



## Bookbuzz survey report

### Introduction

Bookbuzz is a reading programme from Booktrust, which was launched in 2012. The aim of the programme is to support schools to encourage reading for pleasure, independent choice and develop a whole school reading culture.

Participating schools give their students the opportunity to choose their own book to keep from a list of 17 titles suitable for 11-year-olds and selected by a panel of experts. The programme is aimed primarily at Year 7 students and thanks to the support of children's publishers, schools are able to purchase the Bookbuzz programme at the subsidised cost of £2.50

In addition to a book for every participating student, schools also received two additional sets of the books, a guide to delivering the programme, two posters, The Bookbuzz Guide to Whole School Reading and a bookmark for every student.

In the 2012/13 academic year approximately 1,400 schools took part in Bookbuzz.

Surveys were emailed out to all schools taking part in the Bookbuzz programme: one for Bookbuzz coordinators, and one to be completed by students. The surveys were open for four weeks (10 January to 6 February 2013). The student survey received 3358 responses which represents around 1.6% of students who took part in Bookbuzz. The coordinator survey received 592 responses in total, which is a response rate of around 42%.

## Student survey results

### Background information

- 98% of respondents went to school in England and 2% went to school in Northern Ireland.
- 97% of respondents were in Year 7.
- 54% of respondents were girls and 46% were boys.

### Books

#### Book ownership

94% of respondents stated that they had books of their own at home. Of these, the mean number of books students reported owning was 66. The median was 27. The median was calculated as a few students entered very high numbers which may have skewed the mean. The mean number of books in total in the home was 178, and the median was 60.

#### Opinions on reading

The majority of students reported generally positive attitudes towards reading (see Figure 1). The majority of students reported that the following statements were either 'a lot like me' or 'quite like me': 'I like reading silently to myself' (80%), 'I enjoy reading' (75%), 'I like reading stories' (72%) and 'I like reading comics or magazines' (70%). Around half of students reported that the statement 'I like going to library' was 'quite like me' or 'a lot like me'. However, lower numbers of students agreed that the statements 'I like reading information books' (35%) and 'I like reading poems' (35%) were like them.

Lower numbers agreed that that more negative statements about reading were like them with under 30% agreeing with the statements 'I don't like reading at home', 'I think reading is boring', 'I am not interested in books' and 'I think reading is difficult'. However, the majority of students did report that the statement 'I like watching TV better than reading books' was like them (69%).

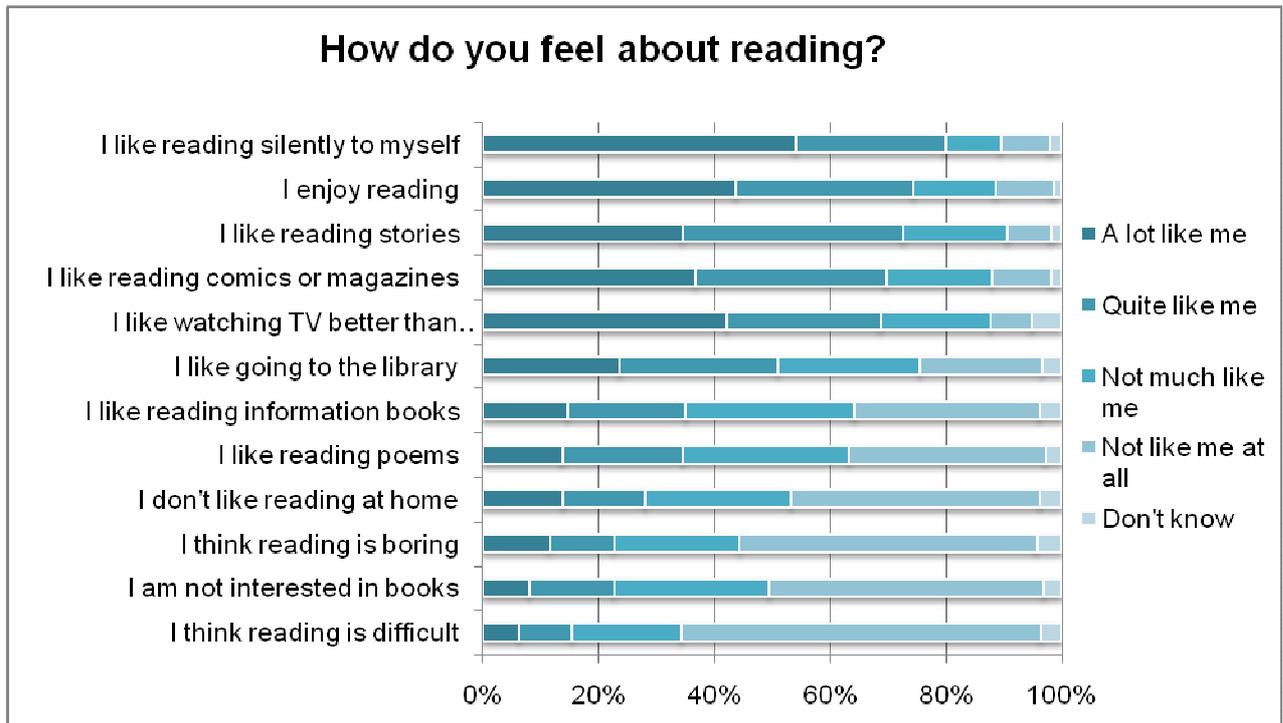


Figure 1

### Favourite types of books

When asked what their favourite type of book was, the most popular answers given by students were action/adventure (14.4%), funny books (14.3%) and horror/scary books (13.3%).

### Reading preferences

The majority of students said that they preferred to read books using an actual book (59%), while 19% said they preferred using a tablet and 8% preferred to use an e-reader (see Figure 2). This suggests that there is still a place for physical books despite the increased availability and use of digital devices for reading activities.

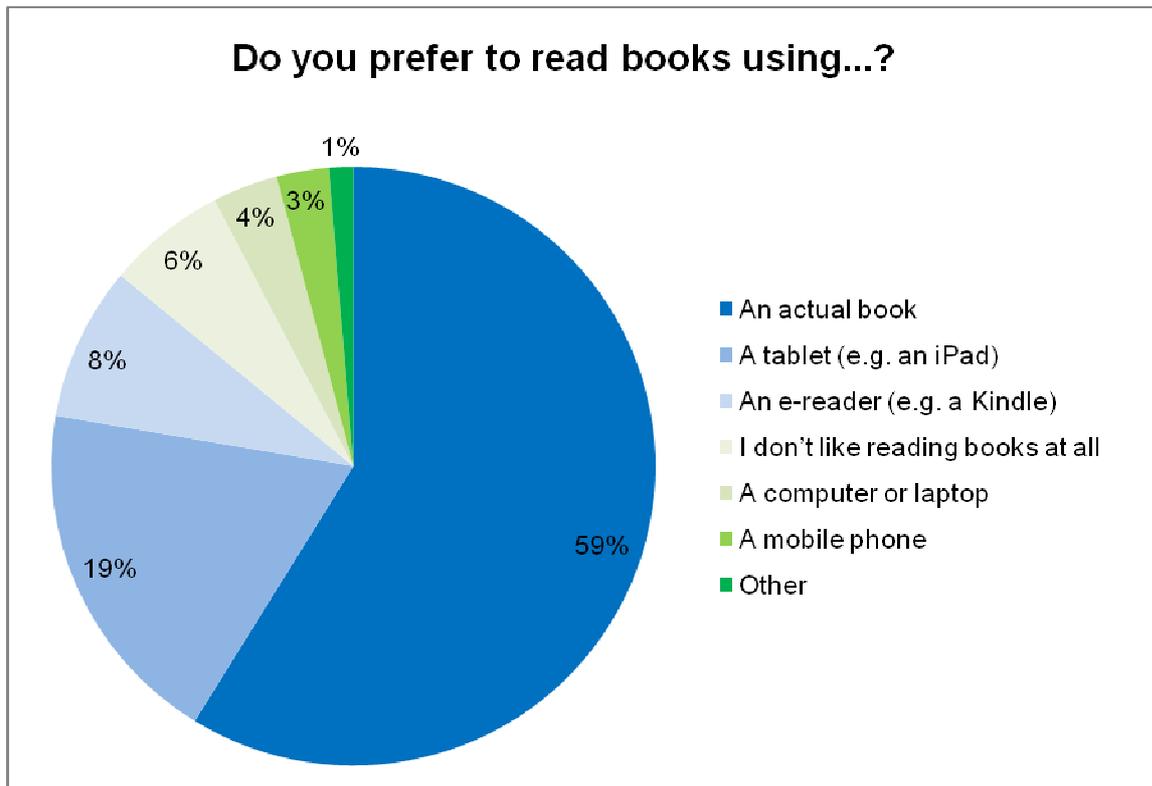


Figure 2



## About Bookbuzz

The majority of students found out about Bookbuzz 'in an English lesson' (42%) or 'in a library session' (40%). Most students reported that they were given 'a bit of a lesson' to choose their Bookbuzz book (62%) while a minority were given 'one whole lesson' (25%) or 'a few lessons' (13%).

The most popular books were:

- *The World of Norm: May Contain Nuts* by Jonathan Meres – chosen by 19% of respondents.
- *Don't Wipe your Bum with a Hedgehog* by Mitchell Symons – chosen by 15% of respondents.
- *The Secret's Club: Alice in the Spotlight* by Chris Higgins – chosen by 13% of respondents.
- *Twelve Minutes to Midnight* by Christopher Edge – chosen by 12% of respondents.

The most popular reason for students choosing their book was because 'it looked good from the cover' (38%). Other popular reasons were that 'it looked like the sort of book I usually read' (26%) and, in contrast, 'I wanted to choose something different to what I usually read' (20%) – see Figure 3.

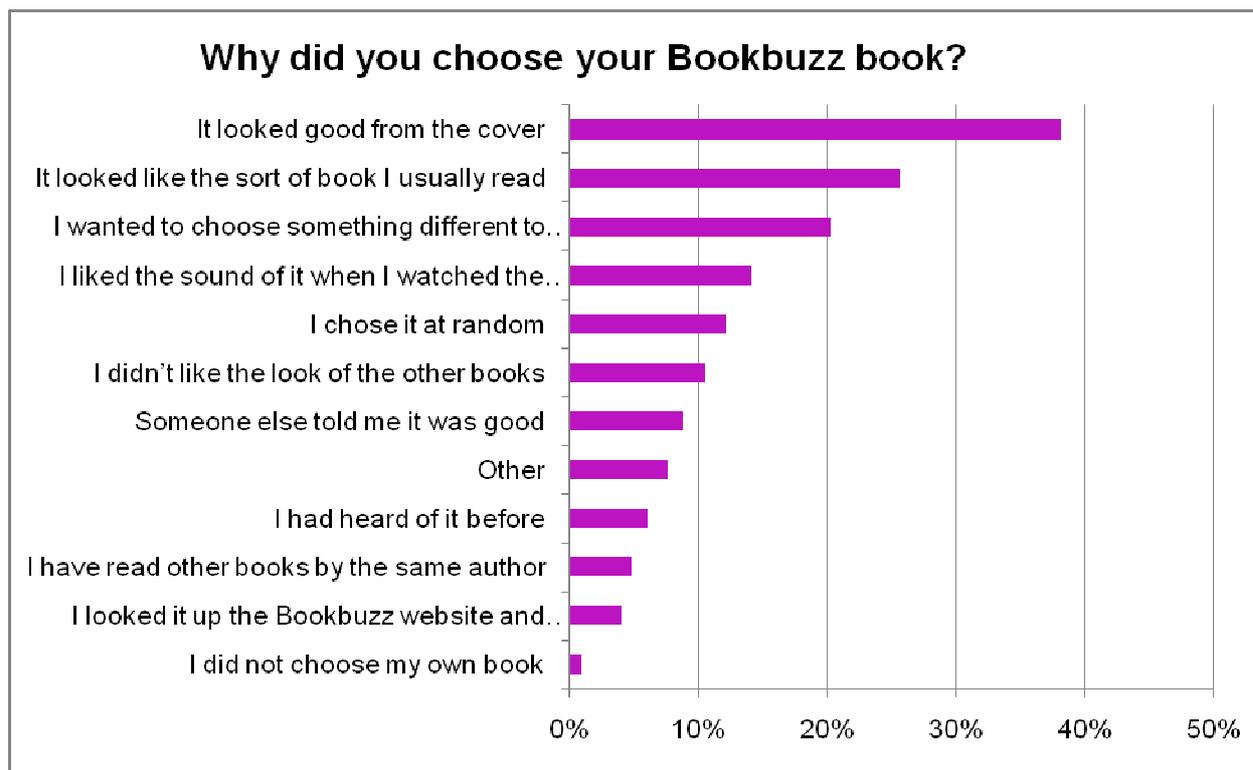


Figure 3

Only 18% of students reported that it was difficult to choose their Bookbuzz book, and of these 57% stated that this was because 'there were too many good books to choose from'. Only 15% of those who found it difficult to choose said that 'there were not enough good books to choose from'.

Over half of students stated that they thought the choice of books was either 'great' (25%) or 'good' (32%), while only 5% said they thought the choice of books was awful.

### Bookbuzz website

Only 10% of students reported that they looked at the website to help them choose their book. Of these the majority stated that they used the 'descriptions of the books' to help them choose their book (48%), while 34% used the 'film clips' and 23% used 'reviews of the books' (see Figure 4).

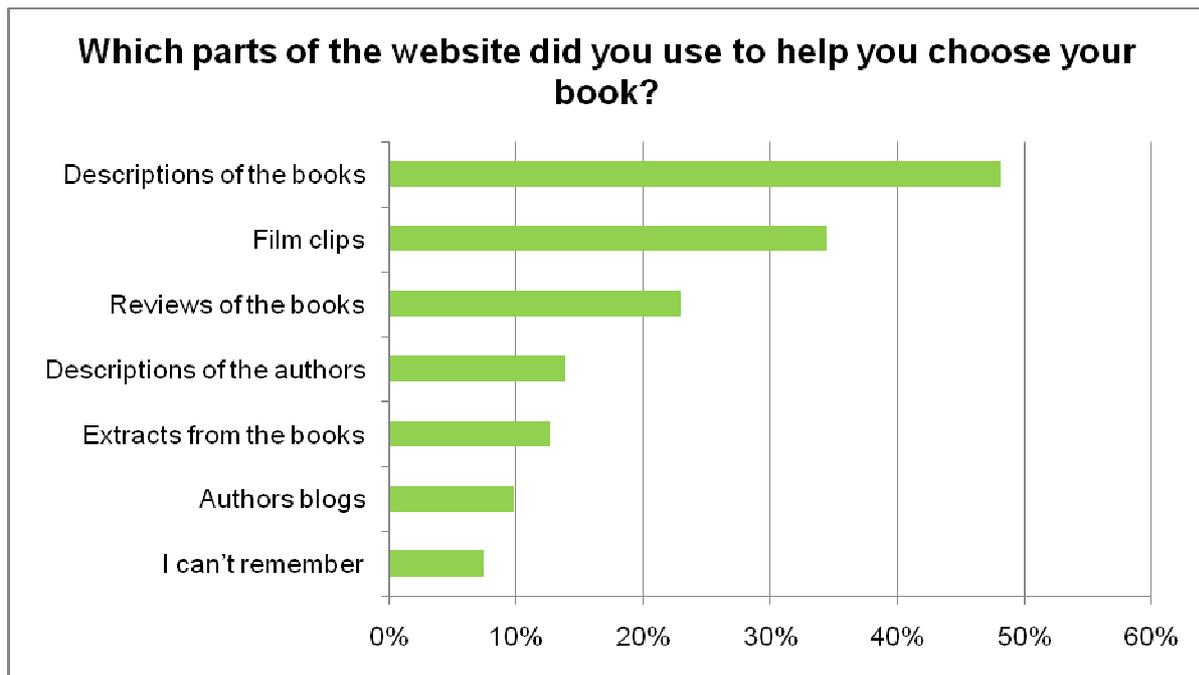


Figure 4

When asked to choose two words to describe the website, 56% chose 'useful', followed by 49% who chose 'interesting and 32% who said 'fun'. Less than 5% said that the website was either 'boring', 'confusing', 'dull' or 'unhelpful'.

### Bookbuzz book

97% of students reported that they had received their Bookbuzz book. Of these the majority had either finished the book (36%) or were still reading it (29%) – see Figure 5.

14% said that they had not yet started the book and around half of these stated that this was because they were 'busy reading something else', while 27% hadn't got round to it.

13% said they had 'left it part way through' and the main reason for this was that they 'started reading something else' (32%).

5% stated that they were not going to read the book and the main reasons for this were that they 'don't like reading' (33%) or 'it looks boring' (30%).

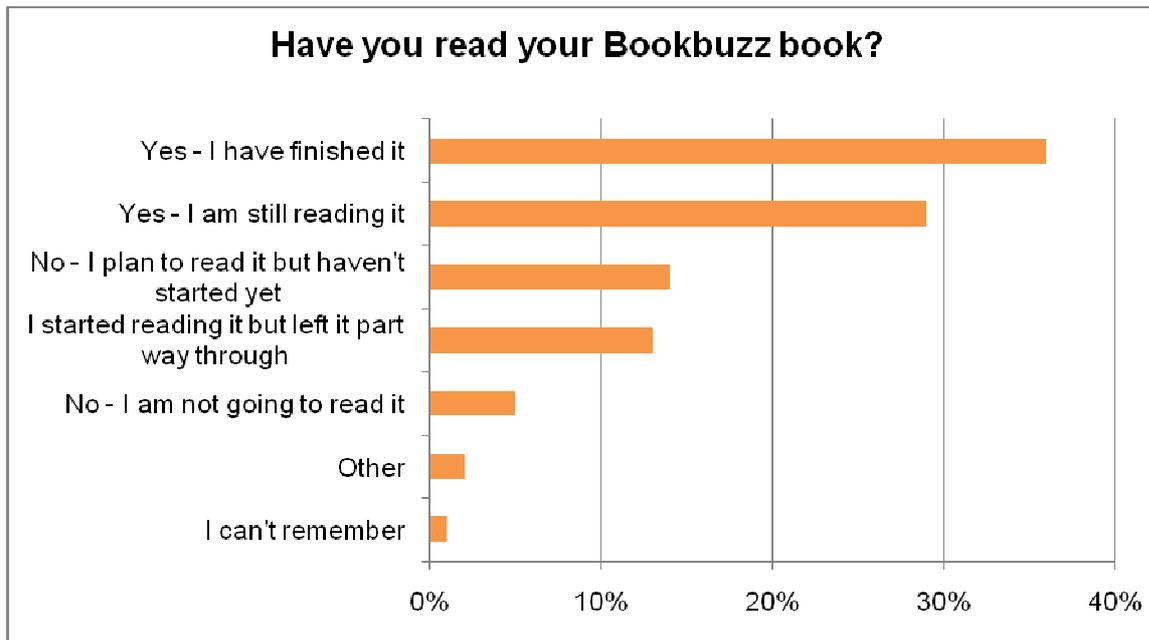


Figure 5

Over three quarters of students stated that they had enjoyed their book either 'a lot' (33%) or 'quite a lot' (45%), while only 4% said they had not enjoyed their book at all.

## Bookbuzz impacts

Over half of students reported that taking part in Bookbuzz had encouraged them to try different types of books that they don't usually read and 50% of students said the programme had encouraged them to read more often (see Figure 6). 44% stated that it had encouraged them to visit the school library more whilst 40% reported that Bookbuzz had encouraged them to buy more books or ask family members or friends to buy them a book.

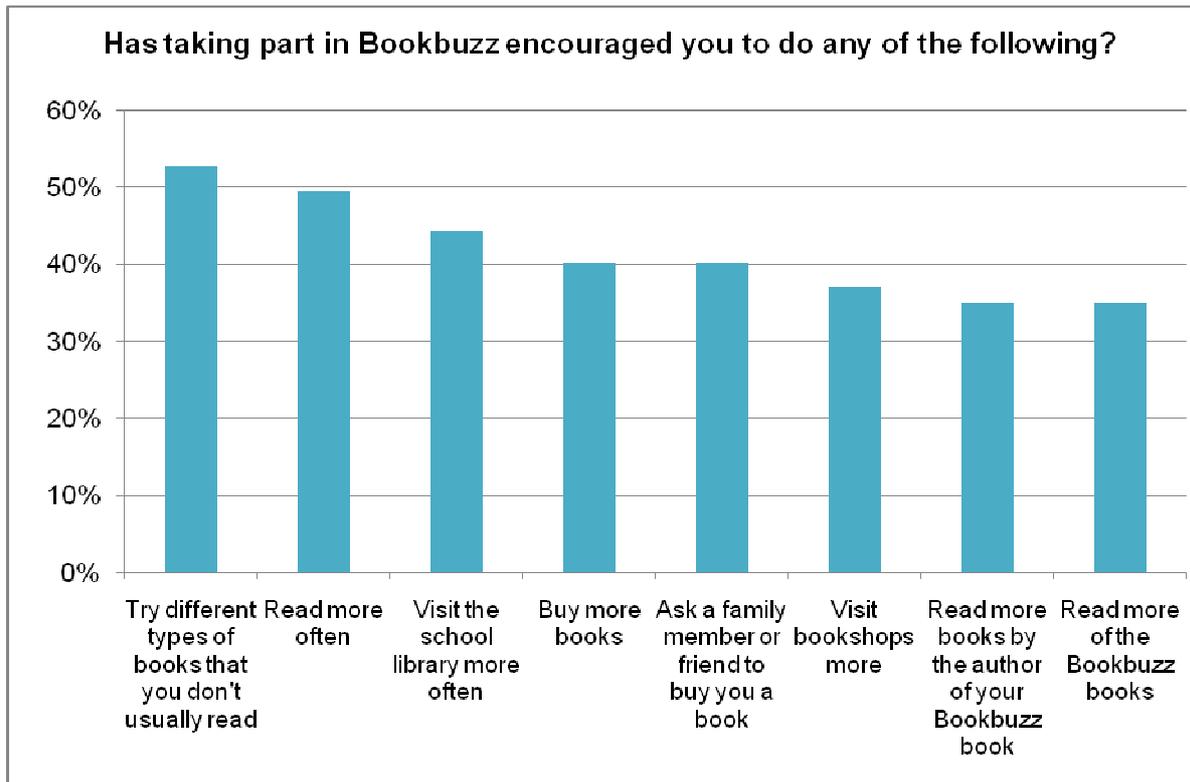


Figure 6

Around half of students also agreed that taking part in Bookbuzz had:

- 'made me enjoy reading more' (53%)
- 'helped me to feel more confident about choosing books to read' (53%)
- 'helped me to feel more confident about reading books' (45%)

Since reading their Bookbuzz book:

- 46% of students had talked to their friends about the book.
- 42% had talked to their parents/carers about the book.
- 40% had recommended the book to a friend or family member.
- 34% had lent the book to a friend or family member.
- 23% had read the book to a brother or sister.



## Opinions on the Bookbuzz programme

Overall, 90% of students stated that they thought Bookbuzz was a good idea. The main reasons for this were:

- It encourages you to read (more often).
- You get a free book.
- It gives you the chance to try out something new (books/authors/genres).
- It gives students more confidence and helps improve reading.
- There is a wide variety of books to choose from.
- It encourages students who don't read or don't have many books at home to read.

The small minority who did not think Bookbuzz was a good idea generally reported that this was because:

- I don't like reading
- I didn't like my book
- There wasn't a good enough choice



## Coordinator survey results

### Background information

The majority of responses to the coordinator survey came from either academies (38%) or mainstream state schools (37%), and 13% came from fee paying independent schools.

The majority of respondents were librarians/LRC managers (80%).

99% of respondents were from schools in England and 1% of respondents were from Northern Ireland.

The average number of students per school was 924.



## **The Bookbuzz programme**

### **Students taking part**

An average of 153 students in each school took part in Bookbuzz.

98% of respondents stated that Year 7 took part in Bookbuzz, while 6% stated that Year 8 students took part. Almost all respondents stated that the whole year group had taken part in Bookbuzz (96%).

### **Funding**

About half of coordinators stated that funding from Bookbuzz came from the library budget (49%), while 29% ticked other. Many of those who ticked other stated that money came from whole school budgets or the head teacher's allocation of funds. 16% of respondents said Bookbuzz was funded by the English department budget.

### **Use of resources**

Almost all coordinators used the two sample sets of Bookbuzz books (97%) and the bookmarks (93%). A significant majority used the posters (85%) and just over two thirds used the leaflet.

Most coordinators added the two sample sets of Bookbuzz books to library stock (91%), while 35% used them as prizes or giveaways for students and 17% added them to the English department. Only 1% put them in the staff room.

The vast majority of coordinators introduced Bookbuzz to their students either during an English lesson (41%) or during a visit to the library (40%). Most coordinators spent part of a lesson introducing Bookbuzz to their students (53%). 40% of coordinators spent a whole lesson introducing it to their students and 8% spent a few lessons.

The majority of coordinators thought that choice of books was either good (56%) or excellent (37%) and less than 1% thought that the book selection was poor.

In general coordinators tended to agree that the Bookbuzz booklist included a good choice for students (see Figure 7). 76% of coordinators agreed that the booklist provided a good or excellent choice for all of their students. Particularly high proportions of coordinators felt that the Bookbuzz booklist included a good or excellent selection for confident and enthusiastic readers (90% and 87% respectively). The vast majority of coordinators also thought there was a good or excellent selection for boys (91%) and girls (91%). Slightly lower proportions thought that the booklist provided a good or excellent choice for reluctant readers (67%), struggling readers (64%) and students with additional needs (51%).

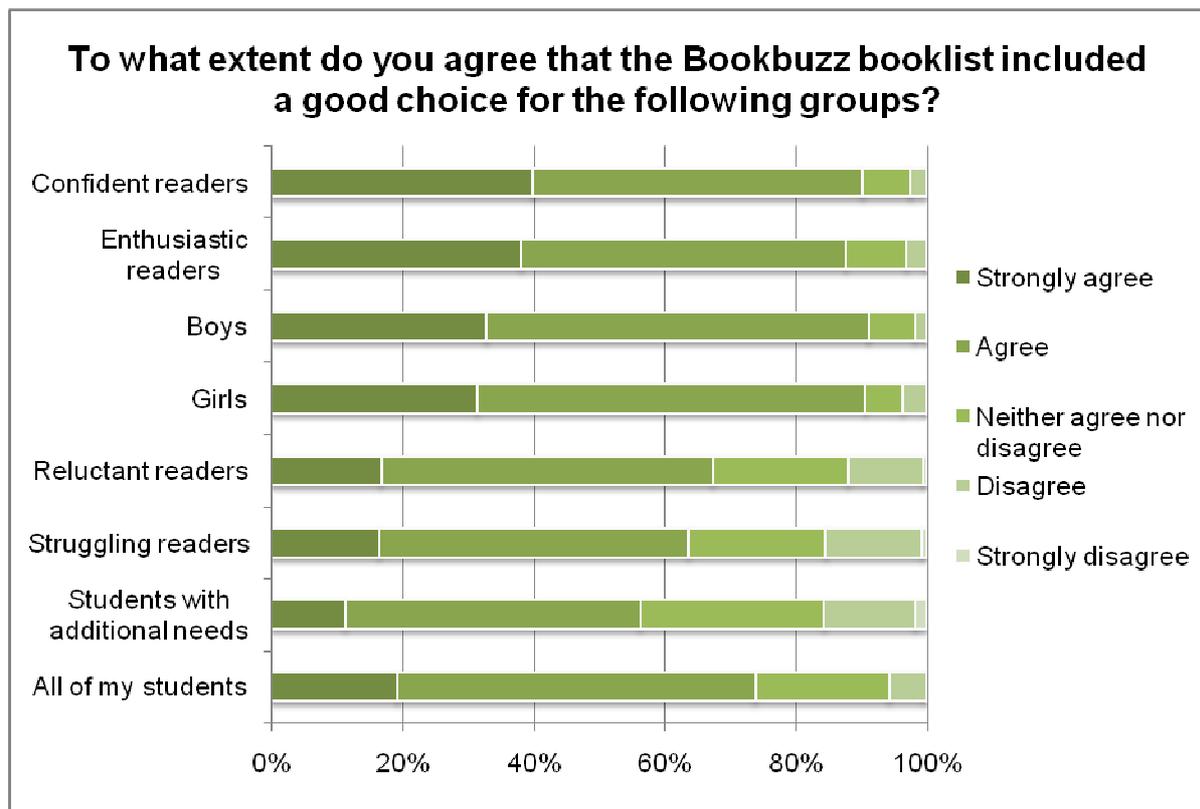
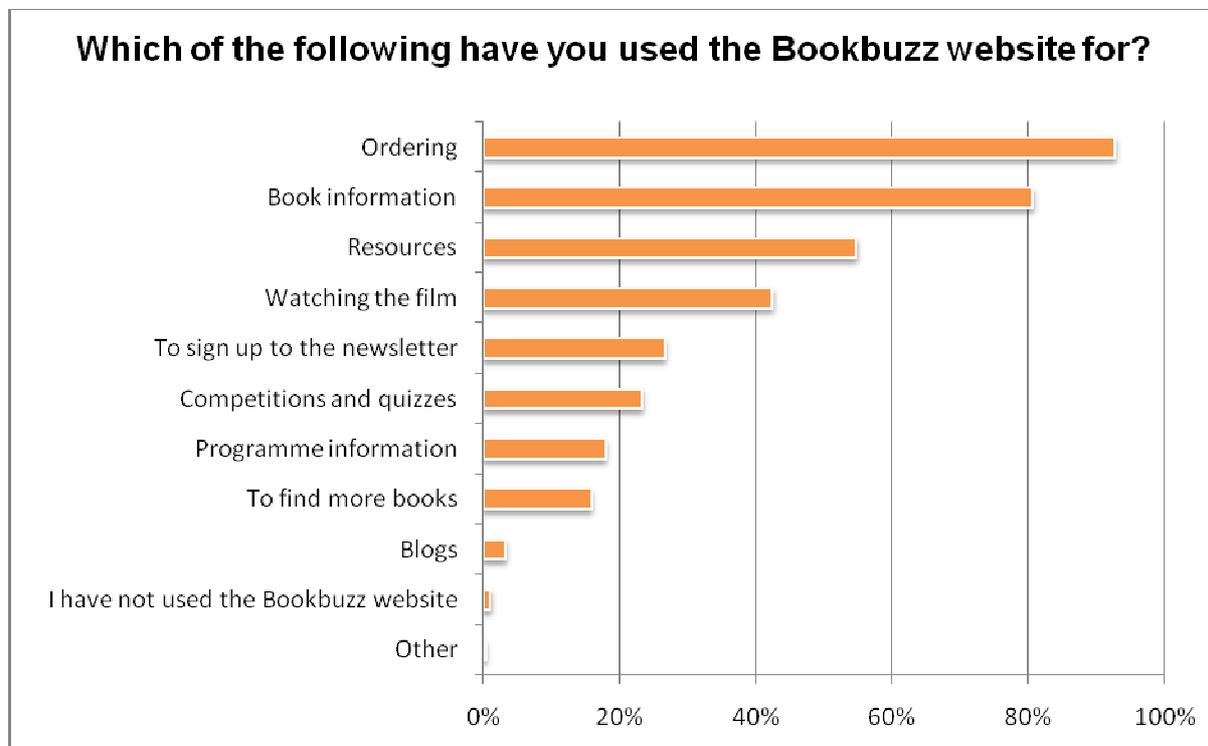


Figure 7

When asked if they thought there was anything missing from the Bookbuzz selection, 41% of respondents said no. The most frequently stated concern from those who did think there was something missing was that the books for struggling readers were more suitable for younger readers. These respondents requested more ‘low-ability’ but ‘high-interest’ titles to engage struggling readers. Other frequent requests were for graphic novels, non-fiction texts, audio books, books for EAL students and possibly more books aimed at confident girl readers.

## The Bookbuzz website

Almost all respondents stated that they had used the website for registration (93%), ordering (93%) and book information (81%) – see Figure 8. The vast majority of respondents found the registration and ordering process easy (98% and 96% respectively). Just over half of respondents had used the resources on the Bookbuzz website and 98% of these said that the resources were useful. Those who did not use the online resources generally stated that this was because they did not have time to use them (59%). 42% of coordinators watched the film on the Bookbuzz website. Of these, 81% showed the film to their students and 99% stated that it was useful for their students. Those who did not show the film to their students stated several reasons for this including ‘I do not have the facilities available to show the film’ (32%), ‘I did not have time’ (28%), ‘I would rather tell students about the programme myself’ (26%) and ‘I did not know a film was available’ (18%). Only 4% of respondents said that they did not think it would be useful.



*Figure 8*

Overall, 99% of coordinators reported that they found the Bookbuzz website useful with almost half of these stating that they found it very useful.

When asked if there was anything else that they would like to see on the website 59% of coordinators said lesson plans and 49% said games. Approximately a quarter said more video content, more opportunities to interact with the site and a message board for coordinators.

95% of coordinators stated that the correct amount of books was delivered. Of those who did not receive the correct amounts of books 73% reported this to customer services and 68% then received the correct number in 7 days or less.

## Whole school reading

65% of respondents had read The Bookbuzz Guide to Whole School Reading. The most useful parts of The Bookbuzz Guide to Whole School Reading were reported to be 'The Importance of whole school reading' and 'School librarians – making an impact' with over 90% of respondents reporting that these parts were useful (see Figure 9). However over 75% of respondents found each part of the guide useful.

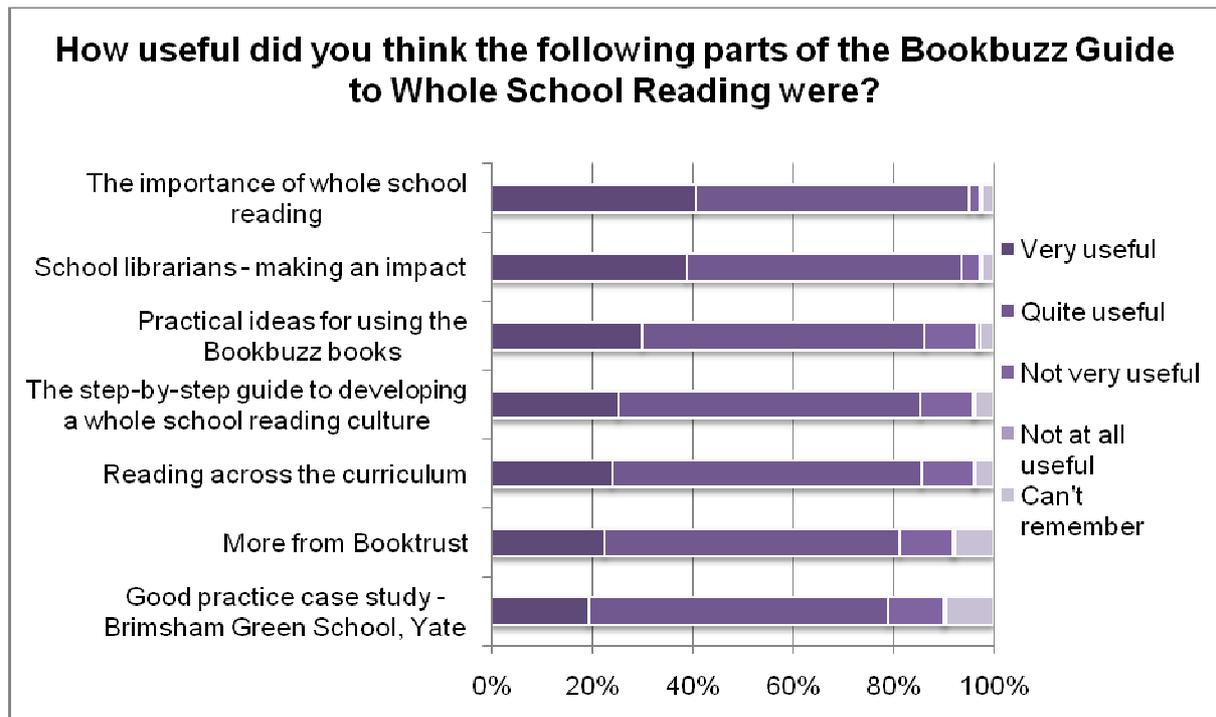


Figure 9

When asked if they planned to do anything differently as result of reading The Bookbuzz Guide to Whole School Reading, 41% of coordinators said yes. Of those who said yes, 55% stated that they would promote the school library more, while 53% said they would develop opportunities for reading across the curriculum. 40% of coordinators said that they planned to run activities related to the Bookbuzz books and 36% said that they would review their current practices and policies around whole school reading. Those who had not read the Bookbuzz Guide to Whole School Reading generally said that this was because they had not had time (53%), while a quarter stated that their school already had a strong whole school reading culture. Only 4% said that they did not think it would be useful.

## Impact of Bookbuzz

Overall, coordinators reported very positive results in terms of the impacts of Bookbuzz on their students (see Figure 10). Over 80% of coordinators agreed that the Bookbuzz programme had encouraged students to read more (88%), given students a more positive attitude towards reading (85%) and inspired students to try new authors or genres (81%). The majority of coordinators also agreed that the Bookbuzz programme had given students a more positive attitude towards the library (79%), had a positive impact on students' reading skills (74%) and given students more confidence around reading (62%). 57% of coordinators agreed that the Bookbuzz programme had resulted in students visiting the library more often.

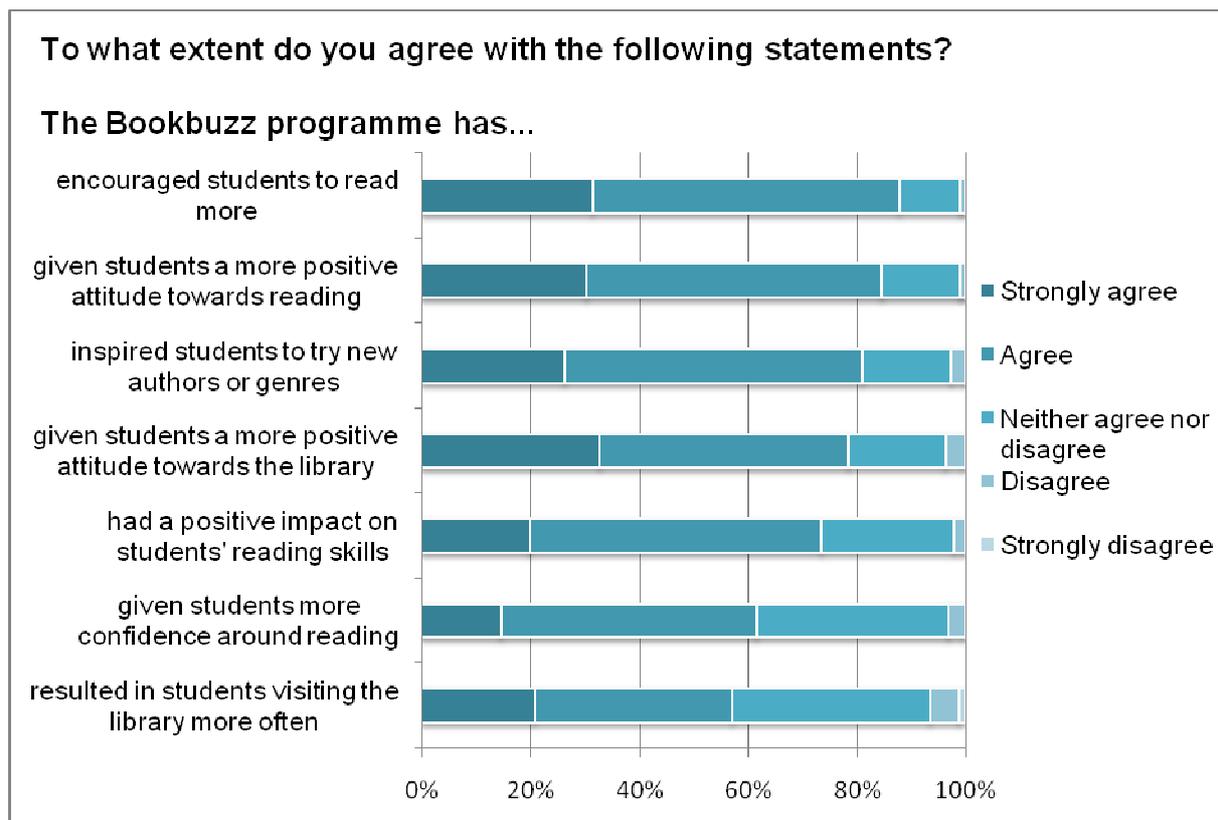


Figure 10



## **Future participation in Bookbuzz**

79% of coordinators stated that they planned to take part in Bookbuzz next year and the main reasons given for this were that the students enjoyed it (89%) and the programme was beneficial to students (87%). Over two thirds stated that they planned to take part again because the programme was good value for money and 56% said that it supports the school development plan. A quarter of respondents stated that they would take part in Bookbuzz again because it helps them meet an Ofsted requirement.

Only 1% of coordinators reported that they did not plan to take part next year (the rest said 'maybe') and the majority of these stated that this was because of budgetary issues, although this is based on very small numbers as only seven coordinators said they did not plan to take part.