The following pupil profiles are modelled, based on the percentage of pupils of each type per school, according to the School Census. As such, this analysis assumes the pupils you engaged are representative of their school's population.

Pupil Premium

Your data: 2,498 pupils / Target area: 1,137,709 pupils
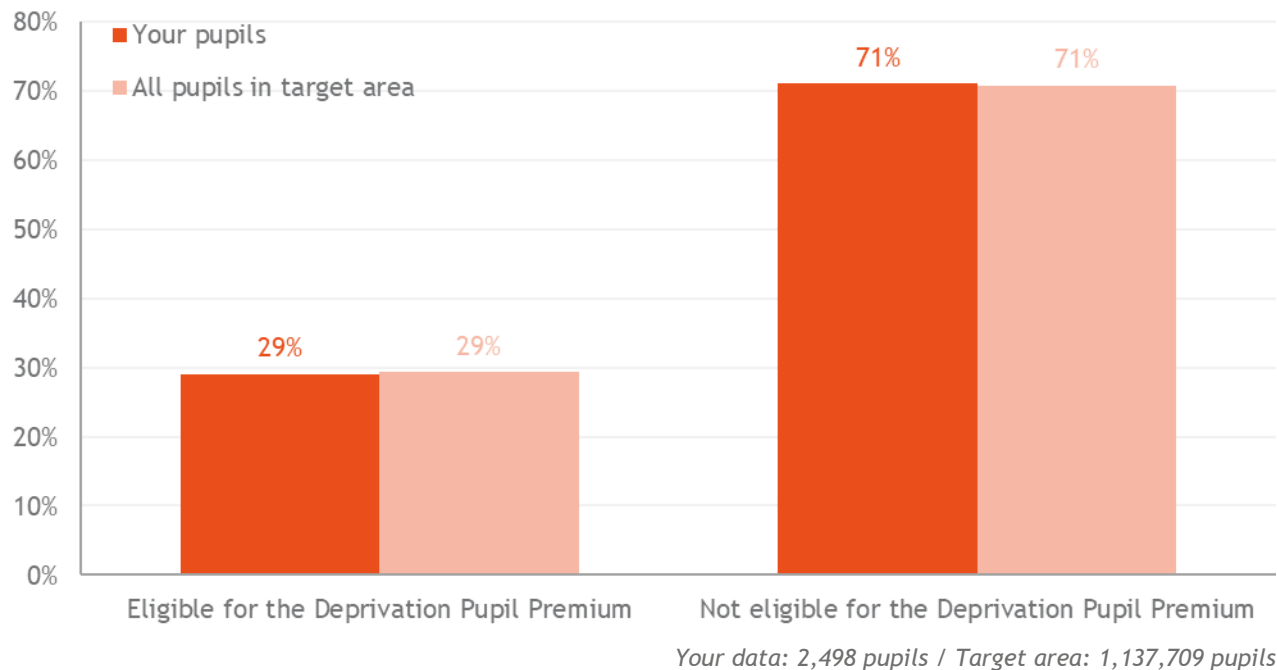
Are you engaging fewer pupils that are eligible for Pupil Premium payments than are in your target area? You could do research into Pupil Premium in your target area and develop relationships with those schools with larger numbers of Pupil Premium payments.

Ethnic origin
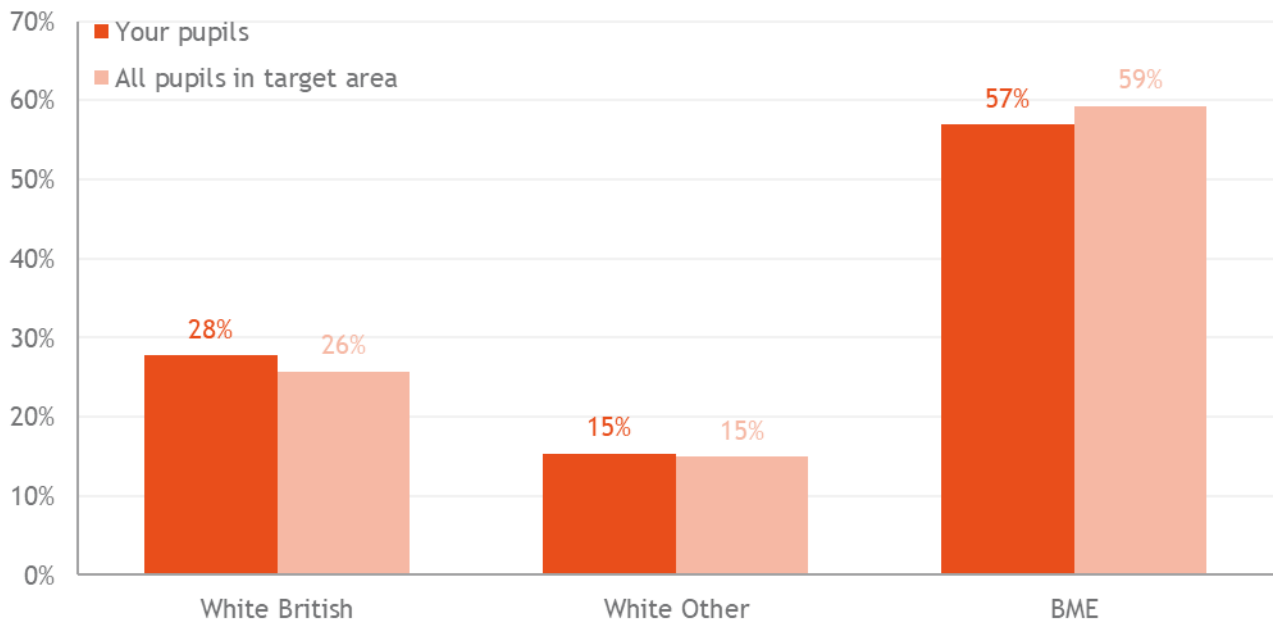
Your data: 2,462 pupils / Target area: 1,276,911 pupils

This is a useful indication of how ethnically diverse your schools are, compared to all the schools in your target area. Are you aware of the range of ethnic communities in your target areas, and relationships you might need to build?

English as an additional language
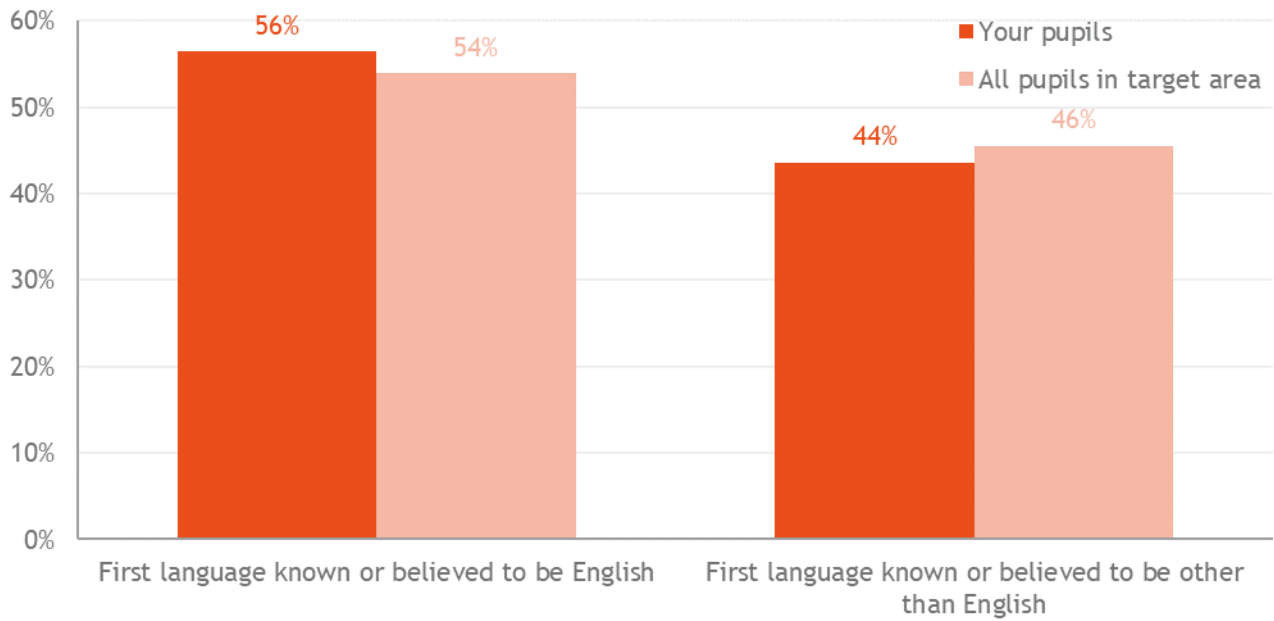
Your data: 2,489 pupils / Target area: 1,302,406 pupils

English as an additional language can be used as an indicator of relative levels of recent overseas immigration into an area, and may suggest opportunities for work presented in languages other the English.

Are you aware of the breadth of communities in your target area? Could your work with schools be a way of strengthening your links with them?

Modelled arts and culture engagement

The following Audience Spectrum and Active Lives profiles are modelled, based on the populations of the local authorities of the schools your pupils attend. As well as assuming that the pupils you engaged are representative of all pupils at their schools, this analysis also assumes the pupil intake of your schools represents the wider population of the local authority in which it sits. As such these profiles should not be taken as directly expressing the profile of the pupils you engaged, and should only be used to indicate possible over- or under-representations.

Audience Spectrum profile
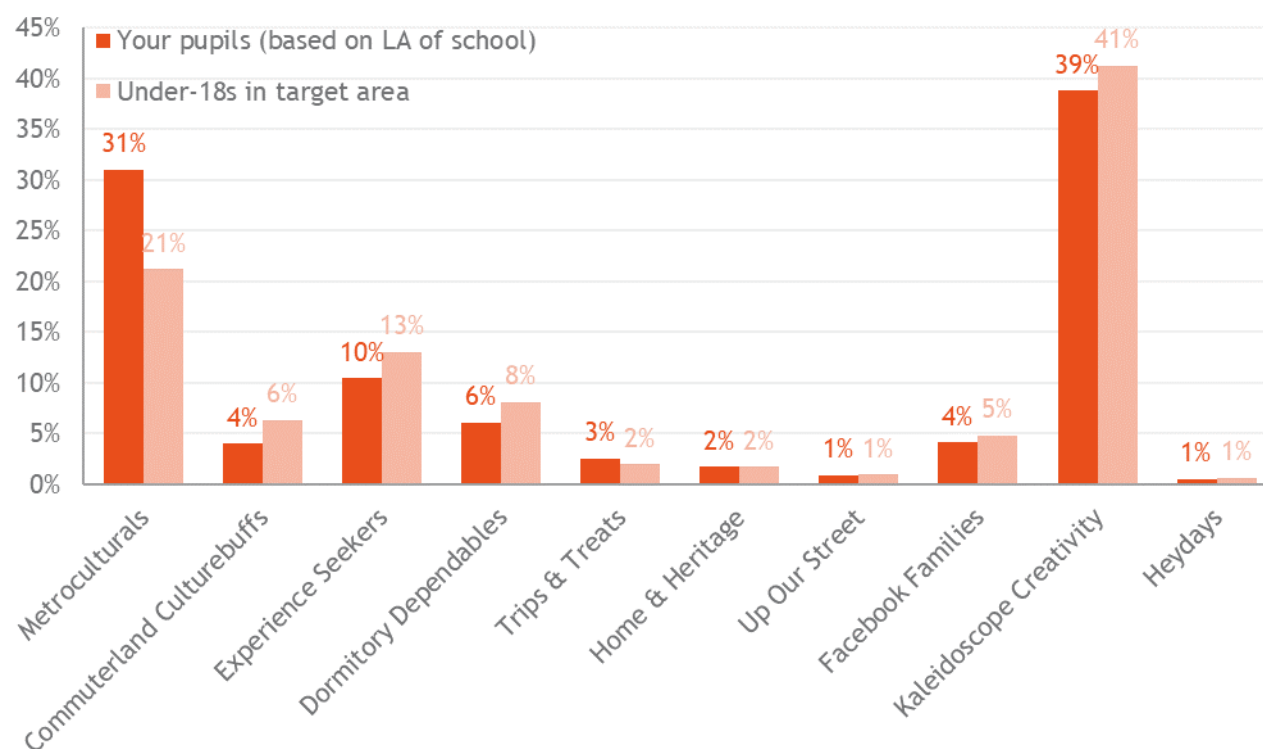
Your data: 2,800 pupils / Target area: 1,986,824 under-18s

You can find descriptions of each segment in appendix vii, with more information available online at www.theaudienceagency.org/audience-spectrum. If you are signed up to Audience Finder (which is free, whether or not you organisation contributes data) you can also access interactive maps which show the distribution of the different segments in your target area.

Have a look at the segment descriptions for top segments in your target area, read a bit about them and see how they compare to the top segments of those you engage. Which segments sound more like your target audience? To what extent are you reaching them?

A difference between who you're reaching and the population of your target area isn't necessarily a bad thing – it's down to your institutional priorities.

Arts and culture attendance and participation

The following chart shows levels of attendance and participation from the Active Lives survey, based on the question "In the last 12 months, have you done any of these activities?"
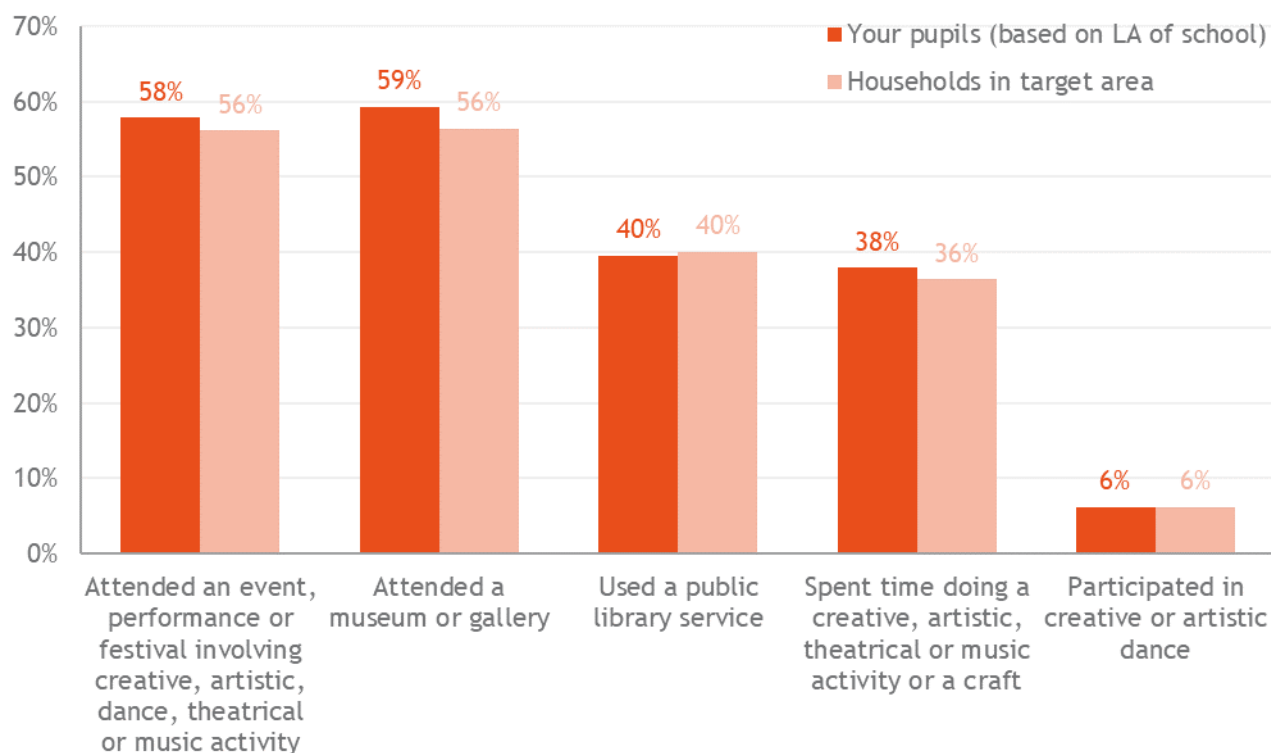
Your data: 2,800 pupils / Target area: 3,489,484 households

An estimated 58% of your pupils attend an arts event, or attend a museum or gallery, or spend time doing an arts activity each year, and an estimated 38% attend an arts event or spend time doing an arts activity.

This is an indicator of arts participation in the areas where your schools are based (and therefore where your pupils are most likely to live) and in your target area as a whole.

If the pupil percentage is lower than in your target area, that could be an indication that you are reaching pupils who are less likely to have arts opportunities (compared with all pupils in your target area.)

Due to the way your pupil profile is estimated, it will tend to look similar to your target area profile unless your target area is very large and the area you actually draw schools from very small, or vice versa.

Appendices

i. Primary data summary

Schools which are included in the School Census and students of these schools are included in all analyses. Schools not included in the School Census are only included in analyses relating to total number of schools/pupils reached (page 4), region of school (page 9), and year group/Key Stage of pupils (page 14).

School	Local authority	Sessions	Pupils	Included in analysis	
				Schools	Pupils
Ecclesbourne Primary School	Croydon	5	142	Yes	Yes
Abacus Belsize Primary School	Camden	4	119	Yes	Yes
Coleridge Primary School	Haringey	4	100	Yes	Yes
Jotmans Hall Primary School	Castle Point	4	90	Yes	Yes
City of London School for Girls	City of London	3	92	Yes	Yes
St Patrick's Catholic Primary School	Greenwich	3	90	Yes	Yes
Elizabeth Selby Infants' School	Tower Hamlets	3	83	Yes	Yes
Lilian Baylis Technology School	Lambeth	2	70	Yes	Yes
St Peter's Catholic Primary School	Barking and Dagenham	2	60	Yes	Yes
Merton Court School	Bexley	2	60	Yes	Yes
Brookfield Primary School	Camden	2	60	Yes	Yes
Primrose Hill School	Camden	2	60	Yes	Yes
St Michael's C.E. Primary School	Enfield	2	60	Yes	Yes
Larmenier & Sacred Heart Catholic Primary School	Hammersmith and Fulham	2	60	Yes	Yes
St Mary's Catholic Primary School	Havering	2	60	Yes	Yes
Grafton Primary School	Islington	2	60	Yes	Yes
Hollymount School	Merton	2	60	Yes	Yes
Charlotte Sharman Primary School	Southwark	2	60	Yes	Yes
Bigland Green Primary School	Tower Hamlets	2	60	Yes	Yes
Culvers House Primary School	Sutton	2	58	Yes	Yes
Princess Frederica CE VA Primary School	Brent	2	54	Yes	Yes
St Peter's Eaton Square CE Primary School	Westminster	2	54	Yes	Yes
Colville Primary School	Kensington and Chelsea	2	50	Yes	Yes
Langdon Academy	Newham	2	50	Yes	Yes
Eaton House Girls School	Wandsworth	2	50	Yes	Yes

Millfields Community School	Hackney	2	45	Yes	Yes
Hillmead Primary School	Lambeth	2	40	Yes	Yes
Stroud Green Primary School	Haringey	2	39	Yes	Yes
St Elizabeth Catholic Primary School	Tower Hamlets	2	28	Yes	Yes
Alec Reed Academy	Ealing	1	40	Yes	Yes
Kelmscott School	Waltham Forest	1	35	Yes	Yes
Christ Church Bentinck CofE Primary School	Westminster	1	32	Yes	Yes
Aylesbury High School	Aylesbury Vale	1	30	Yes	Yes
Marsh Green Primary School	Barking and Dagenham	1	30	Yes	Yes
Oak Lodge School	Barnet	1	30	Yes	Yes
Sunnyfields Primary School	Barnet	1	30	Yes	Yes
Howard Primary School	Croydon	1	30	Yes	Yes
St Ann's Church of England Primary School	Haringey	1	30	Yes	Yes
St Paul's RC Primary School	Haringey	1	30	Yes	Yes
Andre Malraux School	Kensington and Chelsea	1	30	No	Yes
Thomas Jones Primary School	Kensington and Chelsea	1	30	Yes	Yes
Trinity Academy	Lambeth	1	30	Yes	Yes
Beal High School	Redbridge	1	30	Yes	Yes
Wanstead Church School	Redbridge	1	30	Yes	Yes
St Richard's CE Primary School	Richmond upon Thames	1	30	Yes	Yes
Christ Church C of E Primary School	Tower Hamlets	1	30	Yes	Yes
Stepney Greencoat Church of England Primary School	Tower Hamlets	1	30	Yes	Yes
Garratt Park School	Wandsworth	1	30	Yes	Yes
Belswains Primary School	Dacorum	1	27	Yes	Yes
Brackenbury Primary School	Hammersmith and Fulham	1	27	Yes	Yes
Dolphin School	Wandsworth	1	27	Yes	Yes
Sacred Heart Primary School	Richmond upon Thames	1	24	Yes	Yes
Boutcher Church of England Primary School	Southwark	1	24	Yes	Yes
Noor Ul Islam Primary School	Waltham Forest	1	22	Yes	Yes
Al-Sadiq and Al-Zahra Schools	Brent	1	21	Yes	Yes

Bishop John Robinson C.E. Primary School	Greenwich	1	21	Yes	Yes
Langford Primary School	Hammersmith and Fulham	1	20	Yes	Yes
Ambler Primary School	Islington	1	20	Yes	Yes
Reay Primary School	Lambeth	1	20	Yes	Yes
The Elmgreen School	Lambeth	1	20	Yes	Yes
Northway School	Barnet	1	10	Yes	Yes
Crampton Primary School	Southwark	1	10	Yes	Yes
New River College	Islington	1	6	Yes	Yes

ii. Secondary datasets: the School Census

The School Census collects data about pupils at all state funded schools on the day of the census (typically in January), as well as information about the characteristics of each school.

Included in School Census

All of the following types of establishment are required to take part in the School Census:

- **Maintained nursery schools** - nurseries with a maintained or direct grant status
- **Primary schools**
- **Middle schools**
- **Secondary schools**
- **Special schools** - maintained and non-maintained special schools, including hospital special schools and academy special schools
- **All-through schools** – does not include pupil referral units/alternative provision or special schools. All-through schools must accommodate both pupils under the age of 7 and over the age of 14
- **Pupil referral units/alternative provision** – includes pupil referral units, alternative provision academies and alternative provision free schools.
- **Academies** - including free schools, university technical colleges and studio schools
- **City technical colleges**

Definitions of the above are given in appendix vii.

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis, so may or may not be included in the census.

Not included in School Census

Registered independent schools do not participate in the School Census.

Alternative provision provided in a setting other than a pupil referral unit, AP academy or AP Free School, and **early years settings** (private, voluntary and independent) are not included within the School Census.

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis, so may or may not be included in the census.

As these schools are not included in the Census, they are not included in this report apart from in total counts of numbers of sessions and pupils, and counts/percentages by year group where this data has been provided.

The School Census asks for a host of data; the fields used in this report are:

- **Number of pupils** (overall and by year group). This is used to calculate the percentage of pupils in your target area with which you engaged through your activity, and the number of pupils of each key stage at schools in your target area.
- **Status of school** - these fields are all used to calculate the types of schools your engaged with, compared to all schools in your target area, covering:
  - Sex of school intake
  - Phase-type grouping
  - Type of establishment
  - Denomination
  - Admissions policy
  - Rural urban classification
- **Ethnic origin** of pupils. This is used to estimate the number and percentage of pupils you engaged with who identify with each listed ethnic group. The School Census gives the number of pupils of each ethnic group within the school as a whole, therefore the figures in this report assume that the pupils you engaged with are representative of the schools they attend.
- Number of pupils who speak **English as their first language**. This is used to estimate the number and percentage of pupils you engaged with who do not speak English as a first language. The School Census gives the number of pupils who speak or assumed to speak English as a first language within the school as a whole, therefore the figures in this report assume that the pupils you engaged with are representative of the schools they attend.

The School Census also records the number of pupils eligible for and taking **Free School Meals** within each school, which can be used as an indicator of disadvantage amongst pupils. However, Pupil Premium payments are generally considered a better indicator, due to the fact they consider pupil's circumstances over a six year period, rather than just on the day the Census takes place, and they take in a broader range of measures of potential disadvantage. As such, free school meal data is not included in this report, but is given on the accompanying spreadsheet.

iii. Secondary datasets: Pupil Premium

The Pupil Premium was introduced in April 2011 and is additional funding given to state funded schools in England to raise the attainment of disadvantaged pupils. In this context, 'disadvantage' relates to family income, being in care or adopted from care, or being the child of a serving or pensioned member of the armed forces.

Schools receive an amount of funding each year for every pupil in their school (as of the previous year January) who meets the eligibility criteria. Pupils who are eligible for Pupil Premium funding include:

- Those who have been eligible for Free School Meals at any point in the past 6 years – typically pupils who receive or whose parents/guardians receive one or more of:
    - Income Support
    - Income-based Jobseeker's Allowance
    - Income-related Employment and Support Allowance
    - Support under Part VI of the Immigration and Asylum Act 1999
    - The guaranteed element of Pension Credit
    - Child Tax Credit
    - Working Tax Credit run-on
    - Universal Credit
- Looked-after or previously looked-after children
- Children who have had or currently have a social worker
- Those who act as carers

The DfE publishes the number of Pupil Premium pupils per school each quarter. **Nurseries and independent/non-maintained schools are not eligible for Pupil Premium payments,** so any sessions undertaken with such institutions are not included in the Pupil Premium analysis in the report.

In addition to pupils at these institutions, there are some eligible pupils who aren't included in DfE reporting, and are therefore not included in this report. This is usually due to small sample sizes meaning data would not be anonymous at school-level. Such pupils may include looked-after children, pupils recorded on the Alternative Provision census as being in receipt of Free School Meals, service children, and general hospital school pupils.

Pupil Premium vs. Free School Meals

Pupil Premium eligibility is a better measure of disadvantage than Free School Meals eligibility for two main reasons

- The Pupil Premium takes in a wider set of eligibility criteria than Free School Meals funding.[6]

- Pupils can drop in and out of Free School Meal eligibility as it is dependent on their parents' employment status which may change from term to term. Research shows that having been in receipt of free school meals at any point in the previous six years is a better indicator of disadvantage than *current* eligibility – and this is one of the criteria for the Pupil Premium.[7]

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[6]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf (last checked January 2020)- a paper from the DfE in 2013 which describes how the eligibility criteria for Pupil Premium aims to provide funding for a wider range of disadvantaged pupils

[7] https://mk0ffteducation79fru.kinstacdn.com/wp-content/uploads/2017/06/FFT-Research-Pupil-Premium-and-the-Invisible-Group.pdf (last checked January 2020)- a paper from FFT Education which looks at attainment amongst pupils who have been eligible for Free School Meals for different amounts of time

iv. Secondary datasets: Audience Spectrum

Audience Spectrum is a powerful arts, culture and heritage-specific geodemographic profiling tool developed by The Audience Agency. Audience Spectrum describes the British population in terms of their attendance, participation and engagement in the arts, culture and heritage, as well as behaviours, attitudes and preferences at arts, museums and heritage organisations.

Audience Spectrum is used in this report to predict the most likely types of pupils engaged with through activity with schools, based on the levels of arts and cultural engagement in the local authority in which the school is based.

Segments are determined at the household level – that is to say, everyone within a given household will share the same segment – generally determined by the characteristics of the adults in that household.

There are ten segments, grouped into 3 categories as follows:

- Higher engagement
    - Metroculturals
    - Commuterland Culturebuffs
    - Experience Seekers
- Medium engagement
    - Dormitory Dependables
    - Trips and Treats
    - Home and Heritage
- Lower engagement
    - Up Our Street
    - Facebook Families
    - Kaleidoscope Creativity
    - Heydays

Pen portraits of each segment are given in appendix vii, and more details are available at www.theaudienceagency.org/audience-spectrum.

v. Secondary datasets: Active Lives

Active Lives is a population survey, commissioned by Sport England, which carries arts and culture-specific questions on behalf of Arts Council England. It supersedes the Active People survey, which carried arts and culture questions between 2008 and 2010.

The survey measures five aspects of arts and cultural participation:

- **Arts participation** (doing creative, artistic, theatrical or music activity or a craft)
- **Arts attendance** (attending an event, performance or festival involving creative, artistic, dance, theatrical or music activity)
- **Museums and gallery** attendance
- Use of a **public library service**
- Participation in **dance activities**, including creative and artistic dance.

Definitions of activity are as follows:

- **Spent time doing a creative, artistic, theatrical or music activity or a craft**. Activities connected with:
    - Painting
    - Artistic photography
    - Sculpture
    - Digital or electronic art music
    - Crafts
    - Music
    - Literature
    - Drama and the theatre
    - Carnivals
    - Circus
    - Festivals

    Includes professional, amateur and faith-based activities.

- **Attended an event, performance or festival involving creative, artistic, dance, theatrical or music activity**. Indoor or outdoor events, performances or festivals connected with:
    - Painting
    - Sculpture
    - Crafts
    - Music
    - Literature
    - Dance
    - Drama and the theatre
    - Carnivals
    - Circus

    Includes photography exhibitions; professional, amateur and faith-based events; live cinema screenings of an arts or creative event or performance. Does not include attending the cinema to watch a film.

- **Attended a museum or gallery**. Covers museums and galleries attended "in your local area and elsewhere"

- **Use a public library service**. Includes public library services used locally and elsewhere during visits to library buildings and mobile libraries, as well as library services accessed online. Services include:
  - Book borrowing
  - E-book borrowing
  - Accessing information
  - Attending meetings, events, courses, or clubs
- **Creative or artistic dance**. Includes:
  - Ballet
  - Ballroom
  - Belly dancing
  - Contemporary
  - Contact improvisation
  - Flamenco
  - Folk
  - Hip-hop
  - Historical/period
  - Irish
  - Jazz
  - Jive
  - Latin American
  - Line or square dancing
  - Salsa
  - Street dance
  - South Asian
  - Tango
  - Tap

The survey has a target sample of 198,250 per year and provides estimates of the levels of arts and culture attendance and participation amongst the population of each of England's 326 local authorities. Results are accurate to within around +/-4% for each local authority.

In this report, we use the results for residents of a local authority as a proxy for pupils from schools within that local authority. Therefore the Active Lives analysis in this report should only be used as a **guide to the possible profile** of pupils with whom you engaged, based on the wide area in which they are likely to live. It is not a description of the actual levels of arts and culture attendance/participation amongst the pupils you reached.

vi. School types and School Census terminology

The School Census uses a number of terms which, in other contexts, may have different meanings. Some of the categories used can also be a little impenetrable. This section provides a glossary of School Census terms used elsewhere in this report.

Academy

Academies are publicly funded independent schools that are given money directly from the government rather than via a local authority. Academies follow the National Curriculum in core subjects but are allowed to create their own curriculums for non-core subjects.

Admissions policy

Describes whether the school is selective (i.e. admits students on the basis of some sort of selection criteria) or not (i.e. accepts all students). Selective schools include grammar schools, selective technical colleges, and religious schools. Schools for which this coding isn't applicable include primary schools, special schools and hospital schools.

City academy

Academies set up to improve performance of schools in deprived areas.

City technology college

City technology colleges are independent schools in urban areas, with an emphasis on science and technology. They're funded directly by the government, and businesses may also contribute.

Community school

AKA local authority maintained schools. They are not aligned with business or religious groups and follow the national curriculum.

Denomination

Describes whether a school is a faith school or not, and if so what religion they are associated with.

English as/not as a first language

The categories used to record ethnic origin are in line with those used in the most recent UK census. Whether or not a pupil speaks English as their first language is self-defined by each pupil's parent/guardian, or pupils themselves (where the pupil is deemed mature enough to have capacity to understand and agree to share their personal data with others)

As parents/guardians/pupils may decline to give their ethnicity, the base number of pupils on this measure may differ from the total number of pupils in your schools/in the target area.

Ethnicity

The categories used to record ethnic origin are in line with those used in the most recent UK census. Ethnic origin is self-defined by each pupil's parent/guardian, or pupils themselves (where the pupil is deemed mature enough to have capacity to understand and agree to share their personal data with others).

As parents/guardians/pupils may decline to give their ethnicity, the base number of pupils on this measure may differ from the total number of pupils in your schools/in the target area.

Faith school/academy

Faith schools have to follow the National Curriculum but can choose what they teach in Religious Education lessons. Faith schools may have different admissions criteria and staffing policies to state schools, although anyone can apply for a place.

Faith academies do not have to teach the national curriculum and have their own admissions processes.

Foundation school

Foundation schools and voluntary schools are funded by the local authority but are run by a school governing body and have more freedom to change the way they do things. Faith schools often take this form.

Free school

Free schools are a type of academy. They are independent from the local authority and receive direct funding from the government. They can be set up by organisations such as charities, universities, independent schools, faith groups, parents or businesses. Free schools cannot use academic selection processes like a grammar school. University technical colleges, studio schools, and new academies set up via a local authority competition are all types of free school.

Free School Meals

Eligibility for free school meals varies from local authority to local authority, but are generally available to pupils who receive/whose parents/guardians receive:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

- The guaranteed element of Pension Credit
- Child Tax Credit
- Working Tax Credit run-on
- Universal Credit

Grammar school

Grammar schools can be run by a local authority, foundation body or an academy trust. They are selective (i.e. can choose students based on an entry test.)

Phase-type grouping

Phase type describes the 'phase' of education that the school provides – either Nursery, Primary, Middle (deemed primary), Middle (deemed secondary), Secondary, or All-through (schools that make provision for pupils aged under 7 and over 14, not including pupil referral units/alternative provision or special schools). 'Special' and 'Pupil referral unit / alternative provision' are also considered phases.

Each school in the census selects one phase only.

Private/independent school

These schools are not funded by the government (charging fees instead) and do not need to follow the National curriculum. They do not take part in the School Census.

Rural Urban Classification

Rural Urban Classification (RUC) is an Official Statistic used to determine whether an area is rural or urban. This categorisation is applied to every output area in the UK (output areas are small subdivisions of the UK, with each covering around 300 households). There are ten categories:

- Urban major conurbation
- Urban minor conurbation
- Urban city and town
- Urban city and town in a sparse setting
- Rural town and fringe
- Rural village
- Rural hamlet and isolated dwellings
- Rural town and fringe in a sparse setting
- Rural village in a sparse setting
- Rural hamlet and isolated dwellings in a sparse setting

OAs belonging to settlements with populations of 10,000 or more are classed as urban, and other OAs are classed as rural. The urban and rural categories are then refined by settlement type: for urban areas the settlement types are major conurbation, minor conurbation, and city and town, and for rural areas town and fringe, village, or hamlet and isolated dwelling. These settlement types are defined according to their population density.

Categories are then further refined depending on whether or not an OA is located in a sparse setting or not, based on density profiles in the surrounding area.

You may notice that seemingly 'urban' areas have some schools classified as being in rural areas, and vice versa. This is because an OA classed as rural does not necessarily exclusively contain open countryside, and an urban OA may contain open countryside; RUC is based on population and dwelling density, not one based on landscape or the nature of a place, or how residents might think of their local area.

Sex of school intake

Schools are classified as either Girls, Boys, or Mixed, depending on whether or not the school accepts only Girls, Boys, or pupils regardless of sex. Note, where sex is mentioned in this report it refers to the intake of the school, not the gender of pupils themselves.

Special school

Covers maintained and non-maintained special schools, including hospital special schools and academy special schools. Special Schools are schools created for children with Special Educational Needs and follow a different National Curriculum that correlates with pupil's ability levels.

State/Maintained school

Primary or secondary schools offered to all children without charge, funded by taxation (either via an LEA or directly from the government.) Most schools in the UK fall into this category.

Studio school

Studio Schools have relatively small numbers of pupils (less than 300) and are sponsored by existing schools, colleges, and community groups. They work with businesses and enterprises who support the schools through activities such as mentoring, work placements, and curriculum design and delivery, and generally take 14-19 year olds.

Trust school

The same as foundation schools in terms of governance and curriculum, but with a different ownership structure.

Type of establishment

Refers to the governance of the school, as either community, voluntary aided, voluntary controlled, foundation, independent, or academy, with further 'types' defined by whether or not they are a free school or PRU/AP school. 26 types as reported by schools are grouped into nine types in this report:

- Academy
    - Academy 16-19 Converter
    - Academy 16-19 Sponsor Led
    - Academy Alternative Provision Converter
    - Academy Alternative Provision Sponsor Led
    - Academy Converter
    - Academy Special Converter
    - Academy Special Sponsor Led
    - Academy Sponsor Led
- Community School
    - Community School
    - Community Special School
- Foundation School
    - Foundation School
    - Foundation Special School
- Free School
    - Free Schools
    - Free Schools - 16-19
    - Free Schools - Alternative Provision
    - Free Schools Special
- Voluntary Aided School
- Voluntary Controlled School
- Pupil referral unit
- Other independent school
    - Non-Maintained Special School
    - Other Independent School
    - Other Independent Special School
- Other type
    - City Technology College
    - Studio Schools
    - University Technical College
    - LA Nursery School

University technical college

A type of free school for 14-19 year olds, UTCs pupils study academic subjects as well as practical subjects leading to technical qualifications. The curriculum is designed by the school's sponsors (universities and employers), who also provide work experience for students.

Voluntary aided school

Usually religious schools, although anyone can apply for a place, voluntary aided schools are funded by both the local authority and a supporting body (e.g. a religious group)

Voluntary controlled school

Similar to voluntary aided schools, they are funded entirely by a local authority, but the supporting body are consulted about the admission policy.

vii. Audience Spectrum segment descriptions

Audience Spectrum is used in this report to predict the most likely types of pupils engaged with through activity with schools, based on the levels of arts and cultural engagement in the local authority in which the school is based.

Segments are determined at the household level – that is to say, everyone within a given household will share the same segment – generally determined by the characteristics of the adults in that household. As such, the following pen portraits describe the characteristics of households and the adults within them (i.e. pupils' families and parents).

Metroculturals *(Higher engagement)*

Prosperous, liberal urbanites, Metroculturals choose a city lifestyle for the broad cultural opportunity it affords. They are therefore interested in a very wide spectrum of activity, but many tend towards their own preferred artform or style. Although active museum attenders, more engage with the arts and many on a weekly basis. Working in demanding but rewarding professions, they are highly educated and have a wide variety of other interests from food and travel to current affairs and architecture.

Commuterland Culturebuffs *(Higher engagement)*

Affluent and settled with many working in higher managerial and professional occupations. Commuterland Culturebuffs are keen consumers of culture, with broad tastes but a leaning towards heritage and more classical offerings. Mature families or retirees, living largely in leafy provincial suburban or greenbelt comfort, they are willing to travel and pay for premium experiences, their habits perhaps influenced by commuting. Motivations are multiple, ranging from social and self-improvement, to the pursuit of learning opportunities for older children. They tend to be frequent attenders and potential donors.

Experience Seekers *(Higher engagement)*

An important and significant part of urban arts audiences, these highly active, diverse, social and ambitious singles and couples are younger people engaging with the arts on a regular basis. Students, recent graduates and in the early to mid-stages of their careers, they live close to city centres, have easy access to and attend a wide variety of arts, museums galleries and heritage. Interests cover mainstream, contemporary and culturally diverse offers and attending is at the heart of their social lives. They are mostly in search of new things to do and have disposable income to spend on a variety of leisure activities like sports/arts memberships and

frequent visits to cafes, bars and restaurants. Digitally savvy, they will share experiences through social media on their smart phones.

Dormitory Dependables *(Medium engagement)*

A significant proportion of audiences are made up of this dependably regular if not frequently engaging group. Most live in suburban or small towns and show a preference for heritage activities, alongside popular and more traditional, mainstream arts. Many are thriving well off mature couples or busy older families; lifestage coupled with more limited access to an extensive cultural offer mean that culture is more an occasional treat or family outing than an integral part of their lifestyle.

Trips and Treats *(Medium engagement)*

While this group may not view arts and culture as a passion, they are reasonably active despite being particularly busy with a wide range of leisure interests. Comfortably off and living in the heart of suburbia their children range in ages, and include young people still living at home. With a strong preference for mainstream arts and popular culture like musicals and familiar drama, mixed in with days out to museums and heritage sites, this group are led by their children's interests and strongly influenced by friends and family.

Home and Heritage *(Medium engagement)*

Conservative in their tastes, this more mature group appreciates all things traditional: a large proportion are National Trust members, while classical music and amateur dramatics are comparatively popular. While this is not a highly engaged group – partly because they are largely to be found in rural areas and small towns – they do engage with the cultural activity available to them in their locality. They look for activities to match their needs and interests, such as accessible day-time activities or content exploring historical events.

Up Our Street *(Lower engagement)*

Living reasonably comfortable and stable lives, Up Our Street engage with popular arts and entertainment and museums, and are also visitors of heritage sites. Many are older and have some health issues, living on average or below average household incomes, so access in all its forms can be an issue. Modest in their habits and in their means, value for money and low-risk are important factors in leisure decision making.

Facebook Families *(Lower engagement)*

Arts and culture play a very small role in the lives of this younger, cash-strapped group living in suburban and semi-urban areas of high unemployment. They are the least likely to think themselves as arty, while less than a third believe that the arts is important. Nevertheless, they do go out as families: cinema, live music, eating out and pantomime.

Kaleidoscope Creativity *(Lower engagement)*

Characterised by low levels of cultural engagement despite living in and around city areas where plenty of opportunities are within easy reach. A great mix of people comprise this segment with a wide range of ages, living circumstances, resources and cultural backgrounds all living cheek-by-jowl. Low incomes and unemployment can present barriers to accessing some cultural provision. Nevertheless, two thirds do engage with more popular and accessible culture annually, some of this in the local community and outside the mainstream. Free, local events like outdoor arts, festivals and carnivals may appeal, and so might popular offerings like musicals and music events.

Heydays *(Lower engagement)*

Heydays are the group least likely to attend arts or cultural events, believing that the arts are no longer as important or relevant to them as perhaps they once were. Many live in sheltered or specially adapted accommodation for older people, and are excluded from many activities due to a raft of health, access and resource barriers. If they do engage this is likely to be participatory such as craft and knitting, painting, reading and writing activities organised by their sheltered housing, church group or community library.

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