

Bookbuzz student and coordinator surveys 2013-14

Introduction

The Bookbuzz student and coordinator surveys were sent out to all schools taking part in the Bookbuzz programme, apart from those who were taking part in Beyond Booked Up. Schools taking part in Beyond Booked Up were not contacted about the Bookbuzz surveys as a concurrent evaluation of Beyond Booked Up was taking place and we did not wish to overburden these schools. Bookbuzz coordinators were asked to complete the coordinator survey and to encourage students who had received Bookbuzz during this academic year to complete the survey. The surveys were open for just over a month in January/February 2014. The student survey received 1118 responses and the coordinator survey received 464 responses.

Bookbuzz student survey

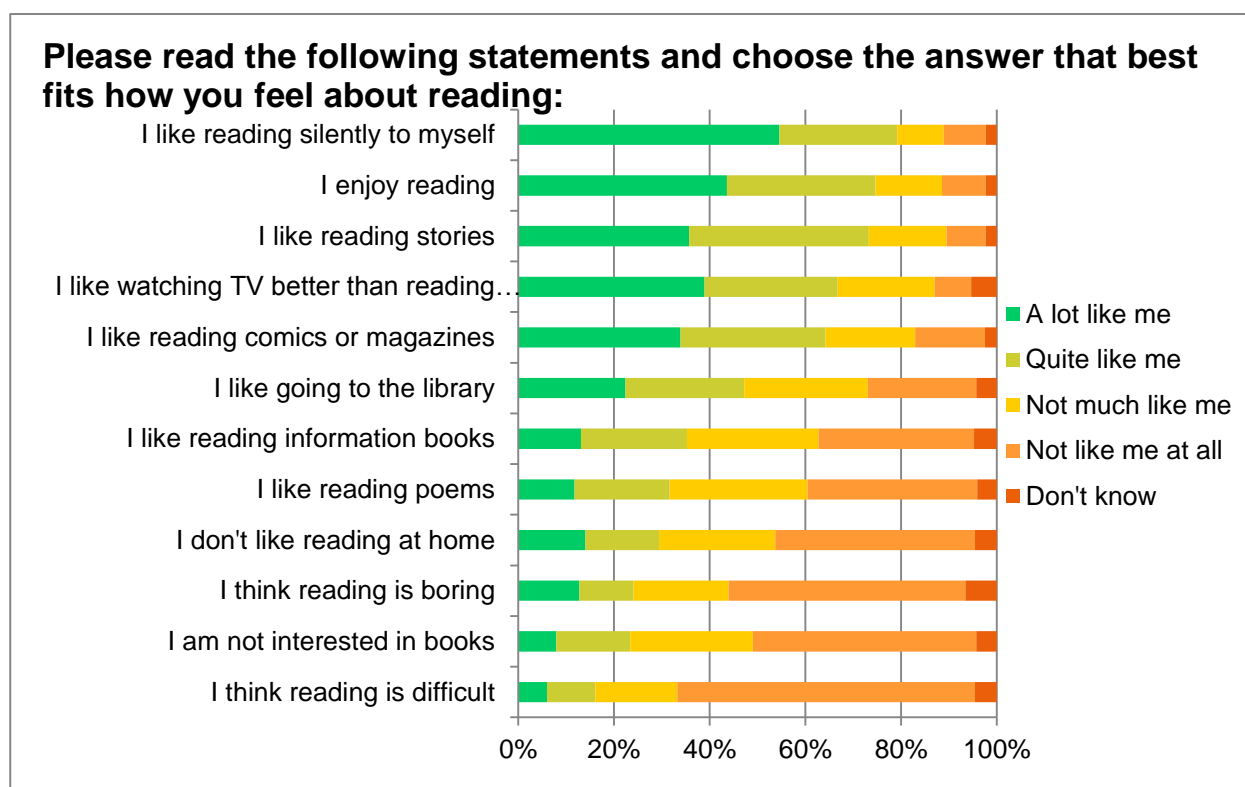
Book ownership

94% of students stated that they had books of their own at home. The median number of books that students reported owning was 30 and the median number of books in total in their home was 75.

Opinions on reading

The majority of students reported generally positive attitudes towards reading. 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' (79%), 'I enjoy reading' (75%), 'I like reading stories' (73%) and 'I like reading comics or magazines' (64%). However, lower numbers of students reported that 'I like going to the library' (47%), 'I like reading information books' (35%) or 'I like reading poems' (32%).

Lower numbers agreed that the more negative statements about reading were like them with under 30% of respondents agreeing that 'I think reading is difficult' (16%), 'I am not interested in books' (23%), 'I think reading is boring' (24%) and 'I don't like reading at home' (29%). However, the majority of students did report that the statement 'I like watching TV better than reading books' was like them (67%).

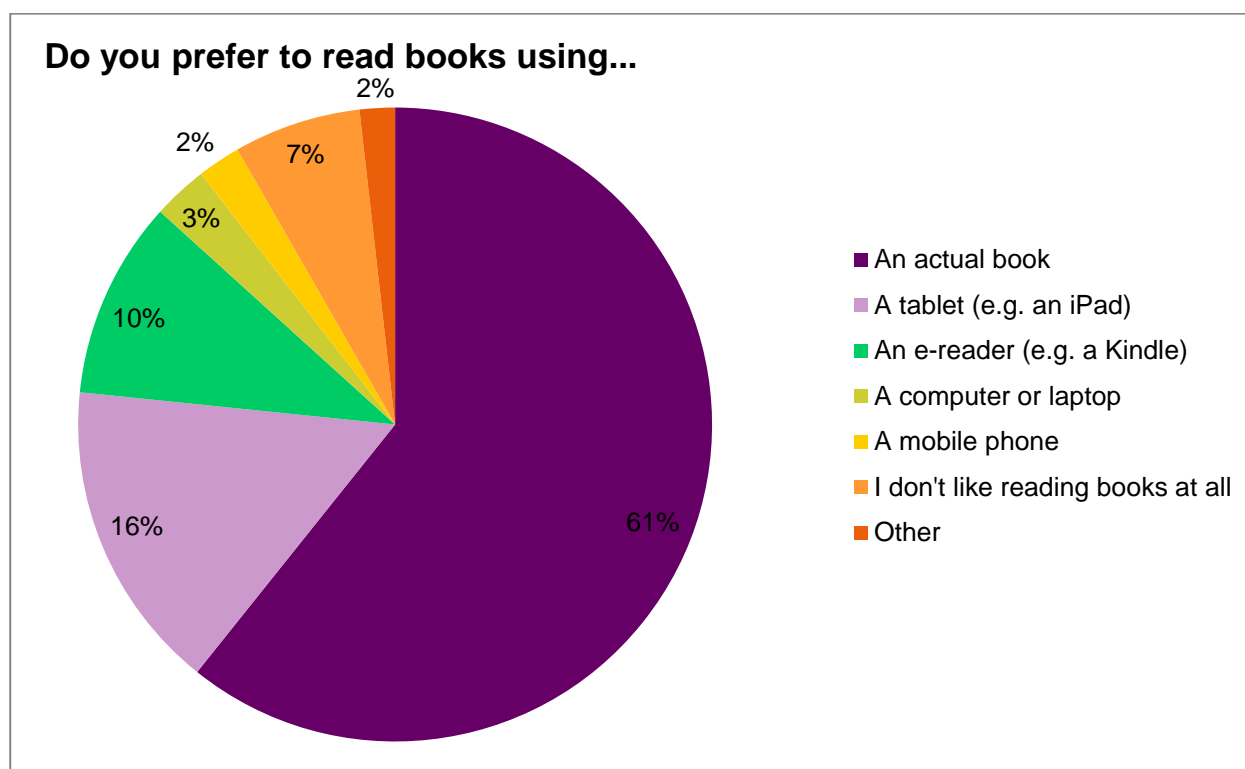


Favourite types of books

When asked what their favourite type of book was, the most popular answers were action/adventure (17%), funny books (13%) and horror/scary books (11%).

Reading preferences

The majority of students said that they preferred to read books using an actual book (61%), while 16% preferred to use a tablet and 10% preferred to use an e-reader.



About Bookbuzz

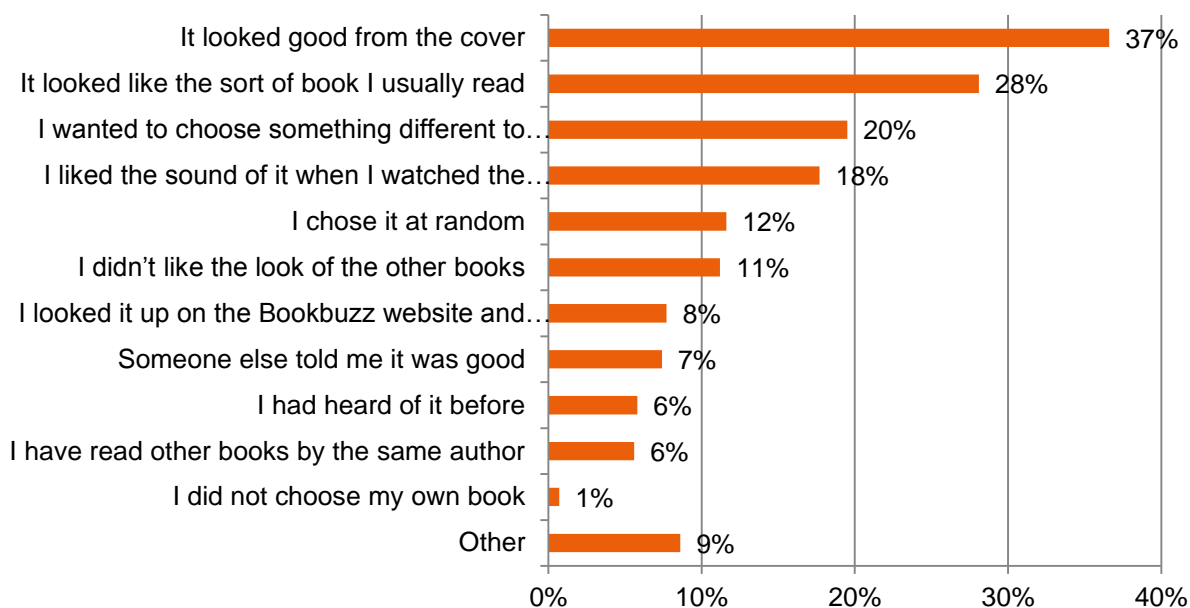
The majority of students found out about Bookbuzz either in an English lesson (46%) or in a library session (41%). Most students reported that they were given 'a bit of a lesson' to choose their Bookbuzz book (62%), while 25% were given a whole lesson and 13% were given a few lessons.

The most popular books were:

- *My Best Friend and Other Enemies* – chosen by 16% of respondents.
- *Dark Lord: The Teenage Years* – chosen by 13% of respondents.
- *Soldier Dog* – chosen by 12% of respondents.
- *Butterfly Summer* – chosen by 11% of respondents.

The most popular reason for students choosing their books was that they thought it looked good from the cover (37%). Other popular reasons were that it looked like the sort of book they usually read (28%) and, in contrast, they wanted to choose something different to what they usually read (20%).

Why did you choose this book?



Only 18% of students reported that they found it difficult to choose their Bookbuzz book and, of those that did, the majority stated that this was because there were too many good books to choose from (63%). Only 16% said that there were not enough good books to choose from.

Over half of students reported that they thought the choice of books was either great (26%) or good (31%), with a further 29% stating that they thought it was okay.

Bookbuzz website

Only 17% of students stated that they had used the Bookbuzz website to help them choose their book. Of these the majority stated that they used 'descriptions of the books' to help them make their choice (61%).

When asked to select two words to describe the website, the highest number of students chose 'useful' (59%), followed by 'interesting' (48%) and 'fun' (27%). Very few students reported that they found the website unhelpful, boring, confusing or dull (6% or under for each).

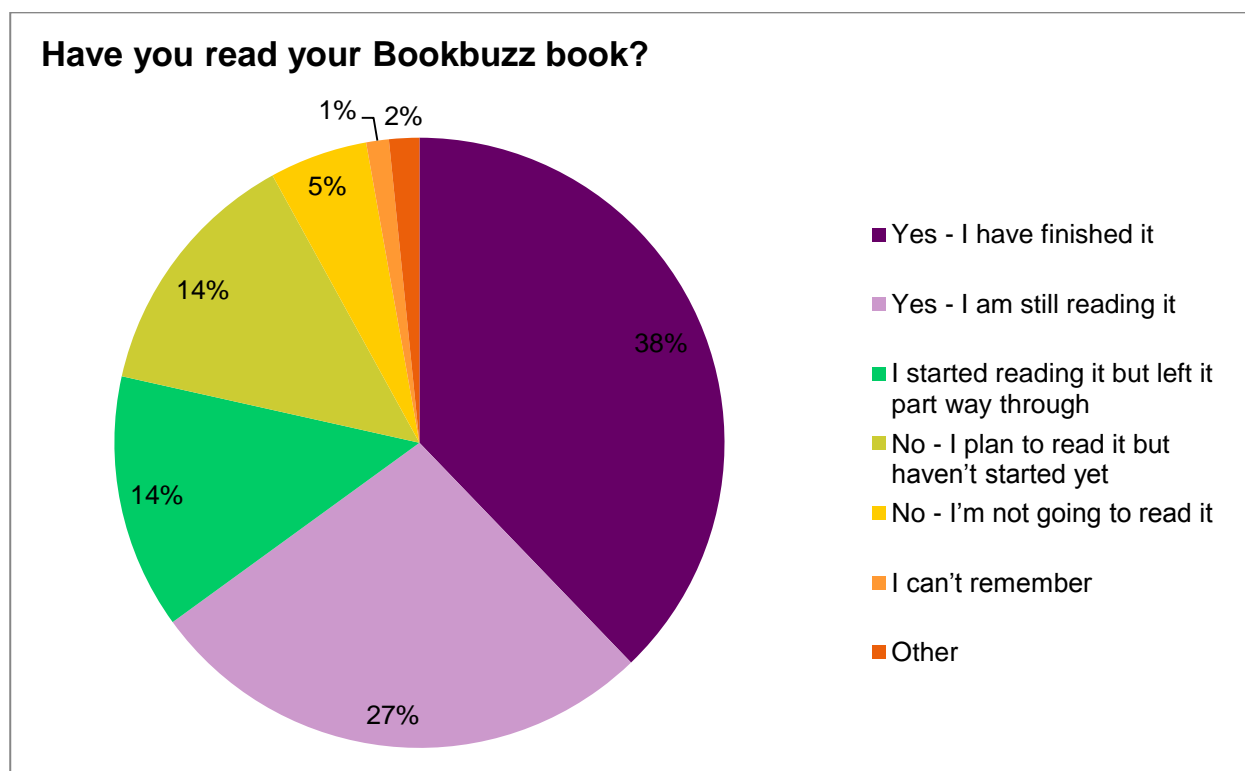
Bookbuzz book

97% of students reported that they had received their Bookbuzz book. Of these the majority had either finished the book (38%) or were still reading the book (27%).

14% of students said they had started reading their book but left it part way through. Respondents gave various different reasons for this including that they started reading something else (40%), they found the book boring (22%), they didn't like the book (19%) or they didn't have time (19%).

14% of students said that they planned to read the book but they hadn't started yet and the majority of these said that this was because they were busy reading something else (57%), they hadn't got round to it (28%) or they hadn't had time (23%).

5% of students stated that they were not going to read the book and most of these stated that this was because they don't like reading (36%) or they thought the book looked boring (33%).



The majority of students reported that they had enjoyed their book either a lot (35%) or quite a lot (43%). Only 4% of students stated that they had not enjoyed their book at all.

Bookbuzz impacts

Around half of students stated that Bookbuzz had encouraged them to try different types of books that they don't usually read (50%) and read more often (49%). Significant numbers of students also stated that Bookbuzz had encouraged them to visit the school library more often (45%), ask a family member or friend to buy them a book (42%) or buy more books themselves (42%).

Just over half of students stated that taking part in Bookbuzz had made them enjoy reading more (52%) and helped them to feel more confident about choosing books to read (52%), while 45% said Bookbuzz had helped them to feel more confident about reading books.

Since reading their Bookbuzz book:

- 45% of students had talked to their friends about it
- 43% had recommended their book to a friend or family member
- 41% had talked to their parents/carers about it
- 29% had lent their book to a friend or family member
- 20% had read their book to a brother or sister

Opinions on Bookbuzz

Overall 88% of students thought Bookbuzz was a good idea. The main reasons for this were:

- It inspires and encourages students to read more.

- It encourages students to read more and read different types of books that they may not usually pick.
- It may increase students' confidence or change their views on reading.
- It gives people a free book – some students mentioned that this was important for people who may not have a lot of books of their own.

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

- They didn't like reading.
- They didn't like the choice of books included in the Bookbuzz list – some students reported that the books on the list didn't appeal to them while others would have preferred a wider range of books to be available.
- They didn't enjoy the book they had chosen.

Conclusion

Overall, students reported generally **positive attitudes towards reading** with over 70% stating that they like reading silently to themselves, they enjoy reading or they like reading stories. However, two thirds also liked watching TV better than reading. The most popular types of books amongst respondents were **action/adventure, funny or horror/scary books**, and most students preferred to read using an actual book (61%) rather than a tablet (16%) or e-reader (10%).

The highest proportion of students reported that they chose their Bookbuzz book because **it looked good from the cover** (37%), followed by that it looked like the sort of book they usually read (28%) and, in contrast, they wanted to choose something different to what they usually read (20%). Over half of students thought the **choice of books** on the Bookbuzz booklist was **good** (31%) **or great** (26%) and the majority had finished or were still reading their book. **78%** of these students reported that they **had enjoyed their book** either a lot or quite a lot.

Students reported several **impacts of taking in part in Bookbuzz**, including making them **enjoy reading more** (52%), helping them to feel **more confident about choosing books** to read (52%), **encouraging them to try different types of books** (50%) and to **read more often** (49%). Finally, **88%** of students thought that **Bookbuzz was a good idea**.

Bookbuzz coordinator survey

Background information

The majority of responses to the coordinator survey came from academies (48%), followed by mainstream state schools (25%) and fee paying independent schools (14%).

The majority of respondents were librarians/LRC managers (85%).

98% of responses came from schools in England and 2% came from schools in Northern Ireland.

The average number of students per school was 903.

The Bookbuzz programme

The majority of respondents found out about Bookbuzz when they received a Bookbuzz email (90%) while 10% reported that they found out when they received a Bookbuzz letter.

Students involved

An average of 148 students in each school took part in Bookbuzz. Almost all respondents reported that Year 7 students took part in Bookbuzz (97%), while 6% reported that Year 8 students took part. The vast majority of respondents stated that the whole year group took part (95%).

Funding

Half of respondents reported that funding for Bookbuzz came from the library budget. Lower numbers stated that funding came from other sources, such as the whole school budget (20%), the head teacher's allocation of funds (16%) or the English department budget (13%).

Use of resources

Almost all respondents reported that they had used the two sample sets of Bookbuzz books (97%) and the bookmarks (92%) included in the launch pack. The majority of respondents had used the posters (83%) and the coordinator guide (72%). However, only around a fifth of respondents had used the Bookbuzz Guide to Whole School Creative Writing (21%). Most coordinators added the two sample sets of Bookbuzz books to library stock (93%), while some used them as prizes/giveaways for students (38%).

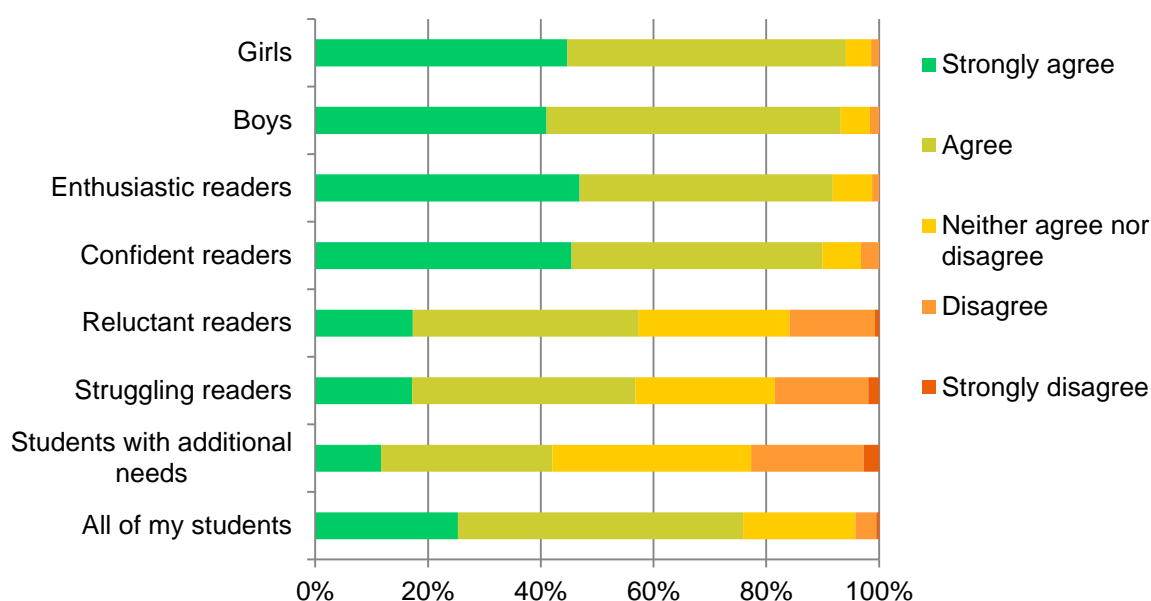
Opinions on the Bookbuzz books

A total of 97% of coordinators reported that they thought the choice of books available on the Bookbuzz booklist was either excellent (53%) or good (44%), and no respondents thought that the choice was poor.

In general, coordinators tended to agree that the Bookbuzz booklist included a good choice for students – 76% of coordinators agreed that the Bookbuzz booklist included a good choice for all of their students. The vast majority of coordinators agreed that there was a good choice for both boys (93%) and girls (94%). Particularly high proportions of coordinators agreed that the Bookbuzz booklist provided a good choice for enthusiastic and confident readers (92% and 90% respectively). Lower proportions of coordinators felt that there was a good choice for reluctant or

struggling readers (57% for both) or students with additional needs (42%).

To what extent do you agree that the Bookbuzz booklist included a good choice for the following groups?



When respondents were asked if they thought there was anything missing from the Bookbuzz selection about half of respondents stated that there was nothing missing. Some of these respondents elaborated, stating that they felt the books provided a comprehensive selection giving students a good choice of books.

Those who did think there was something missing from the Bookbuzz selection most commonly stated:

- Graphic novels
- High interest – low ability books
- More challenging books for confident readers

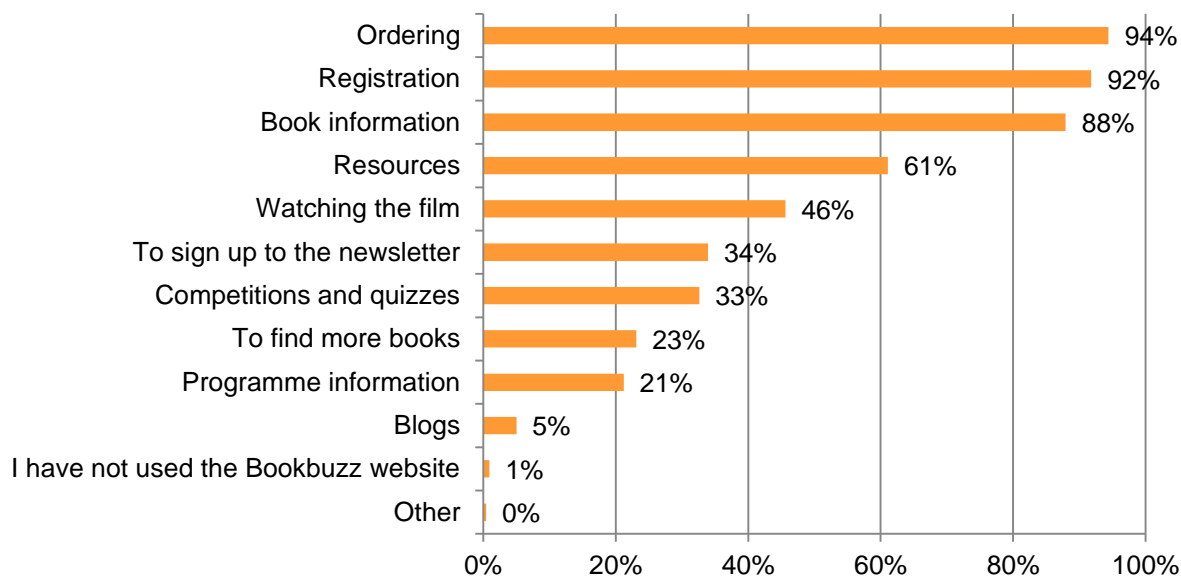
The majority of coordinators introduced Bookbuzz to their students either during a visit to the school library (43%) or during an English lesson (35%). Most coordinators spent either part of a lesson (42%) or a whole lesson (39%) on Bookbuzz with their students, while 20% spent a few lessons.

The Bookbuzz website

Almost all respondents stated that they had used the Bookbuzz website for registration (92%), ordering (94%) and book information (88%). The vast majority of these reported finding the registration and ordering processes easy (99% and 98% respectively).

61% of respondents had used the resources on the Bookbuzz website and 99.5% of these found them useful. The majority of those who had not used the resources stated that this was because they did not have time to use them (67%).

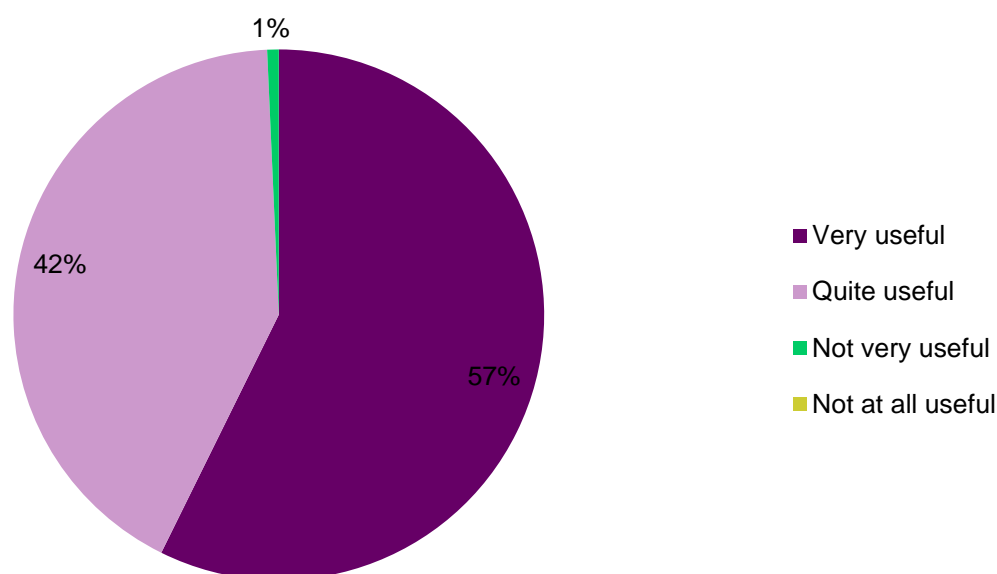
Which of the following have you used the Bookbuzz website for?



42% of respondents had shown the film on the Bookbuzz website to their students and 98% thought that it was useful for them. Those who had not shown the resources to their students gave a variety of reasons for this, including that they did not have the available facilities to show the film (37%), they did not have time (33%), they would rather tell students about the programme themselves (18%) or they did not know a film was available (17%).

99% of respondents reported that they found the Bookbuzz website useful overall.

Overall, how useful did you find the Bookbuzz website?



When asked if there was anything else they would like to be available on the website significant numbers of respondents stated that they would like to see lesson plans (55%) and games (48%) while around a quarter of respondents would like a message board for

coordinators, more video content and more opportunities to interact with the site.

Delivery of books to schools

97% of coordinators reported that the correct number of each book in their order was delivered. Of those who did not receive the correct amounts, 69% reported it to customer services and 78% then received the correct number of books within 7 days.

Whole School Creative Writing

Almost half of coordinators reported that they had read the Bookbuzz Guide to Whole School Writing (48%). Those who had not read it generally reported that this was because they had not had time (54%) and that their school already has a strong whole school creative writing culture (23%). 24% of respondents also selected 'other'. Most of those who selected 'other' explained that, as librarians, creative writing does not tend to be their responsibility and the majority of these had passed the guide onto the English department to use.

Those who had read the Bookbuzz Guide to Whole School Writing tended to think that it had been useful, in particular the sections on 'The importance of whole school creative writing' (91%), 'Practical resources' (86%) and 'Using the Bookbuzz books to raise the profile of creative writing in your school' (84%).

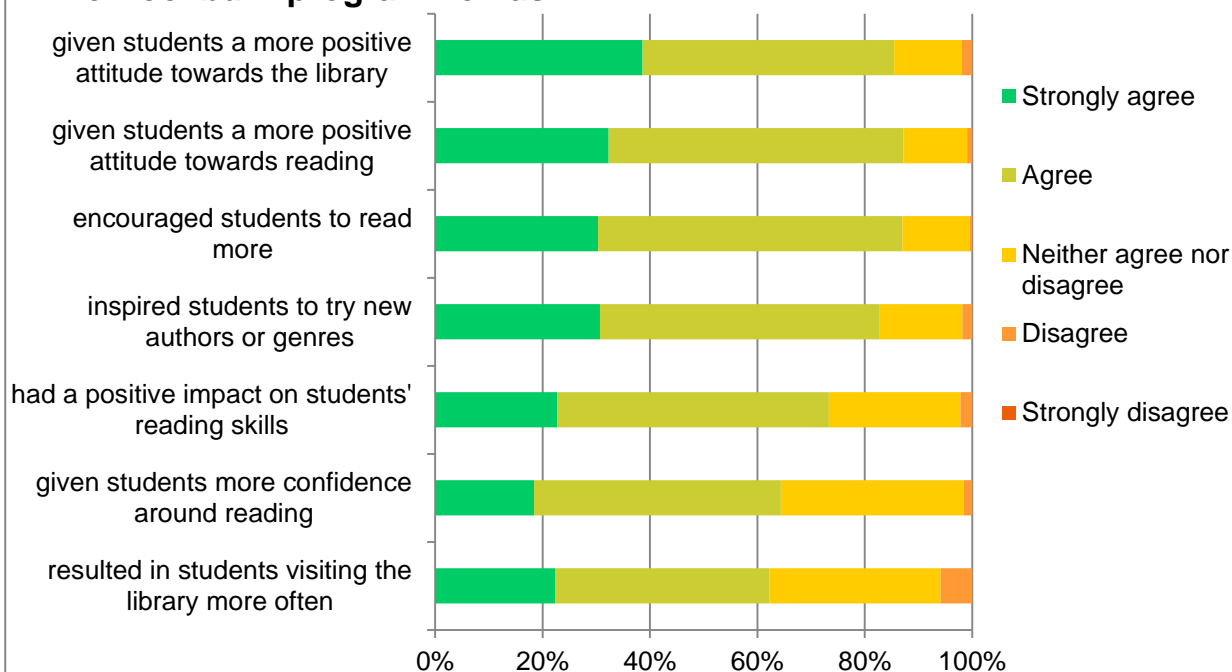
However, lower numbers of respondents reported that they planned to do anything differently at their school as a result of reading the guide (30%). Those who did plan to do things differently stated that they would run more creative writing sessions in the school library (55%) or run writing activities related to the Bookbuzz books (46%). Around a quarter of those who said they planned to do things differently stated that they would review their current practices and policies around whole school creative writing, develop opportunities for creative writing across the curriculum and visit the Booktrust website.

Impact of Bookbuzz

Overall, coordinators were very positive about the impact the Bookbuzz programme has had on students. In particular they agreed that the Bookbuzz programme had encouraged students to read more (87%), given students a more positive attitude towards reading (87%), given students a more positive attitude towards the library (86%) and inspired students to try new authors or genres (83%).

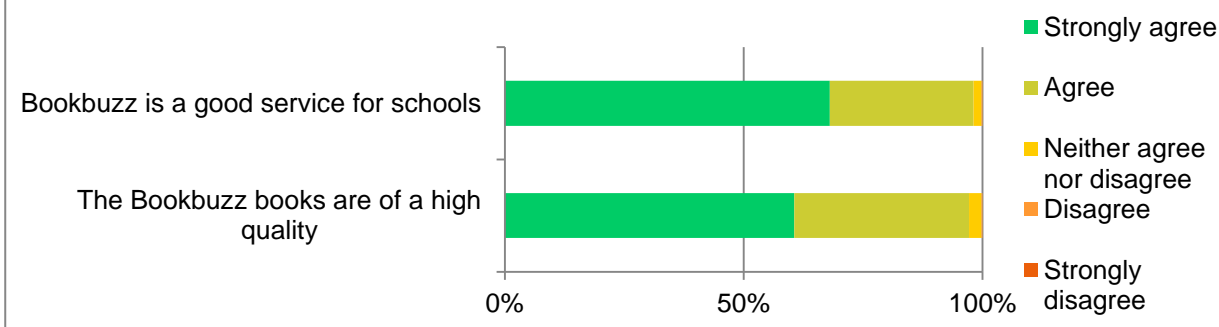
To what extent do you agree with the following statements?

The Bookbuzz programme has...



Coordinators were also extremely positive about the Bookbuzz programme: 97% of coordinators agreed that the Bookbuzz books are of a high quality and 98% agreed that Bookbuzz is a good service for schools.

To what extent do you agree with the following statements?



The majority of coordinators reported that they planned to take part in Bookbuzz next year (82%), while 17% said maybe and only 1% said no. Of those who did plan to take part next year, the majority said that this was because the students enjoyed it (93%), the programme was beneficial to the students (87%) and the programme was good value for money (77%). 59% of respondents reported that it supported the school development plan and a minority of respondents said that it helped them to meet an Ofsted requirement (22%).

Reasons for not planning to take part next year were generally due to budget constraints. Further open responses also highlighted some concerns around budgets for taking part in Bookbuzz,

despite often expressing that they thought it was good value for money:

'It's a brilliant scheme and I'm happy to be involved, I think it is worth the money, though I expect a number of schools can't afford to take part.'

'I think it is an excellent scheme to encourage reading and we use it at the start of the school year when the Year 7s start their time at secondary school, to show that the school encourages reading. But I hope the cost does not increase because I fear we may not be able to continue to buy into it which would be a real shame.'

'The pupils were thrilled with the books, but I can't fund it from my library budget. I know there are financial constraints, but when it was free, we could participate. This year, funds don't allow for it.'

When asked if they would be interested in purchasing any other resources as part of Bookbuzz, the highest proportion of respondents selected that they would like to receive stickers (56%), followed by a set of accessible titles (44%), a booklet (guide to the Bookbuzz books) (40%), other books (34%), a DVD (30%), and extra sets of the Bookbuzz books (24%).

When asked if they had any other comments, respondents were generally very positive about the programme. Many respondents reported that students were very excited about taking part in the programme, enjoyed choosing their own books and that the programme encouraged and inspired their students to read for pleasure. Some respondents reported that this was particularly important for children who had previously been less engaged with reading, or who had few or no books at home.

'We really love Bookbuzz! Every year we have our Book buzz breakfast which is highly anticipated by all our year 7 pupils and they hate it when it is over and always ask if they can do it again! If they had the chance they would want Bookbuzz Breakfast every week!!'

'The pupils were very enthusiastic and couldn't wait for the books to arrive. I put all the books on display and many of them were borrowed. The film was very good and encouraged the pupils to choose and order their books. I didn't have to chase many orders up this year.'

'The children feel privileged and excited to take part in the programme. They do get a buzz about books and anxiously await their arrival. It is lovely to see the sense of anticipation. The library is enriched by the new set of books which is a huge incentive to taking part.'

'Students reacted very positively to the programme. They were excited about choosing their books and were delighted when they arrived. It was lovely to see them all so excited about books and reading. It has also been lovely to see a lot of them reading their Bookbuzz books in class.'

'Once again the students' enthusiasm was testimony enough to the merits of the Bookbuzz programme. Even those who "don't like reading" engage with their Bookbuzz book.'

'I had a very positive response from the students and they all loved the experience of choosing their own books. In our catchment area, this maybe the only book that some students will own. They all thought the video was very useful and definitely helped in the choice of books they made.'

'I can only advocate the positive use of Bookbuzz. Some of our students have never received a book as a gift before or own a book at home. Students enjoy the process of choosing their own book. It is an excellent scheme.'

Conclusion

Respondents tended to use Bookbuzz exclusively with Year 7 students. 97% of coordinators used Bookbuzz with Year 7s, while only 6% reported that Year 8s took part. Half of respondents stated that the funding for Bookbuzz came from the library budget while smaller numbers had used funds from other sources, such as the whole school budget (20%), the head teacher's allocation of funds (16%) or the English department budget (13%).

97% of coordinators thought the choice of books on the Bookbuzz booklist was good or excellent and the majority thought that it included a good choice for all of their students (76%). When asked if anything was missing from the selection, around half of respondents stated that nothing was missing. Common themes from those who did think there was something missing were graphic novels, high interest – low ability books and more challenging books for confident readers.

The vast majority of respondents had used the website, most often for registration, ordering and book information and 99% of these found it useful. The delivery of books to schools appears to have been very successful with 97% of respondents reporting that they received the correct number of each book in their order.

Coordinators were very positive about the impact the Bookbuzz programme has had on students, agreeing that the Bookbuzz programme had encouraged students to read more (87%), given students a more positive attitude towards reading (87%), given students a more positive attitude towards the library (86%) and inspired students to try new authors or genres (83%). Additionally, 97% of coordinators agreed that the Bookbuzz books are of a high quality and 98% agreed that Bookbuzz is a good service for schools.