



Department for
Digital, Culture,
Media & Sport



Historic England



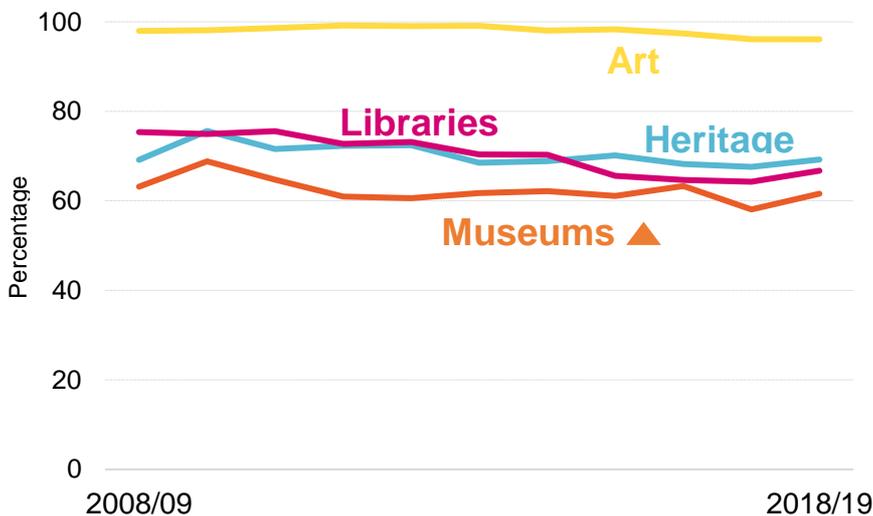
Taking Part Survey: England

Child Report, 2018/19

In 2018/19, the following proportions of children (aged 5-15) had engaged with cultural activities in the last 12 months:



Proportion of children (aged 5-15) who engaged with cultural activities in the last 12 months



▲▼ Statistically significant increase/decrease since 2017/18

Sports Participation: The Active Lives Survey provides comprehensive data on child sport participation and is the recommended source for evidence in this area.

Data collected in the Taking Part Survey on child participation in competitive sport can be found in the accompanying data tables for reference.

Taking Part is a household survey in England that measures engagement with the cultural sectors. The survey data is widely used by policy officials, practitioners, academics and charities.

This report presents the latest headline estimates of child (aged 5-15) engagement for the year April 2018 to March 2019.

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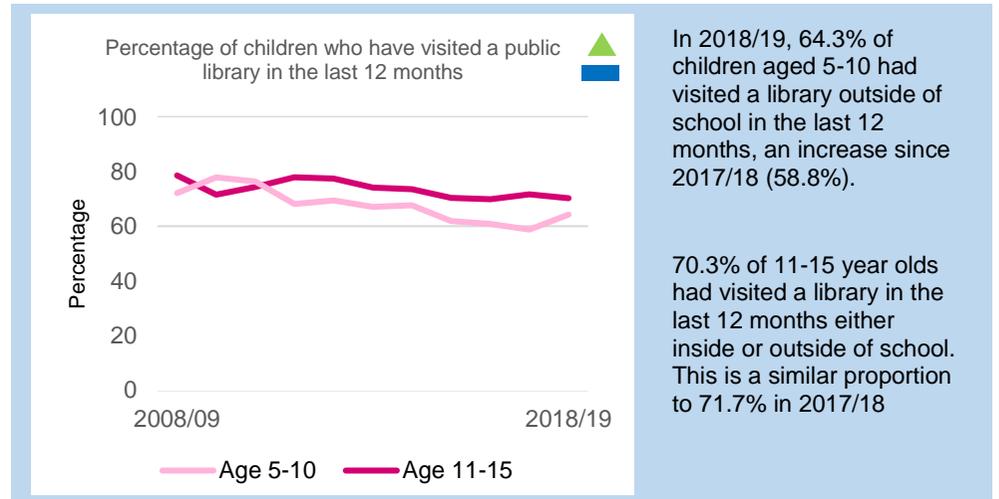
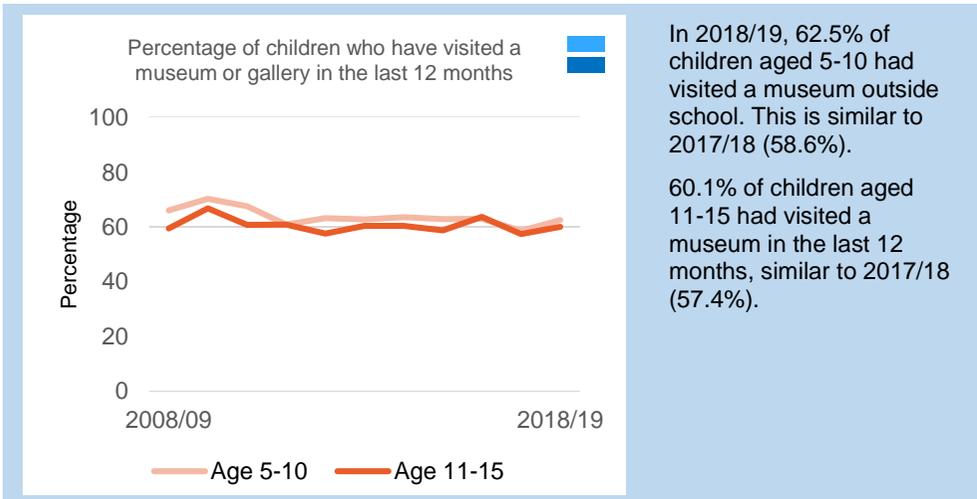
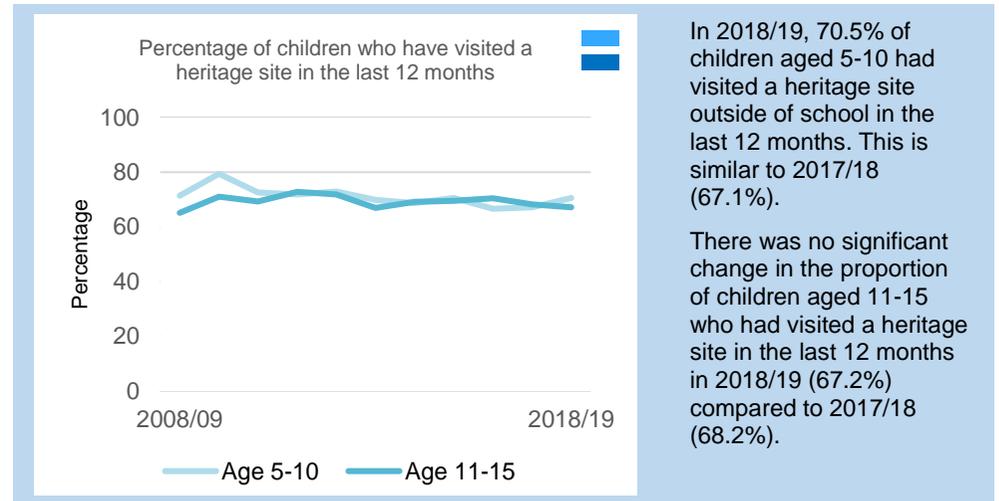
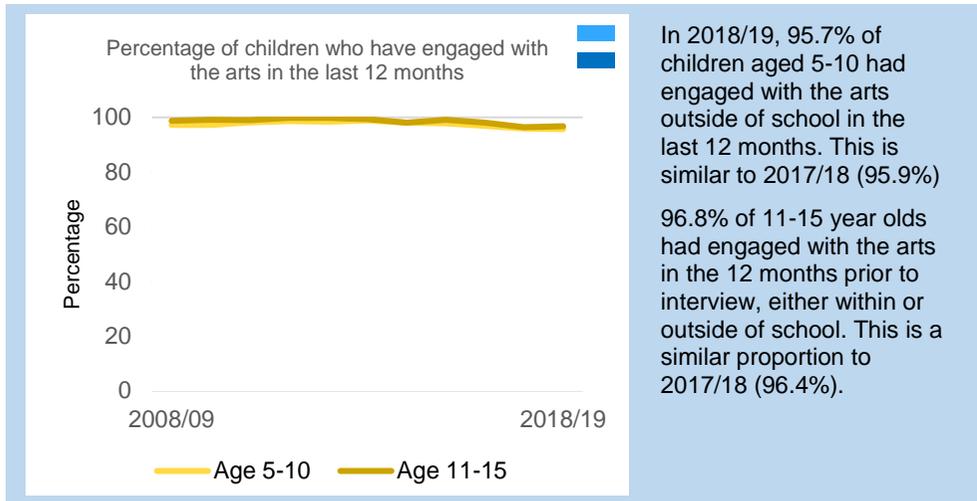
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Date: 19th September 2019

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Headline Summary of Trends



KEY:

Increase from 2017/18 for 5-10 year olds ▲

No change from 2017/18 for 5-10 year olds ■

Decrease from 2017/18 for 5-10 year olds ▼

Increase from 2017/18 for 11-15 year olds ▲

No change from 2017/18 for 11-15 year olds ■

Decrease from 2017/18 for 11-15 year olds ▼

Statistical significance

Statistics showing differences in cultural engagement between groups or over time, e.g. a higher level of engagement than the previous year, are reported on in this publication only where they are statistically significant i.e. where we can be confident that the differences seen in our sampled respondents reflect differences present in the population. For example the comment 'The proportion of children who had engaged with the arts in the week prior to interview in 2018/19 (82.5%) was lower than in 2017/18 (85.3%)' indicates that this is a statistically significant decrease.

Chapter 1: Arts

Statistics on child engagement in arts and culture both inside and outside of school help us to increase our knowledge and understanding about the impact of art and culture on young people's lives and to understand the longer term benefits of these interactions.

In 2018/19, almost all children aged 5-15 (96.1%) had engaged with the arts in the last 12 months, the same as in 2017/18.

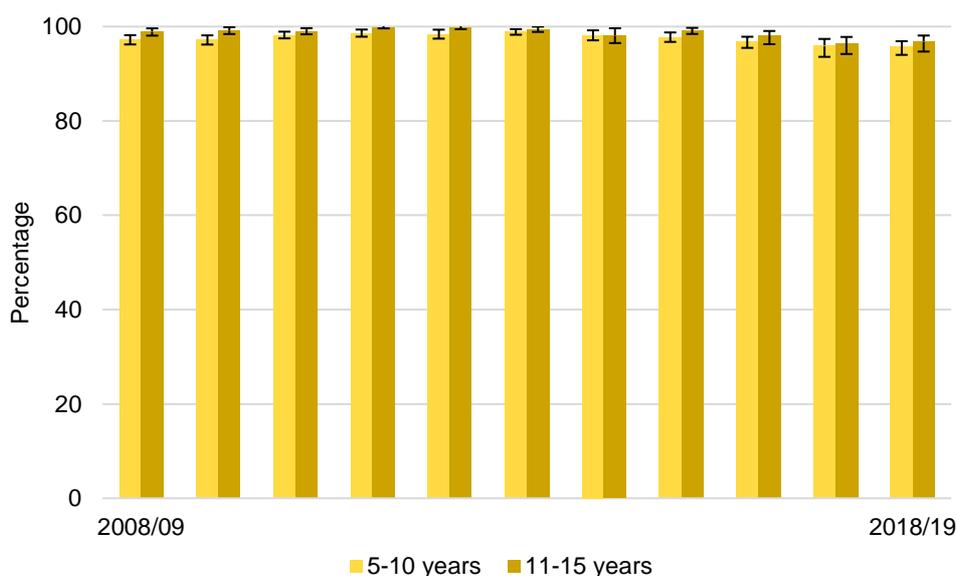
The proportion of children who had engaged with the arts in the week prior to interview in 2018/19 (82.5%) was lower than in 2017/18 (85.3%).

The survey questions for 5-10 year olds are completed by an adult on behalf of the child and ask about activities done outside of school only. The interview for 11-15 year olds is conducted with the young person themselves and the questions cover activities done both in school lessons and outside of school.

What is arts engagement?

Taking Part asks respondents whether they (11-15) / their child (5-10) have attended or participated in a range of arts events and activities, such as playing a musical instrument, taking a dance lesson or going to a carnival. The full list of eligible activities can be found in Annex C.

Figure 1.1: Arts engagement in the last 12 months, outside of school for 5-10 year olds, and both inside and outside of school for 11-15 year olds, 2008/09 to 2018/19



I 95% confidence interval

What is a 95% confidence interval?



The 95% confidence intervals are indicated by the 'I' shaped error bars on the charts. They show the range within which we are 95% confident the true value for the population falls.

When there is no overlap between the bars' range for two or more groups, we can be reasonably confident that the differences between groups or years represent true differences in the population.

Despite the greater range of activities included in the 11-15 year old questionnaire, and the inclusion of activities within school, levels of arts engagement in the last 12 months for children aged 11-15 (96.8%) were not significantly higher than those for children aged 5-10 (95.7%).

5-10 year olds

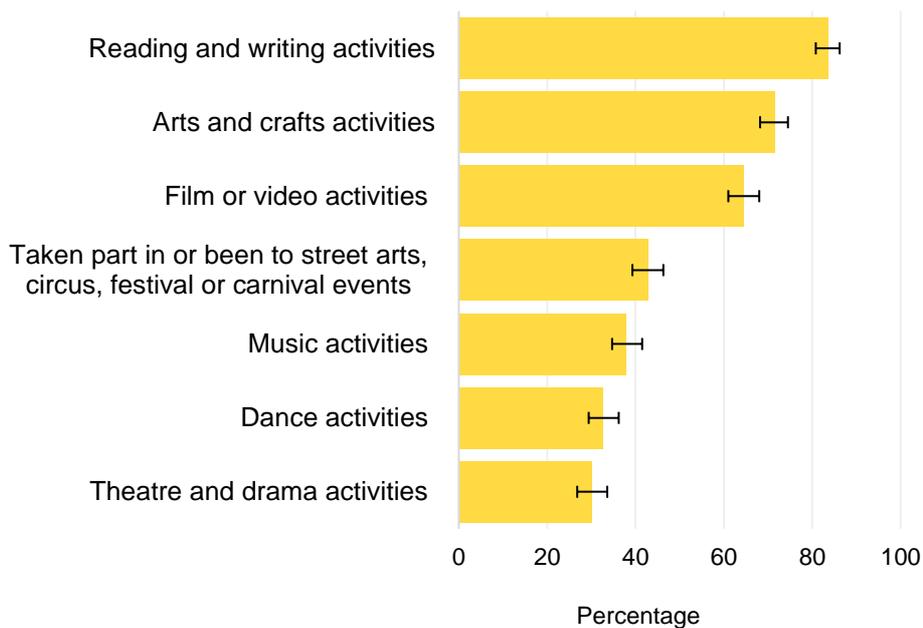
In 2018/19, 95.7% of children aged 5-10 had engaged with the arts outside of school in the last 12 months. This is similar to 2017/18 (95.9%), and there was no significant difference in engagement between boys and girls in this age group, with engagement rates of 94.8% and 96.7% respectively.

The proportion of children who had participated in specific arts activities varied:

- **Reading and writing activities** remained the most common arts activity for 5-10 year olds, with 83.7% doing this activity in the last 12 months in 2018/19.
- Other popular activities were **arts and crafts** (71.5%), and **film or video activities** (see Annex C for details) (64.6%).

There have been no significant changes between 2017/18 and 2018/19 in the participation rates of 5-10 year olds in each specific arts form.

Figure 1.2: Proportion of children aged 5-10 years old who had engaged with selected art forms outside school in the last 12 months, 2018/19.



┆ 95% confidence interval

11-15 year olds¹

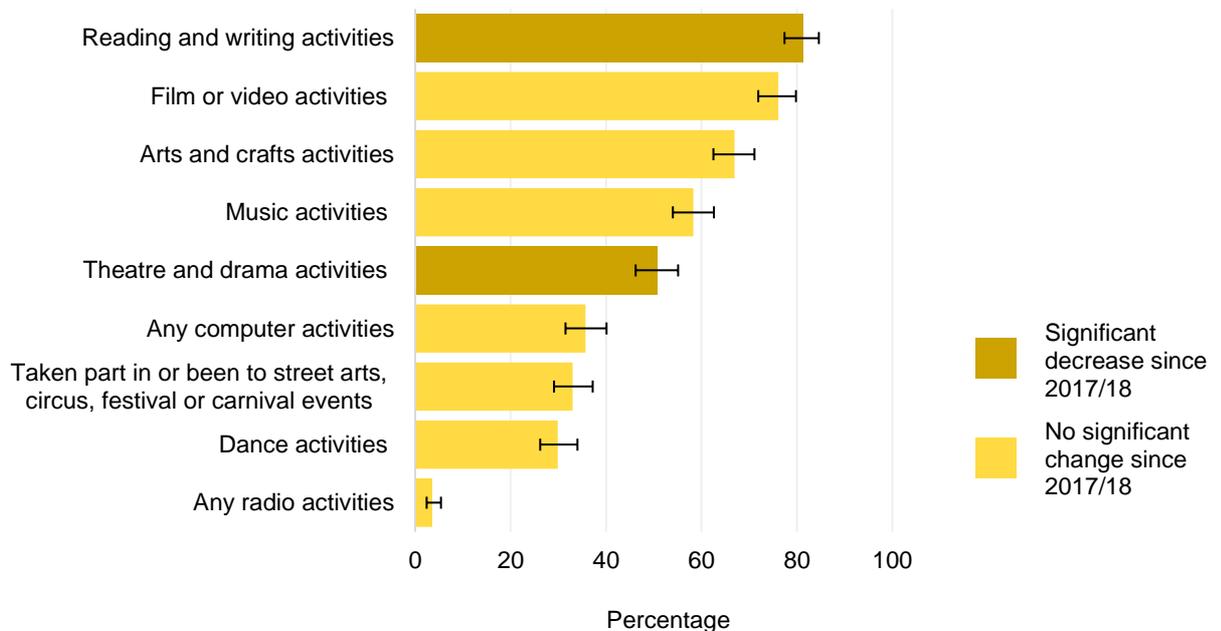
In 2018/19, 96.8% of 11-15 year olds had engaged with the arts in the 12 months prior to interview, either inside or outside of school. This is a similar proportion to 2017/18 (96.4%). There was no significant difference in engagement between boys and girls, with engagement rates of 95.7% and 98.0% respectively.

Reading and writing (81.2%) and film or video activities (76.1%) were the most common arts activity for children aged 11-15 years old. Other activities with high participation rates were arts and crafts activities (66.9%), music activities (58.3%) and theatre and drama activities (50.7%).

The proportion of children aged 11-15 who had done reading and writing activities decreased from 87.8% in 2017/18 to 81.2% in 2018/19. Engagement in theatre and drama activities also decreased from 58.8% in 2017/18 to 50.7% in 2018/19

There were no recorded increases in engagement with any art form for either age group since 2017/18.

Figure 1.3: Proportion of children aged 11-15 years old who had engaged with selected art forms inside or outside school in the last 12 months, 2018/19².



┆ 95% confidence interval

Engagement in and out of school

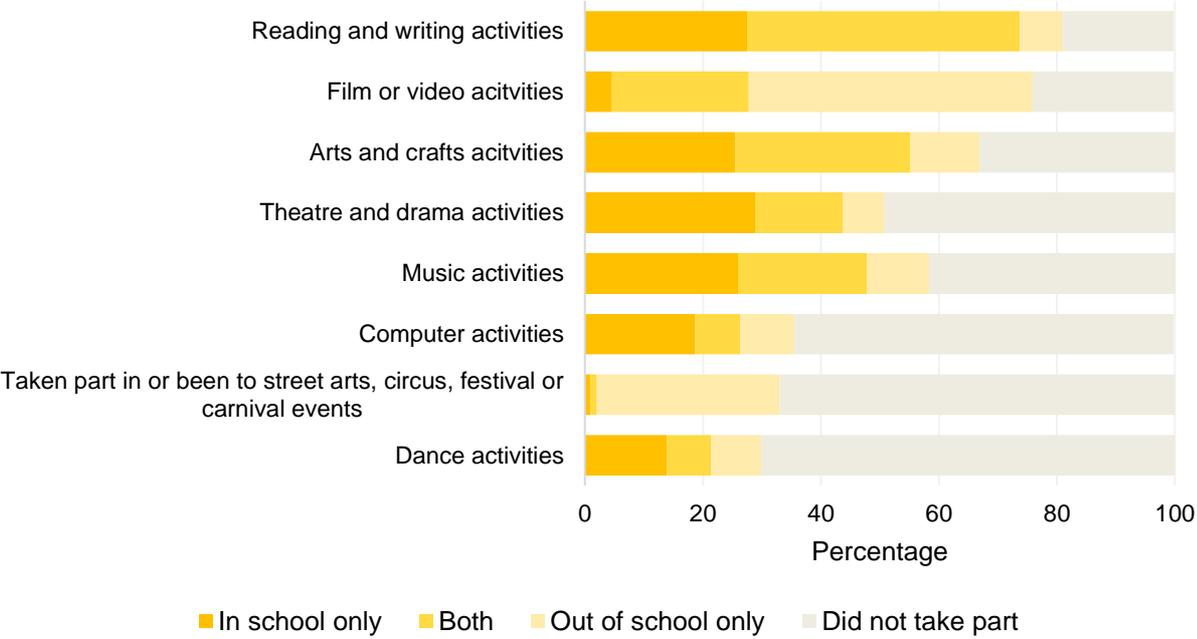
Theatre and drama activities, and computer activities, were the most school-dependent of the arts activities among 11-15 year olds², with 57.0% of those who reported doing theatre and drama activities, and 52.7% of those who reported doing computer activities saying that they only participated in them in school.

¹ The survey questions for 11-15 year olds are completed by the young person themselves and relate to activities done both in and out of school.

² See Annex C for full list of activities included.

Most 11-15 year olds who took part in, or had been to, street arts, circus, festival or carnival events had only done so outside of school (93.9%) and 63.4% of those who engaged in film or video activities did so outside of school only.

Figure 1.4: In school or out of school engagement for each activity in the last year, 11-15 year olds, 2018/19



Chapter 2: Heritage

Analysing data about visits to heritage sites by children and young people helps us to understand better which groups get most benefit and enjoyment from such visits.

In 2018/19, 69.2% of all children (aged 5-15) had visited a heritage site in the last 12 months, a similar proportion to 2017/18 (67.6%).

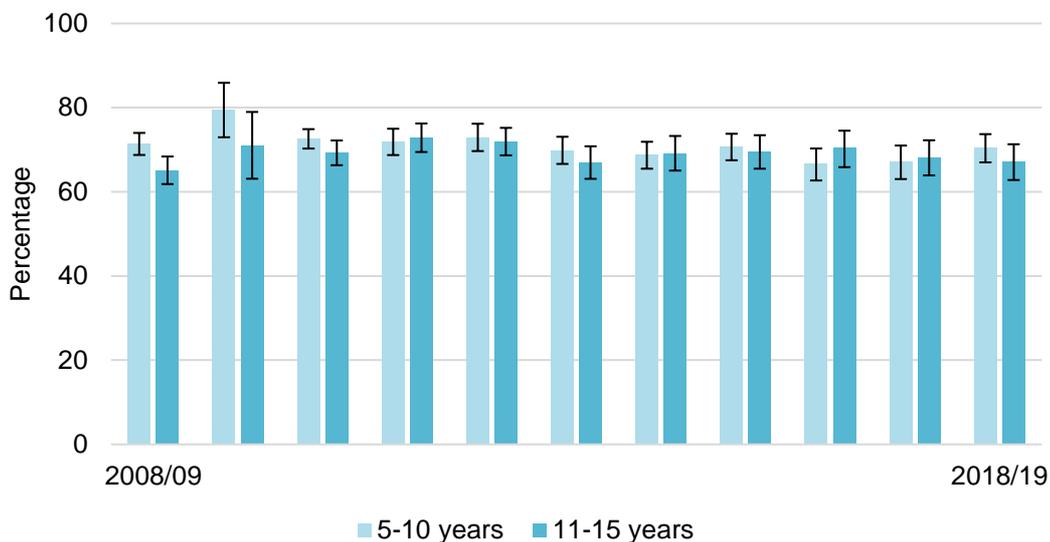
What is a heritage site?

Taking Part asks respondents whether they (11-15) / their child (5-10) have done any of the following:

- Visited a historic building, garden or landscape open to the public
- Visited historical monuments or sites of archaeological interest
- Visited a city or town with historic character
- Visited important modern buildings or public spaces

The proportion of children aged 5-15 who had visited a heritage site in the week prior to interview was 11.1%, a similar proportion to 2017/18 (11.4%).

Figure 2.1: Heritage engagement in the last 12 months by age group 2008/09 to 2018/19



┆ 95% confidence interval

5-10 year olds

In 2018/19, 70.5% of children aged 5-10 had visited a heritage site outside of school in the last 12 months. This is not significantly different from 2017/18 (67.1%).

In 2018/19, a similar proportion of boys (69.9%) and girls (71.1%) aged 5-10 had visited a heritage site outside of school in the last 12 months. There were no significant changes in this rate since 2017/18 for either boys or girls (66.8% and 67.8% respectively).

11-15 year olds

There was no change in the proportion of children aged 11-15 who had visited a heritage site in the last 12 months in 2018/19 (67.2%) compared to 2017/18 (68.2%).

In 2018/19, a similar proportion of boys (66.7%) and girls (67.6%) aged 11-15 had visited a heritage site in the last 12 months. There were no significant changes in this rate since 2017/18 for either boys or girls (65.9% and 70.6% respectively).

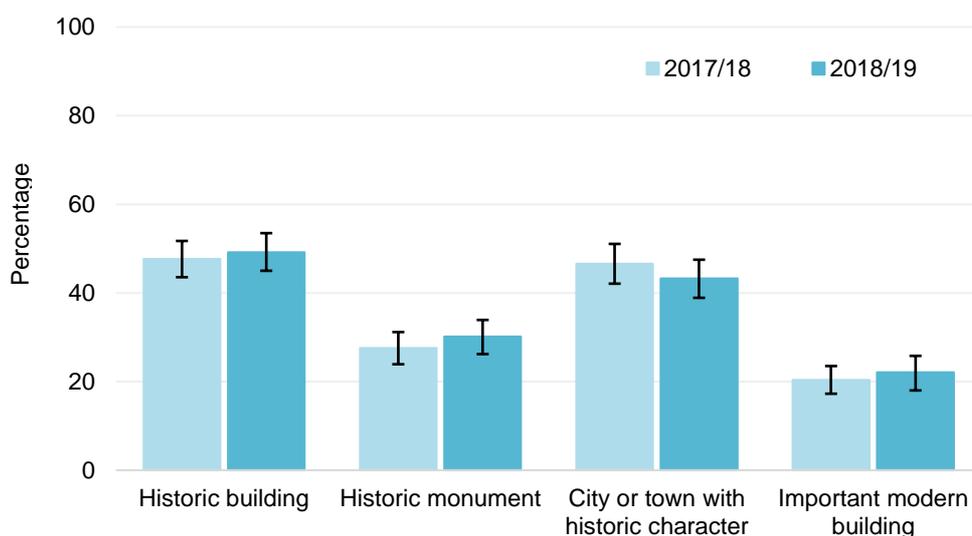
Type of heritage site visited

Children aged 11-15 who had visited a heritage site in the last 12 months were also asked which types of heritage sites they had visited:

- 49.2% had visited a historic building, garden or landscape open to the public
- 30.2% had visited a historic monument or site of archaeological interest
- 43.3% had visited a city or town with historic character
- 22.1% had visited an important modern building or public space

There were no significant changes in the percentage of children aged 11-15 who had visited any of the above site since 2017/18.

Figure 2.2: Proportion of children aged 11-15 years old who had visited different types of heritage sites in the last 12 months, 2017/18 and 2018/19

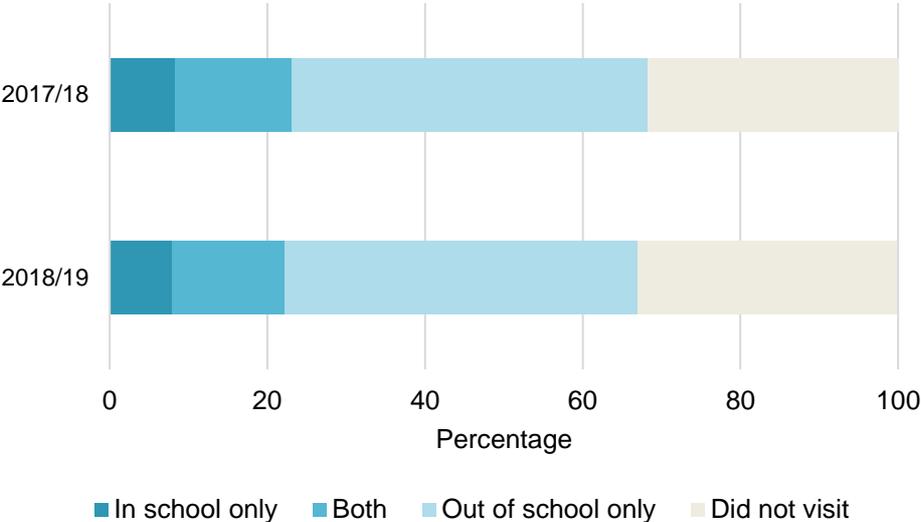


⊥ 95% confidence interval

In and out of school engagement

Children aged 11-15 were more likely to have visited heritage sites outside of school only than with school only, as was the case in 2017-18. In 2018/19, 44.8% of 11-15 years visited a heritage site outside of school only, 7.9% visited only with school and 14.3% visited both with and outside of school.

Figure 2.3: Proportion of 11-15 year olds that had visited a heritage site in the last 12 months split by in school and outside school engagement, 2017/18 and 2018/19

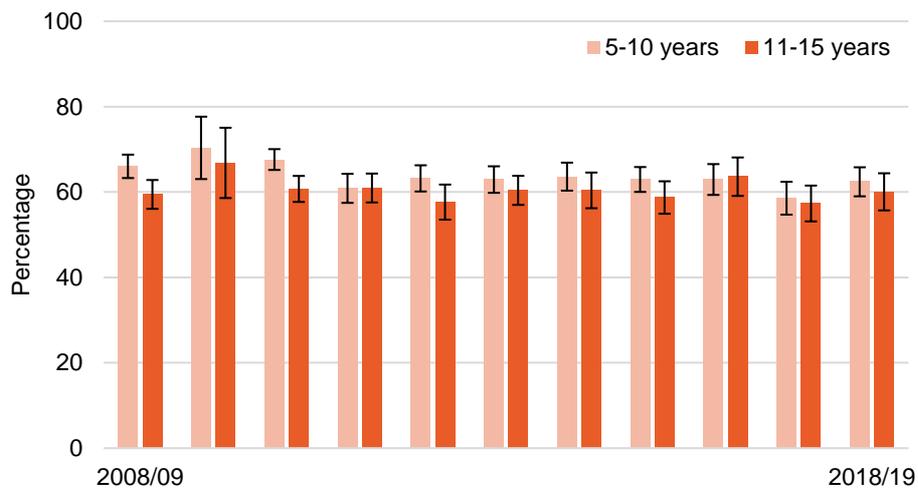


Chapter 3: Museums

Data about who is visiting museums is important so that DCMS can ensure that everyone has the opportunity to experience and benefit from England's museums. Research has shown that increased participation in museums may have benefits for people's health and wellbeing.

In 2018/19, 61.6% of children aged 5-15 years old had visited a museum in the last 12 months. This is higher than in 2017/18 (58.1%) but similar to the preceding years. In the week prior to interview, 4.4% of children aged 5-15 had visited a museum, a similar proportion to 2017/18 (3.4%).

Figure 3.1: Museum engagement in the last 12 months by age group, 2008/09 to 2018/19



⊥ 95% confidence interval

5-10 year olds

In 2018/19, 62.5% of children aged 5-10 had visited a museum outside of school. This is similar to 2017/18 (58.6%).

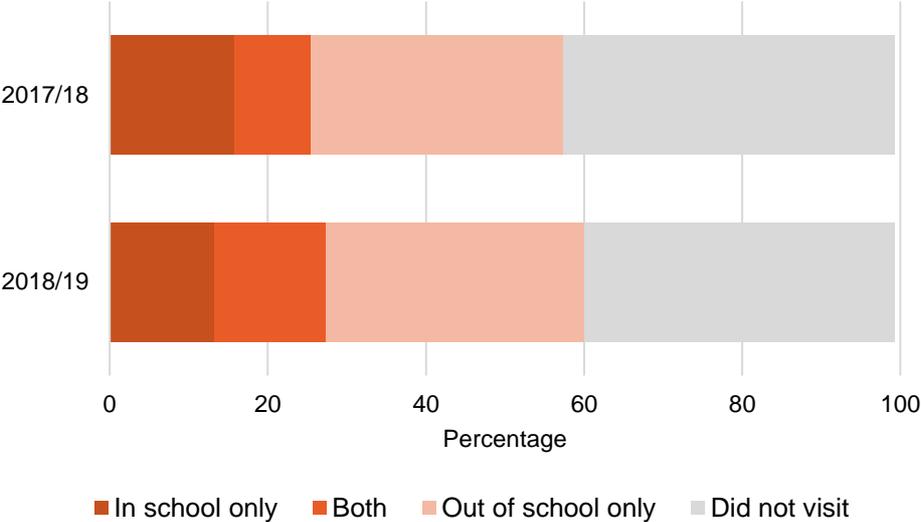
There is no significant difference in museum engagement by gender for children aged 5-10, with 60.5% of boys and 64.6% of girls visiting a museum at least once in the last 12 months.

11-15 year olds

In 2018/19, 60.1% of children aged 11-15 had visited a museum either with school or outside of school in the last 12 months, similar to 2017/18 (57.4%). There was no significant difference in engagement by gender for 11-15 year olds, with rates of 59.8% and 60.5% for boys and girls respectively in 2018/19.

More children had visited a museum outside of school only than with school only, with 32.7% having visited outside of school only and 13.2% having visited with school only. A further 14.2% of children had visited both with and outside of school.

Figure 3.2: Proportion of 11-15 year olds that had visited a museum or gallery in the last 12 months, split by in and out of school engagement, 2017/18 and 2018/19



Chapter 4: Libraries

Data about the use of library services by young people help the library sector and stakeholders to understand the characteristics of those using the services and the barriers to accessing these services.

Reading for pleasure is important and library services support and develop this habit in children and young people.

What is included in library visits?

Visits to a library are not restricted to taking out books and include visits for the following:

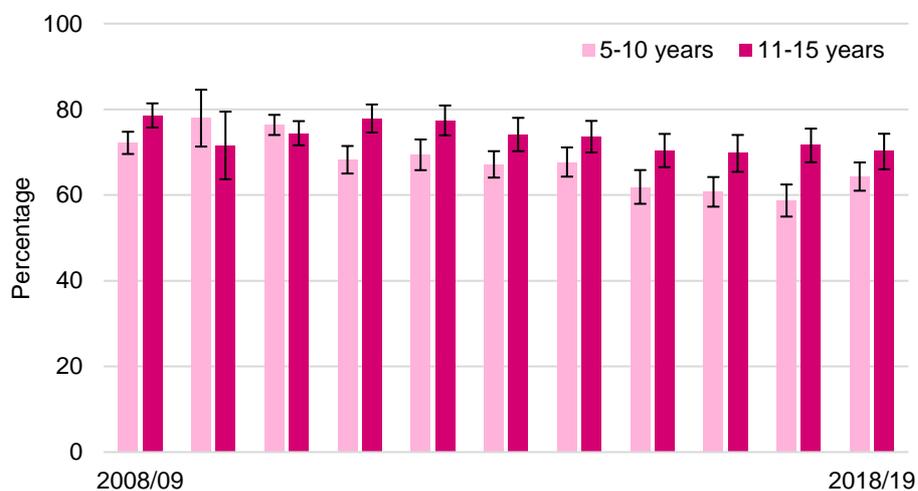
- Reading or taking out books
- Taking out CDs, DVDs etc.
- Using computer services, photocopiers etc.
- Using study areas
- Using reference materials or information services
- Attending an event in the library

Libraries contribute to this by running reading programmes, hosting book clubs, and by providing advice and guidance to help people extend and develop their reading choices. Schoolteachers judged that children who had undertaken the Summer Reading Challenge, in which three quarters of a million children take part each year, either maintained or improved their reading performance than those who had not, and far fewer dipped in attainment after the summer.

In 2018/19, two thirds (66.7%) of children aged 5-15 had visited a library in the last 12 months, a proportion that is similar to the previous year (64.3%).

The proportion of children aged 5-15 who had visited a library in the week prior to interview was 19.0%, similar to 2017/18 (18.2%).

Figure 4.1: Library use in the last 12 months by age group, 2008/09 to 2018/19



⊥ 95% confidence interval

5 to 10 year olds

In 2018/19, 64.3% of children aged 5-10 had visited a library outside of school in the last 12 months, an increase since 2017/18 (58.8%).

In 2018/19, a higher proportion of girls in this age group had visited a library than boys. Among girls, 69.4% had visited a public library in the last 12 months (an increase since 2017/18 when 59.7% had visited) where as 59.5% of boys in the same age group had visited a library (a similar proportion to that in 2017/18 when 58.1% visited).

11-15 year olds

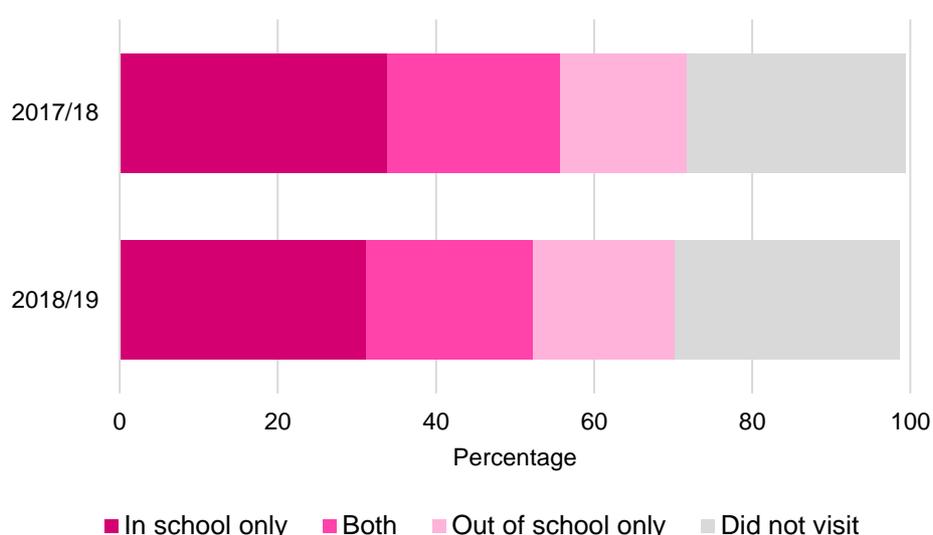
In 2018/19, 70.3% of 11-15 year olds had visited a library in the last 12 months either inside or outside of school. This is a similar proportion to 71.7% in 2017/18.

A similar proportion of boys and girls aged 11-15 had visited a library in the 12 months prior to the 2018/19 survey (69.1% and 71.5%, respectively). The rates for boys and girls were also similar to those reported in 2017/18 (66.5% and 76.9%, respectively).

In and out of school engagement

More 11-15 year olds visited a library in school only than out of school only, as was the case in 2017/18. In 2018/19, 31.2% of 11-15 year olds had only visited a library during school time only and 17.9% had only visited out of school only. A further 21.1% had visited both inside and outside of school time.

Figure 4.2: Proportion of 11-15 year olds that visited a library in the last 12 months split by in school and outside school engagement, 2017/18 and 2018/19



Annex A: Background note

1. The Taking Part survey is commissioned by the Department for Digital, Culture, Media and Sport and its partner Arm's Length Bodies. For 2011 to 2019, these are Arts Council England, Historic England and Sport England.
2. The fieldwork for the Taking Part survey has been conducted by Ipsos Mori and NatCen Social Research since 2016/17. Between 2005/06 to 2015/16 the fieldwork was conducted by TNS-BMRB. .
3. The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics. National Statistics status means that our statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.
4. The continued designation of these statistics as National Statistics was confirmed in February 2013 following a compliance check by the Office for Statistics Regulation. Since this assessment we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:
 - Continued review of survey content and format of outputs to enhance user experience. For further details see the survey technical reports.
 - Removal of the longitudinal sample from the cross-sectional data (as detailed in the 5 year strategy) to ensure data collection procedures are tailored to their purpose
5. Stringent quality assurance procedures have been adopted for this statistical release. All data and analysis has been checked and verified by at least two different members of the DCMS team and NatCen Social Research.
6. Guidance on the quality that is expected of Taking Part statistical releases is provided in a quality indicators document. These quality indicators outline how statistics from the Taking Part survey match up to the six dimensions of quality defined by the European Statistical System (ESS) (version 1). These are: relevance, accuracy, timeliness, accessibility, comparability and coherence.
7. The Taking Part survey measures participation by adults (aged 16 and over) and children (aged 5-10 and 11-15) living in private households in England. No geographical restriction is placed on where the activity or event occurred. Further information on data for Scotland, Wales and Northern Ireland can be found in question 2 of the "Taking Part: Guidance Note".
8. Sample sizes for each year and data breakdown can be found in the accompanying tables.
9. All estimates have been rounded to one decimal place.
10. Changes over time and differences between groups are only reported on where they are statistically significant at the 95% level. This means that we can be confident that the differences seen in our sampled respondents are reflective of differences present in the population. Specifically, the statistical tests used mean we can be confident that if we

carried out the same survey on different random samples of the population, 95 times out of 100 we would get similar findings. When sample sizes are smaller we can be less confident in our estimates so differences need to be greater to be considered statistically significant.

11. The upper and lower bounds presented in this report have been calculated using a 95% confidence interval. This means that had the sample been conducted 100 times, creating 100 confidence intervals, then 95 of these intervals would contain the true value. When the sample size is smaller, as is the case for certain groups and in certain years, the confidence intervals are wider as we can be less certain that the individuals in the sample are representative of the population. This means that it is more difficult to draw inferences from the results.
12. The data are weighted to ensure representativeness of the Taking Part sample. There are two types of weighting:
 - to compensate for unequal probabilities of selection
 - to adjust for non-response

Weighting is based on mid-2017 population estimates from the Office for National Statistics.

13. For more information about the Taking Part survey and to access previous publications and the questionnaires, see the [Taking Part survey webpages](#).
14. The responsible statistician for this release is Rosanna White. For enquiries on this release, please contact evidence@culture.gov.uk.
15. To be kept informed about Taking Part publications and user events, please sign up to the Taking Part online newsletter [here](#). You can follow us on Twitter [@DCMSInsight](#).

Annex B: Key terms and definitions

| Term | Definitions |
|-------------------------------|---|
| 2008/09 | This is the time period covering April 2008 to March 2009. In this release, this refers to the date that the interviews were conducted. The activities reported on took place in the year prior to interview. |
| 2018/19 | This is the time period covering April 2018 to March 2019. In this release, this refers to the date that the interviews were conducted. The activities reported on took place in the year prior to interview. |
| Arts | A list of activities that are classified as engagement with the arts is given in Annex C. |
| Confidence interval | A confidence interval provides a range within which there is a specific probability that the true value for the population will fall. For the Taking Part survey, 95% confidence intervals are used which means, had the sampling been conducted 100 times, creating 100 confidence intervals, then 95 of these intervals would contain the true value for children in England. |
| Engagement | This refers to either attending and/or participating in the culture or arts sector, for example, going to a carnival or playing a musical instrument. |
| Heritage | A list of activities that are classified as engagement with heritage is given in Annex C. |
| Significant increase/decrease | A significant increase/decrease at the 95% level means that if we carried out the same survey on different random samples of the population, 95 times out of 100 we would observe the increase/decrease. |
| Visiting a library | The list of activities that are classified as visiting a library are given in Annex C. |

Annex C: Sector definitions

Arts

The respondent was asked whether they (11-15) / their child (5-10) has engaged in any of the arts activities from a given list, including any helping out or volunteering. Eligible activities were as follows:

Dance activities

- Taken part in a dance club
- Taken part in a dance performance
- Created a new dance routine
- Attended a dance event
- Taken part in a dance lesson

Do not include: Danced at a disco or party

Music activities

- Sang to an audience or rehearsed for a performance
- Practiced and rehearsed a musical instrument
- Played a musical instrument to an audience
- Written music (includes writing lyrics or music)
- Attended a live music event
- Taken part in a music lesson

Theatre and drama activities

- Rehearsed or performed in a play/drama or drama club
- Taken part in a drama lesson
- Attended theatre performances such as plays, pantomime, opera, musicals, comedy

Reading and writing activities

- Written stories, plays or poetry (include adults helping/writing on behalf of child for 5-10)
- Read books for pleasure
- Taken part in a reading club (where people meet up to discuss and share books)
- Listened to authors talk about their work
- Taken part in an English Literature lesson

Do not include: Reading textbooks which are required for school (except those required for English Literature lessons)

Arts, crafts and design

- Painting, drawing, printmaking, sculpture or model making
- Photography as an artistic activity
- Crafts such as pottery or jewellery making, woodwork, metal work
- Attended exhibition of arts, photography or other craft work
- Taken part in an arts, crafts, design or photography lesson

Film and video activities

- Made or appeared in films or videos for artistic purposes
- Watched and discussed film or videos in a lesson or film society (to know more about how films are made as well as the stories they tell)
- Attended the cinema or an outdoor film screening

Do not include: Watching films on television, DVD or the internet or talking about films with family and friends

Other media activities (5-10 only)

- Computer-based activities such as: made, revised or wrote their own blog, website or podcast; made or revised their own computer game; used a computer to create original artworks or animation
- Radio activities such as: made radio broadcasts or programmes

Do not include: Playing computer games, Surfing the internet, listening to the radio

Computer-based activities (11-15 only)

- Made, revised or wrote your own blog, website or podcast
- Made or revised your own computer game
- Used a computer to create original artworks or animation

Do not include: Playing computer games; Surfing the internet

Radio activities (11-15 only)

- Made radio broadcasts or programmes

Do not include: Listening to the radio

Street arts, circus, carnival or festival activities

Taken part in or been to any of the following:

- Street arts (art in everyday surroundings like parks, streets or shopping centres)
- Outdoor sculptures and art works
- Circus
- Carnival
- Festivals

Heritage

The respondent was asked whether they (11-15) / their child (5-10) had done any of the following, including any helping out or volunteering:

- Visited a historic building, garden or landscape open to the public
- Visited historical monuments or sites of archaeological interest
- Visited a city or town with historic character

- Visited important modern buildings or public spaces

Libraries

The respondent was asked whether they (11-15) / their child (5-10) had visited a library to do activities such as the ones on the show card. The interviewer asked the following.

“By this we mean visiting a library to do activities like the ones on this card.

- Read or taken out books
- Taken out CDs, DVDs etc.
- Used computer services, photocopiers etc.
- Used study areas
- Used reference materials or information services
- Attended an event in the library”

Museums

The respondent was asked whether they (11-15) / their child (5-10) had visited a museum.

“By this we mean visiting a museum to do activities like the ones on this card.

- Visited exhibitions
- Attended an event held at the museum”

Annex D: Additional competitive sports and archives data

In addition to the data included in this report, data on competitive sport and archives can be found in the accompanying tables.

Archives:

Archives are collections of documents that have been created by families, individuals, businesses or organisations and have been specially chosen to be kept permanently.

The accompanying tables include statistics for:

11-15 year olds:

- Has visited an archive in the last 12 months
- Has visited an archive in the last week.
- In and out of school engagement (visited in last 12 months)

Competitive Sport:

Competition is a key element of sport, however [Sport England research](#) shows that competition should not be the sole or main focus for children, and that fun and enjoyment are the most influential factors in getting and keeping children active.

We therefore point towards the new [Active Lives Children and Young People Survey](#) which takes a broader approach to measuring young people's engagement in sport and physical activity, reflecting the importance of competitive sport as well as individual or collaborative approaches to sport and physical activity.

The accompanying tables include statistics for:

5-15 year olds:

- All competitive sport in and outside school in the last 12 months
- All Competitive sport in school in the last 12 months
- All competitive sport outside school
- Played for a sports team (outside of school)
- A sports competition or one-off event (outside of school)
- Been a member of a club that plays sport (outside of school)

5-10 year olds:

- Played sport in their school in organised competitions (e.g. a school sports day)
- Played sport against children in other schools in organised competitions total.
- National School Sports Week

11-15 year olds:

- Played for a sports team
- Been a member of a club that plays sport
- Played sport against other people in PE or games lessons
- Played sport in your school in organised competitions
- Played sport against children in other schools in organised competitions
- National School Sports Week



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