Young People's Literacy in Middlesbrough in 2013

One year on

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2014

Words for life

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Introduction

This report presents second year information about the degree to which children and young people in Middlesbrough enjoy reading and writing, how often then engage in reading and writing, what types of materials they read and write and how they feel about reading and writing. It also outlines information about their confidence in their own communication skills and how they feel about communication skills generally.

To contextualise the information about children and young people's literacy in Middlesbrough, their responses are compared with data from the year before and with findings from a wider national survey that was conducted in November/December 2013 with 29,420 children and young people aged 8 to 16.

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Overall, 2,254 children and young people from 16 schools within the Middlesbrough local authority participated in the National Literacy Trust's annual literacy survey in October/ November 2013. As many boys as girls took part (boys: 49.7%; girls: 50.3%). Reflecting the socioeconomic reality within the local authority, the sample contains more children and young people who say that they receive free school meals (FSMs; 38.3% compared to 17.1% nationally).

The Middlesbrough sample is made up of mostly Key Stage 2 pupils (aged 8 to 11; 64.3%); 34.1% are pupils aged 11 to 14 (KS3). Only 1.6% of pupils are aged 14 to 16 (KS4). The majority of children and young people say that they come from White ethnic backgrounds (73.2%), with 19.2% coming from Asian ethnic backgrounds, 4.7% coming from Mixed ethnic backgrounds and 3% coming from Black ethnic backgrounds. Overall, 20.6% of children and young people from the Middlesbrough sample say that they speak another language other than English at home, which is slightly higher than the percentage found in the national sample (18.3%).
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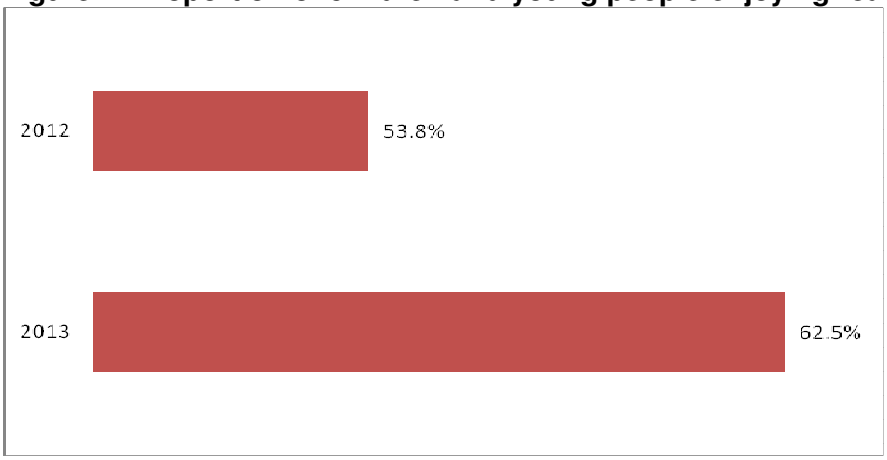
~ Have there been any changes in enjoyment, behaviour and attitudes since 2012? ~

This section compares responses from 2013 with those from our first Middlesbrough survey that we conducted in 2012 and in which 3,427 children and young people from 25 schools took part.

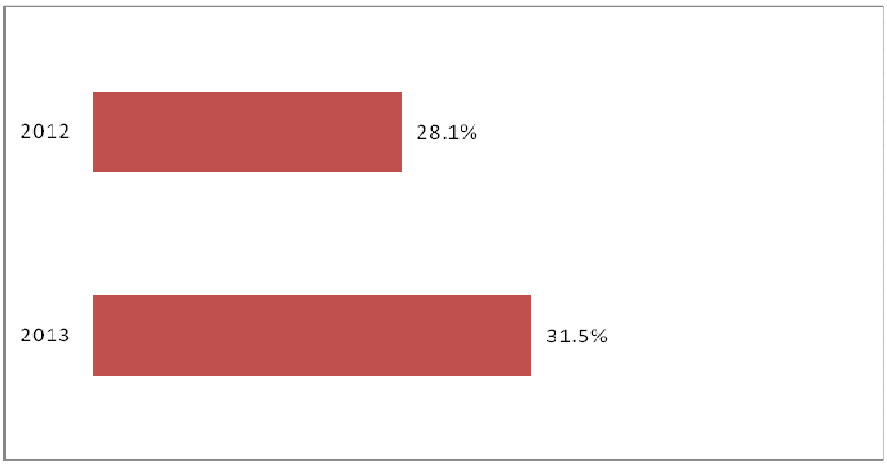
Figure 1 shows that more children and young people enjoyed reading either very much or quite a lot in 2013 than in 2012.

Figure 1: Proportion of children and young people enjoying reading in 2012 and 2013



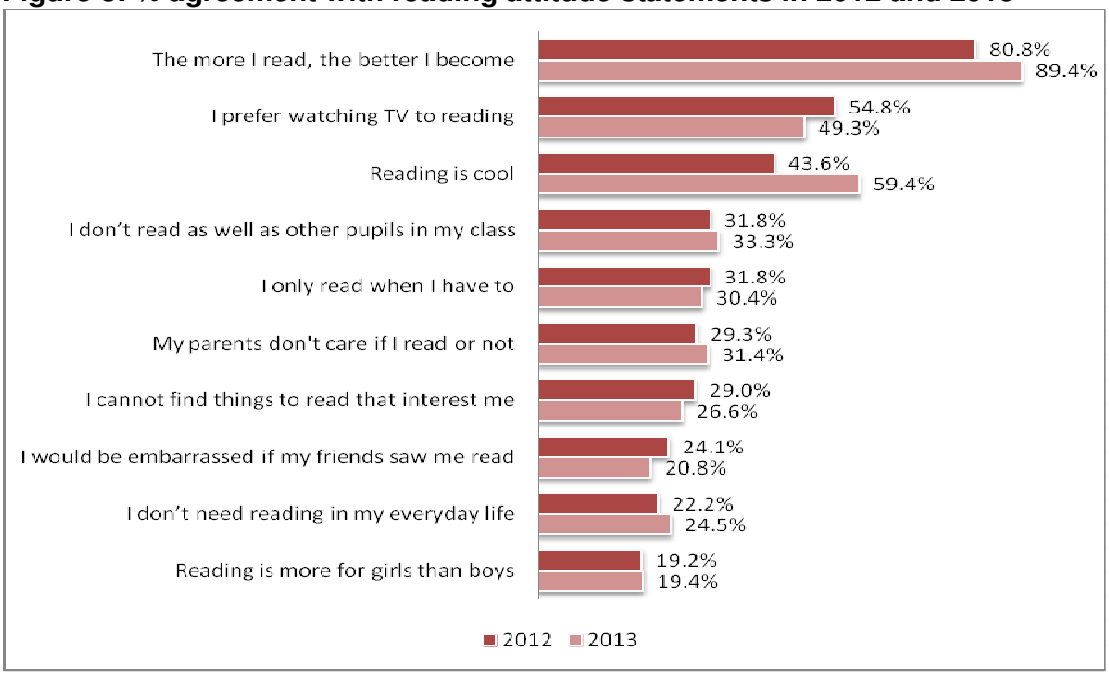
Similarly, slightly more children and young people read daily outside class in 2013 than 2012 (see **Figure 2**).

Figure 2: Proportion of children and young people who read daily outside class in 2012 and 2013



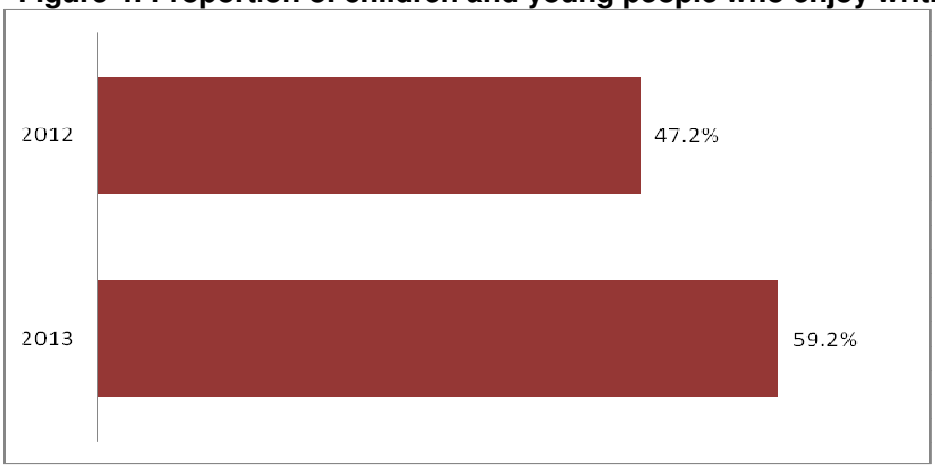
Not only do more children and young people enjoy reading and read daily in 2013, they also tend to think more positively about reading than children and young people did in 2012 (see **Figure 3**). For example, while over two-fifths of children and young people in 2012 agreed that reading is cool, three-fifths of children and people agreed with this statement in 2013. However, slightly more children and young people agreed in 2013 that they don't need reading in their daily life compared with 2012.

Figure 3: % agreement with reading attitude statements in 2012 and 2013



More children and young people also enjoy writing either very much or quite a lot in 2013 than in 2012 (see **Figure 4**).

Figure 4: Proportion of children and young people who enjoy writing in 2012 and 2013



Slightly more children and young people in 2013 than in 2012 also write something that isn't for school outside class every day (see **Figure 5** overleaf).

Figure 6 shows that children and young people thought more positively about writing in 2013 than they did in 2012. For example, while just over a third (37.5%) of children and young people in 2012 agreed that writing is cool, over half (53.1%) of children and young people agreed with this statement in 2013. Similarly, more children and young people saw a link between their writing skill and future job prospects in 2013 than 2012 (67.9% vs. 57.5%).

Figure 5: Proportion of children and young people who write daily outside class in 2012 and 2013

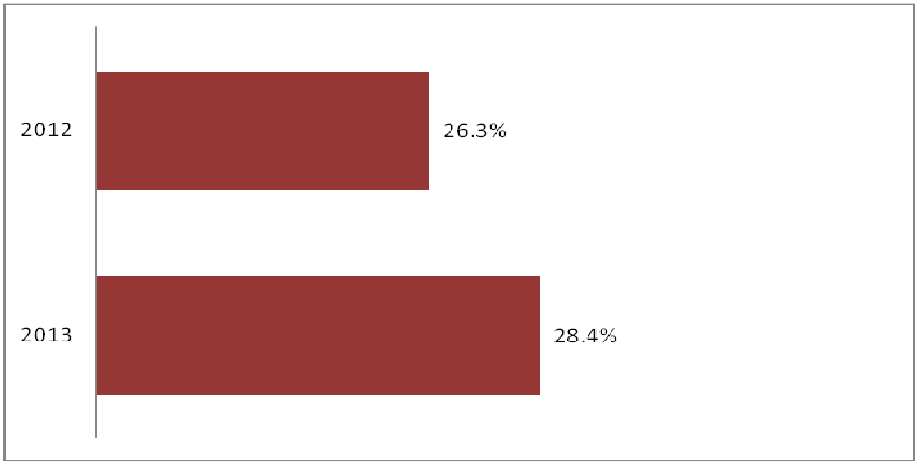
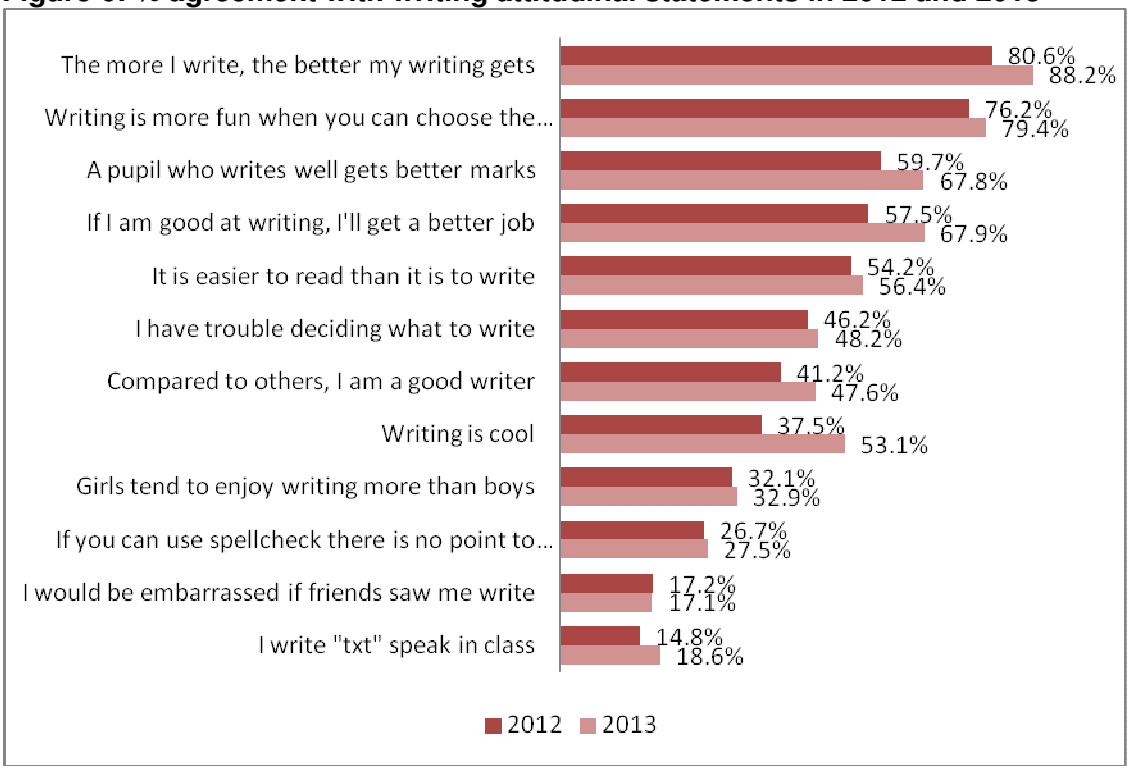


Figure 6: % agreement with writing attitudinal statements in 2012 and 2013



While more children and young people in 2013 said they enjoy reading and writing, read and write daily and think more positively about reading and writing, responses regarding communication skills have remained more static.

Figure 7 shows that roughly the same proportion of children and young people in 2013 feel confident in various aspects of communication as in 2012.

Figure 7: Proportion of children and young people who feel confident in various aspects of communication in 2012 and 2013

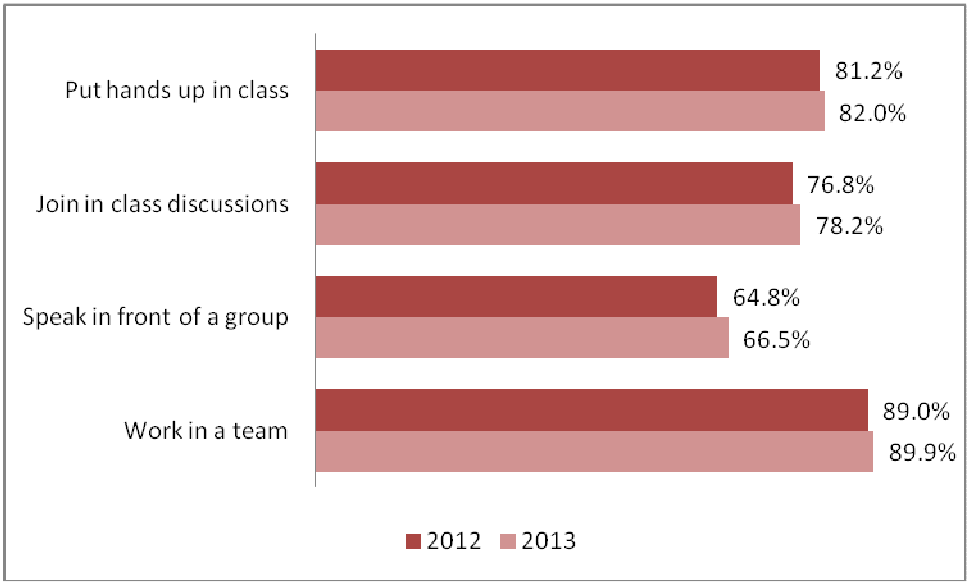
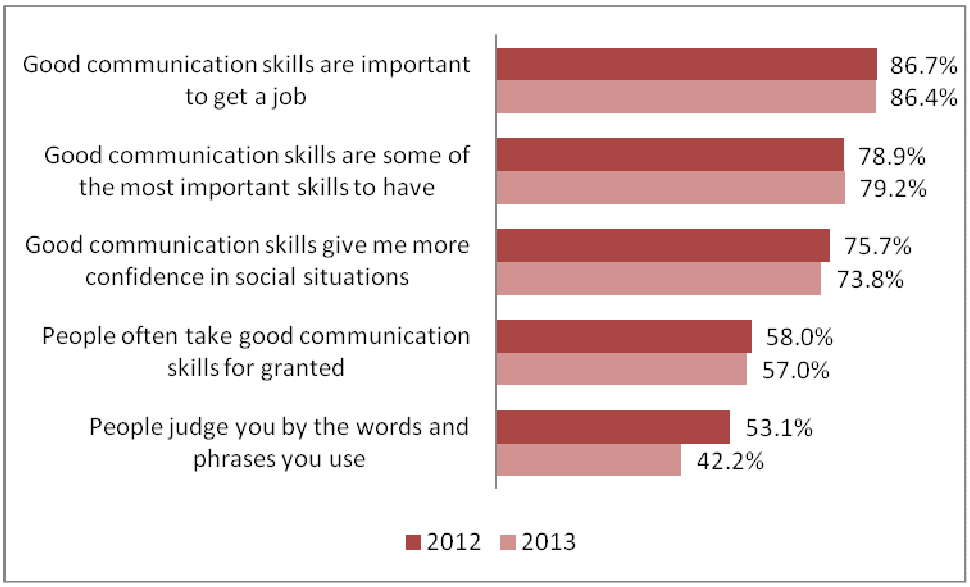


Figure 8 also shows that there has been little change in the degree to which children and young people think about communication skills since 2012, with one exception: fewer children and young people in 2013 than in 2012 agree with the statement that people are judged by the words and phrases they use.

Figure 8: % agreement with attitudes towards communication skill statements in 2012 and 2013

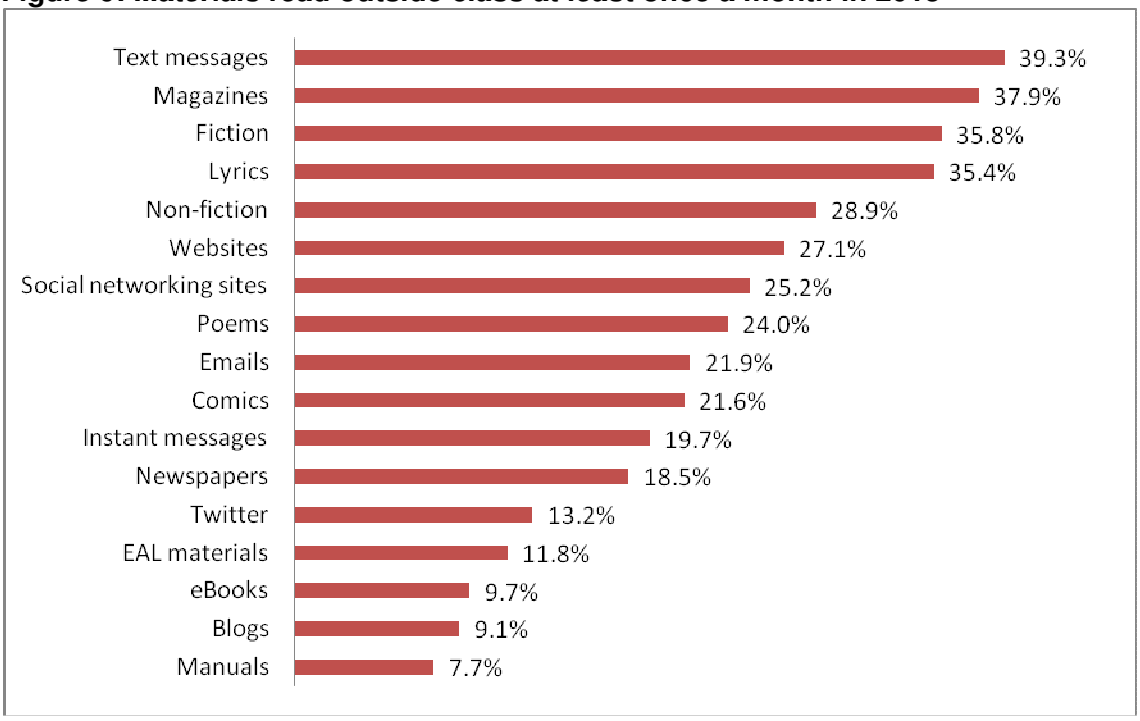


General findings

Reading

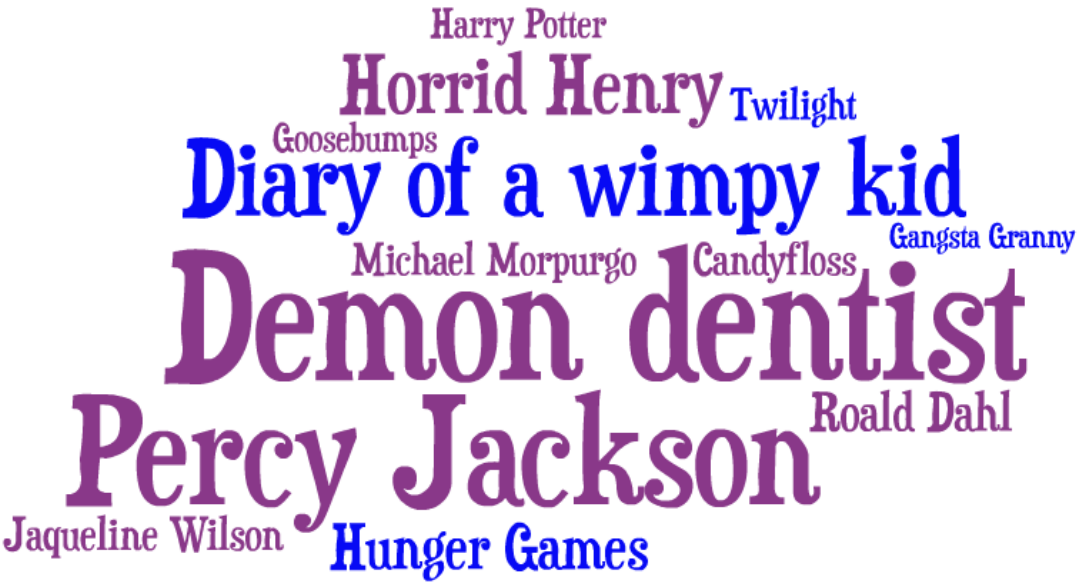
- 6 in 10 (62.5%) children and young people in Middlesbrough enjoy reading either very much or quite a lot. Only 7.5% do not enjoy reading at all (see Table 1, p. 26).
- Nearly a third (31.5%) of children and young people in Middlesbrough read outside class every day in 2013, while another 32.8% read several times a week (see Table 2, p. 27). However, nearly a fifth of children and young people (17.9%) also said that they rarely or never read at all, with 6.1% saying they never read.
- Nearly 6 in 10 (57.1%) of children and young people in Middlesbrough read for 20 minutes or less, with 29.4% reading for up to 10 minutes at a time and 27.7% reading for up to 20 minutes at a time (see Table 3, p. 29). 1 in 6 young people (18%) say that when they read, they read for one hour or longer.
- **Figure 9** shows that when asked what types of materials they read outside class at least once a month, most young people say that they read text messages (39.3%), followed by magazines (37.9%), fiction (35.8%) and lyrics (35.4%) (see Table 4, p. 30).

Figure 9: Materials read outside class at least once a month in 2013



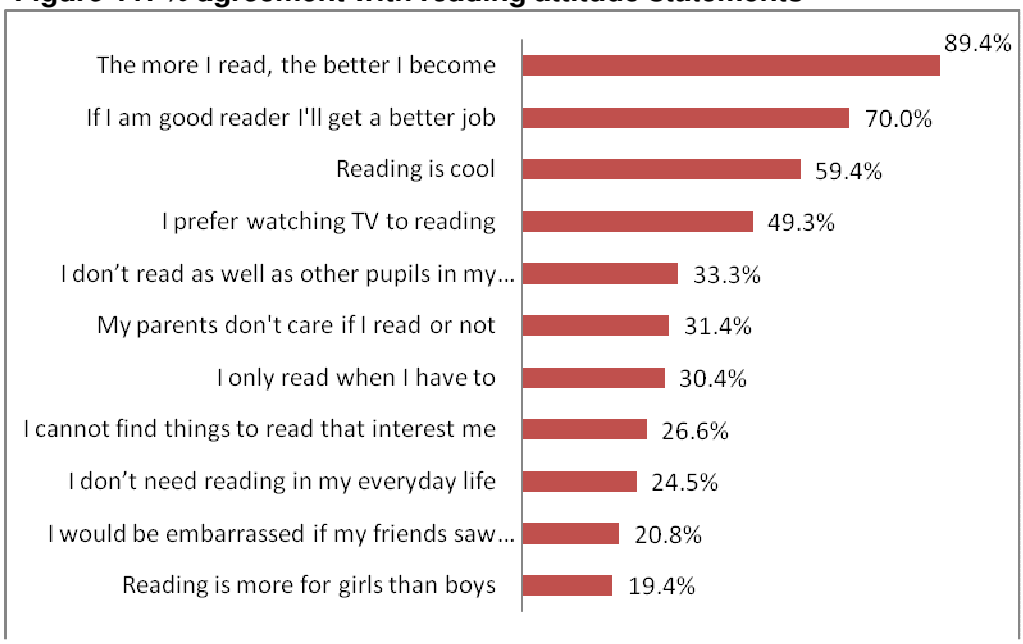
- When asked more specifically what genres of fiction they tend to read, most young people from Middlesbrough said that they read adventure books (52.9%), followed by horror stories (44.2%) and comedy books (43.6%) (see Table 5, p. 33).
- 2 in 3 young people in Middlesbrough (67.9%) say that they have a favourite book or story (see Table 6, p. 35).

Figure 10: Word cloud of most frequently mentioned favourite book, story or author



- 8 in 10 children and young people in Middlesbrough (78.0%) say that they have been given a book as a present, nearly three-quarters (72.6%) have been to a bookshop, and 9 in 10 (90.1%) have been to a library (see Table 7, p. 36).
- Asking about library use more generally, nearly 7 in 10 (72.2%) children and young people in Middlesbrough say that they use their school library (see Table 9, p. 49). However, 7.1% say that they don't have a school library. In comparison, just over half (53.3%) say that they use their public/local library (see Table 10, p. 50).
- Some attitudes towards reading need to be improved in Middlesbrough (see Table 8.1 – 8.11, pp. 38). **Figure 11** shows that 1 in 3 (30.4%) children and young people read only if they have to, while nearly a quarter (24.5%) agree that they don't need reading in their everyday life. 1 in 5 (20.8%) children and young people also agree that they would be embarrassed if their friends saw them read. However, 7 in 10 (70.0%) see a link between their reading ability and their future job prospects and 6 in 10 (59.4%) agree that reading is cool.

Figure 11: % agreement with reading attitude statements

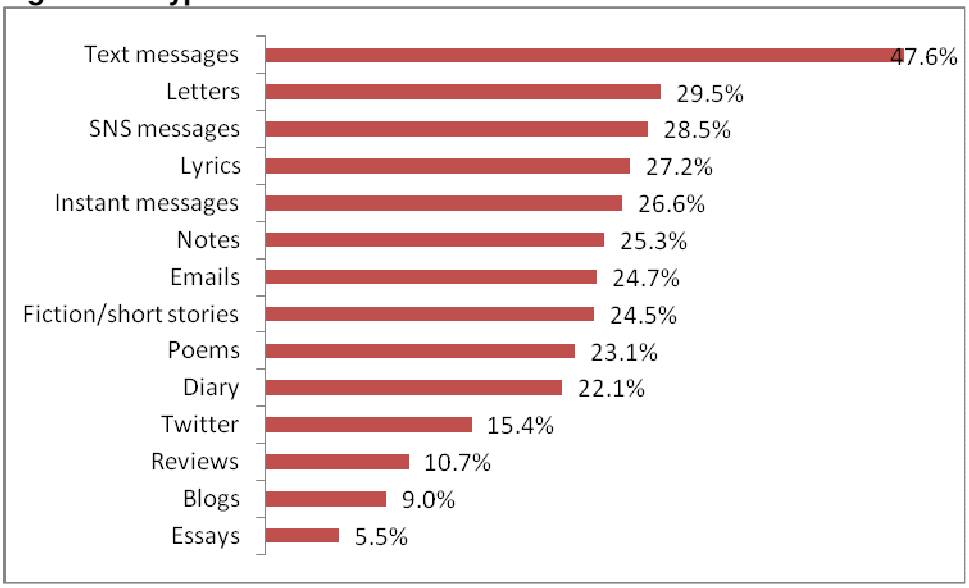


- Nearly a third (31.5%) of children and young people in Middlesbrough say that they have heard more about reading or literacy in the local press in the past year.
- However, only 17.5% of children and young people have heard about the Middlesbrough Reading Campaign.

Writing

- 6 in 10 children and young people in Middlesbrough (59.2%) say that they enjoy writing either very much or quite a lot. 8.2% do not enjoy writing at all (see Table 11, p. 52).
- Nearly 3 in 10 (28.4%) children and young people in Middlesbrough say that they write something that isn't for school every day. However, nearly a quarter (23.1%) say that they rarely or never write something that isn't for school (see Table 12, p. 53).
- Text messages dominate the writing that young people engage in outside school (see **Figure 12**), with nearly half (47.6%) of children and young people saying that they write text messages outside class at least once a month (see Table 13, p. 55). Letters are the second most popular format written outside class, with 29.5% of children and young people saying that they write letters outside class at least once a month.

Figure 12: Types of formats written outside class at least once a month in 2013



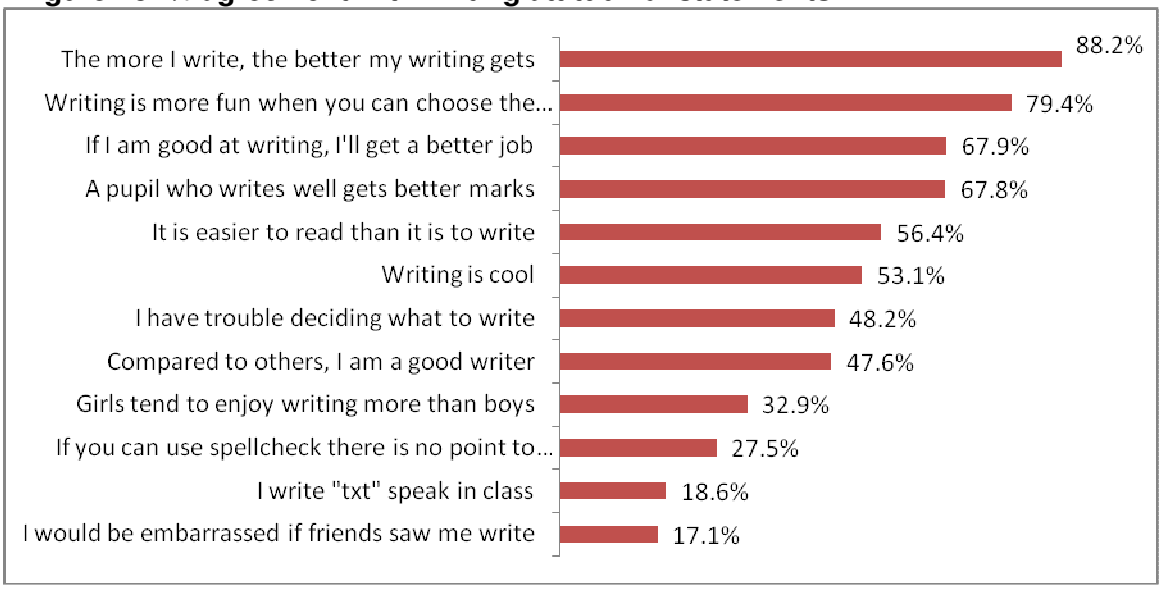
- Some attitudes towards writing and the image of writing need to be improved (see **Figure 13 overleaf**). The majority of children and young people in Middlesbrough see a link between their writing behaviour and their skills (with most agreeing that the more they write, the better their writing becomes), and nearly 2 in 3 (67.9%) see a link between their quality of writing and their future job prospects. However, over a quarter (27.5%) of children and young people agree that there is no need to bother with spelling and grammar if you can use a spellchecker; while nearly a third (32.9%) see writing as a gendered activity that is more for girls than boys (see Table 14.1 - 12, pp. 58).

Communication skills

- When asked what they think people mean when they talk about "good communication skills", most young people in Middlesbrough think that this refers to having good listening skills (65.7%) and good speaking skills (62.8%). Two-fifths (40.6%) of children and young people believe that having good communication skills means being good at ICT (see Table 15, p. 71).

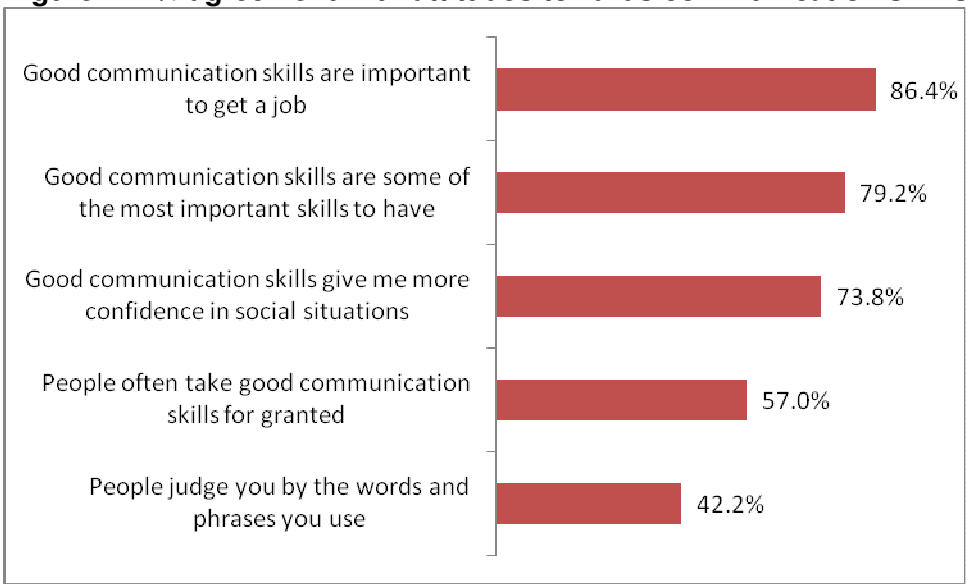
- Generally, children and young people in Middlesbrough feel confident in their communication skills (see Table 16.1 - 4, pp. 72). Overall, 82.0% feel either very confident or confident putting up their hand in class, 78.2% feel very confident or confident joining in class discussions, 66.5% feel very confident or confident speaking in front of the class and 89.9% feel very confident or confident working as a team.

Figure 13: % agreement with writing attitudinal statements



- Generally, children and young people in Middlesbrough hold positive attitudes towards communication skills (see **Figure 14**). Nearly 9 in 10 (86.4%) children and young people agree with the statement that good communication skills are important to get a job, while 8 in 10 (79.2%) agree that good communication skills are some of the most important skills to have, and nearly three-quarters (73.8%) agree that having good communication skills boosts their confidence in social situations. However, nearly 6 in 10 (57.0%) children and young people also agree that most people take good communication skills for granted (see Table 17.1 - 5, pp. 76).

Figure 14: % agreement with attitudes towards communication skill statements



Boys vs. girls

As is the case in the national sample, gender is the most influential background variable in the Middlesbrough sample and many of the findings here mirror those that are discussed at a national level (see http://www.literacytrust.org.uk/policy/nlt_policy/boys_reading_commission).

Reading

- Girls are significantly more like to enjoy reading than boys, with 7 in 10 (69.6%) saying that they enjoy reading either very much or quite a lot compared with just over half (55.4%) of boys. Overall, nearly twice as many boys as girls say that they don't enjoy reading at all (9.7% vs 5.2%).
- 4 in 10 girls (40.0%) say that they read daily compared to only a quarter of boys (22.9%). By contrast, nearly twice as many boys as girls say that they never read (22.8% vs. 13.0%).
- Boys tend to read for shorter periods of time. For example, only a quarter (26.5%) of girls say that they read for up 10 minutes when they read, compared to nearly a third of boys (32.2%).
- Conversely, nearly twice as many girls as boys say that they read for one hour or more at a time (22.1% vs. 13.7%).
- Girls and boys read different materials outside class. More girls than boys say that they read technology-based formats such as text messages, messages on social networking sites, emails and instant messages. This cannot simply be explained by girls having greater access to computers or the internet than boys; the survey also showed that roughly the same proportion of boys and girls say that they either own a computer (boys 71.4%; girls 69.5%), have access to one (boys 91.8%; girls 94.4%) or have internet at home (boys 95.1%; girls 94.7%). In addition to technology-based materials, girls also read more traditional texts, such as fiction and poems as well as magazines and lyrics. By contrast, more boys than girls say that they read newspapers, comics and manuals.
- More girls than boys say that they have a favourite book or story (72.5% vs. 63.2%).
- Not only do more girls than boys enjoy reading, read daily and have a favourite book, they also think positively about reading. More girls agreed with the statement that "reading is cool" (64.3% vs. 54.3%), while more boys agreed with the statements that "I prefer watching TV to reading" (58.3% vs. 40.4%) and "I only read when I have to" (36.4% vs. 24.6%). Overall, more boys than girls also agreed that they don't need reading in their everyday lives (28.1% vs. 20.6%).
- Generally girls have more reading opportunities than boys. More girls than boys say that they have been given a book as a present (83.0% vs. 72.9%), that they have been to a bookshop (76.5% vs. 68.6%) and have been to a library (92.4% vs. 87.8%). While more girls than boys say that they use their local library (58.4% vs. 48.1%), boys and girls are as likely to use their school library (72.8% vs. 71.8%).

Writing

Not only are girls more enthusiastic about reading, but they are also more enthusiastic about writing than boys. The differences outlined in this report mirror those trends found at a national level.

- Girls enjoy writing more than boys, with two-thirds (66.8%) of girls enjoying writing either very much or quite a lot compared with half (52.0%) of boys. By contrast, boys are twice as likely to say that they don't enjoy writing at all (10.7% vs. 5.5%).
- Girls also write more frequently outside class, with twice as many girls as boys writing outside class every day (37.2% vs. 19.4%). Conversely, twice as many boys as girls say that they never or rarely write outside class (31.5% vs. 14.6%).
- With the exception of text messages and instant messages, boys are as likely as girls to write technology-based formats. However, more girls than boys say that they write text

messages (52.2% vs. 43.6%) and instant messages (29.4% vs. 24.5%) outside class at least once a month. Girls are also more likely than boys to write letters, notes, fiction stories and poems. Twice as many girls as boys also write lyrics outside class, while nearly three times as many girls as boys write in a diary.

- Girls not only enjoy writing more and write more often but they are also marginally more likely to think more positively about some aspects of writing than boys. For example, slightly more boys than girls agree that they find it easier to read than to write (62.1% vs. 50.4%), while more boys than girls also agree that there is no need to bother with spelling and grammar when you can use a spellchecker (32.0% vs. 23.2%). By contrast, slightly more girls than boys agree that writing is cool (59.6% vs. 46.6%).

Communication skills

- Boys are more confident speakers than girls. For example, more boys than girls feel either very confident or confident putting up their hand in class (84.0% vs. 79.7%), feel either very confident or confident joining in class discussions (80.3% vs. 76.1%) and feel either very confident or confident speaking in front of a group (69.3% vs. 63.6%).
- Girls and boys shared very similar views on communication skills. However, boys were more likely than girls to agree with the statement that people often take good communication skills for granted girls (61.7% vs. 52.7%).

Socioeconomic background

This section outlines any differences between children and young people depending on their socioeconomic background, assessed by a proxy measure of whether or not they receive free school meals (FSMs).

Reading

- Children and young people in Middlesbrough who receive FSMs are slightly more likely to enjoy reading than young people who do not receive FSMs (66.4% vs. 59.5%).
- However, there were no differences between pupils who receive FSMs and those who do not in the frequency with which they read outside class, with 31.6% of FSM pupils reading daily outside class compared with 31.3% of non-FSM pupils.
- More pupils who receive FSMs say that they have a favourite book or story compared with young people who do not receive FSMs (71.0% vs. 64.6%).
- With the exception of poems, more young people who do not receive FSMs read a variety of materials outside class compared with those who receive FSMs. Some of the internet-based reading differences can, at least in part, be explained by differing access to computers (FSM pupils 90.3%; non-FSM pupils 95.2%) and access to the internet at home (FSM pupils 91.0%; non-FSM pupils 97.5%). However, the difference in reading text messages cannot be explained in differences in mobile phone ownership, as the same proportion of young people who do not receive FSMs say that they own a mobile phone as those who receive FSMs (74.7% vs. 73.1%). However, more young people who receive FSMs say that they read poems outside class at least once a month (28.7% vs. 19.7%).
- Pupils who receive FSMs were equally likely to have been given a book as a present and to have visited a bookshop or library as those who do not receive free meals. Marginally more FSM pupils say that they use their school library (74.8% vs. 70.2%) or their public library (55.7% vs. 52.3%).
- The relationship between FSM uptake and attitudes towards reading is more complex. Although more young people who receive FSMs than those who do not agree with the statement that they don't need reading in their everyday life (27.0% vs. 22.1%) and that their parents don't care whether they read or not (40.2% vs. 26.2%), more also agree

that reading is cool (62.3% vs. 54.6%) and that they will get a better job if they read well (76.7% vs. 65.7%).

Writing

- Children and young people who receive FSMs in Middlesbrough are more likely to enjoy writing than young people who do not receive FSMs (62.9% vs. 56.0%).
- Children and young people who receive FSMs are also slightly more likely to write outside class daily compared with those who do not receive FSMs (30.6% vs. 25.6%).
- There were also some notable differences in terms of the types of writing young people do outside class, with those who do not receive FSMs engaging in more technology-based writing compared with those who receive FSMs. Some of the internet-based writing can, at least in part, be explained by a differing access to computers outlined above with respect to reading. By contrast, more young people who receive FSMs write poems outside class compared with young people who do not receive FSMs.
- Very few differences exist between pupils who receive FSMs and those who do not in terms of their attitudes towards writing. More children and young people who receive FSMs compared with those who do not agree that writing is cool (57.6% vs. 47.8%) or that they will get a better job if they are good at writing (70.4% vs. 65.4%). However, more young people who receive FSMs compared with those who do not agree that they write "txt" speak in class (21.5% vs. 15.6%).

Communication skills

- Significantly more pupils who do not receive FSMs compared with those who receive FSMs said that having good communication skills means being good at listening (71.8% vs. 59.4%) and speaking (69.2% vs. 55.6%). Conversely, significantly more children and young people who receive FSMs compared with those who do not said that having good communication skills means being good at ICT (43.1% vs. 37.6%).
- Generally, children and young people who receive FSMs feel more confident in their communication skills than young people who do not receive FSMs. For example, more young people who receive FSMs compared with those who do not receive FSMs feel confident joining in group discussions (81.5% vs. 77.4%) and speaking in front of a group (69.0% vs. 64.2%).
- There were very few differences between young people who receive FSMs and those who do not in the degree to which they agreed or disagreed with statements assessing their attitudes towards good communication skills. The two statements that showed some variation related to good communication being some of the most important skills to have and people taking good communication skills for granted, with slightly more young people who receive FSMs agreeing with these statements.

Key Stage

This sample mostly consisted of KS2 pupils (aged 8 to 11; 64.3%) and KS3 pupils (aged 11 to 14; 34.1%). Only 1.6% of pupils are aged 14 to 16 and are in KS4. While their information is included in the tables the sample is too small to make meaningful comparisons with the other two Key Stages and they are therefore not included in the analyses in this section.

Reading

In line with previous research and the national picture, pupils in KS2 (aged 8 to 11) are more enthusiastic about reading than their older counterparts in KS3 (aged 11 to 14):

- Nearly twice as many KS2 pupils as KS3 pupils say that they enjoy reading either very much or quite a lot (73.0% vs. 45.3%). Conversely, nearly four times as many pupils in KS3 say that they don't enjoy reading at all compared with pupils in KS2 (13.2% vs. 3.6%).
- Nearly twice as many KS2 as KS3 pupils say that they read outside class every day (37.5% vs. 21.9%). More KS2 than KS3 pupils also say that they read a few times a week. By contrast, KS3 pupils are twice as likely as KS2 pupils to say that they rarely or never read (25.6%% vs. 12.4%).
- Children and young people choose to read very different materials outside class depending on their age, with young people in KS3 choosing to engage in more technology-based reading materials compared with pupils in KS2. These differences can to some extent be explained by differing access to technology. For example, more KS3 than KS2 pupils say that they have their own computer (79.4% vs. 63.6%) as well as their own mobile phone (88.0% vs. 61.8%). Slightly more KS3 than KS2 pupils also report having access to a computer at home (96.9% vs. 89.9%) and the internet at home (97.3% vs. 92.9%). While technology-based materials dominate older pupils' reading choices outside class, KS2 pupils are more "traditional" in their reading consumption, with more KS2 than KS4 pupils reading non-fiction and poems outside class.
- While three-quarters of KS2 pupils (76.2%) say that they have a favourite book or story, only three-fifths (57.2%) of KS3 pupils agree.
- Slightly more KS2 pupils also report greater reading opportunities than their older counterparts, with 80.7% of KS2 pupils saying that they have been given a book as a present compared with 75.7% of KS3 pupils. More KS2 pupils (76.4%) also say that they have been to a bookshop compared with KS3 (67.6%).
- More KS3 than KS2 pupils use their school library (80.3% vs. 67.9%). Indeed, four times as many KS2 as KS3 pupils say that they don't have a school library. By contrast, more KS2 than KS3 pupils say that they use their public library (60.4% vs. 43.2%).
- Although KS2 and KS3 pupils tend to hold similar attitudes towards reading in some respects, there are some interesting differences between them. For example, twice as many KS2 as KS3 pupils agree that reading is cool (73.4% vs. 39.8%) and more KS2 than KS3 pupils also agree that the better the read, the better the job they will get later (76.7% vs. 60.4%). However, slightly more KS2 than KS3 pupils also agree that their parents don't care if they read or not (34.4% vs. 26.3%). Conversely, more KS3 than KS2 pupils agree that they cannot find things to read that interest them (31.5% vs. 23.2%) and that they prefer watching TV to reading (61.1% vs. 40.8%).

Writing

- The differences between the two Key Stages in terms of their enjoyment of writing are staggering. Only 12.9% of KS3 pupils say that they enjoy writing very much compared to 39.5% of KS2 pupils. Overall, only 42.4% of KS3 pupils said that they enjoy writing either very much or quite a lot compared to 71.9% of KS2 pupils. Conversely, three times as many KS3 as KS2 pupils say that they don't enjoy writing at all (13.7% vs. 4.5%)
- While the differences in terms of writing enjoyment are huge, the differences in terms of writing frequency are noticeably smaller, with 29.8% of KS2 pupils and 28.4% of KS3 pupils saying that they write something not for school on a daily basis.
- There were some interesting differences between KS2 and KS3 pupils in their attitudes towards writing. For example, more KS2 than KS3 pupils agree that they will get a better job if they are good at writing (72.6% vs. 61.8%). Twice as many KS2 as KS3 pupils also agree that writing is cool (68.1% vs. 32.4%).

Communication skills

- There were clear differences among pupils from different Key Stages in what they considered to be good communication skills, with more KS3 than KS2 pupils thinking

that having good communication skills means being good at speaking (80.4% vs. 53.8%) and listening (80.6% vs. 58.1%). By contrast, more KS2 than KS3 pupils believe that having good communication skills means being good at ICT (43.7% vs. 36.1%).

- More KS2 than KS3 pupils feel confident in their own communication skills. For example, slightly more KS2 than KS3 pupils feel confident putting up their hand in class (84.6% vs. 78.3%), joining in group discussions (80.8% vs. 74.4%) and speaking in front of a group (70.6% vs. 60.4%).
- While more KS2 pupils feel confident in their communication skills, slightly more KS3 pupils think more positively about speaking and listening skills. For example, slightly more KS3 than KS2 pupils agree that good communication skills give them confidence in social situations (75.9% vs. 72.3%) and that good communication skills are some of the most important skills to have (81.8% vs. 77.8%). However, more KS3 than KS2 pupils also agree with the statement that people judge you by the words and phrases you use (45.9% vs. 38.7%).

Ethnic background

Although the tables below include information broken down by ethnic background for completeness sake, it should be noted that certain ethnic background categories contain only a few participants and any inferences based on these data therefore ought to be made with caution.

Reading

- Young people from Black ethnic backgrounds in Middlesbrough tend to enjoy reading more (Black 79.3%, White 62.2%; Mixed 57.9%; Asian 61.6%), read daily more often (Black 50.9%, White 30.8%; Mixed 33.0%; Asian 30.0%) and are more likely to have a favourite book (Black 78.9%, White 67.0%; Mixed 66.7%; Asian 70.9%).
- Young people from Black backgrounds are also more likely to agree that reading is cool (Black 64.9%, White 58.8%; Mixed 60.2%; Asian 60.5%) and that they better they read, the better the job they will get (Black 85.7%, White 69.6%; Mixed 72.8%; Asian 68.8%). However, more young people from Black backgrounds also agree that they only read when they have to (Black 47.1%, White 29.7%; Mixed 28.9%; Asian 32.7%).
- Young people from White backgrounds are least likely to say that they use their school library (White 70.6%; Mixed 73.6%; Asian 77.6%; Black 82.1%) and their public library (White 49.0%; Mixed 58.9%; Asian 67.2%; Black 70.0%).

Writing

- Young people from Black backgrounds also tend to be more engaged with writing than young people from other backgrounds, while young people from White backgrounds tend to be the most disengaged. For example, more young people from Black backgrounds say that they enjoy writing (Black 74.4%, White 58.8%, Mixed 61.8%, Asian 61.3%) and write daily more often (Black 37.5%, White 27.5%, Mixed 30.3%, Asian 29.9%). More young people from Black backgrounds also agree that if they are good at writing, then they will get a better job (Black 85.3%, White, 68.7%, Mixed 70.0%, Asian 65.2%) and that writing is cool (Black 63.6%, White 52.5%, Mixed 57.0%; Asian 53.7%). However, more young people from Black backgrounds also agree that they would be embarrassed if their friends saw them write (Black 20.6%, White 18.1%, Mixed 15.8%; Asian 13.9%).

Communication skills

- Young people from Black ethnic backgrounds also tend to feel more confident in their communication skills than those from other ethnic backgrounds. For example, more young people from Black ethnic backgrounds feel confident about joining in class discussions (Black 91.2%, White 77.7%, Mixed 80.8%; Asian 79.1%) and speaking in front of a group (Black 85.8%, White 64.1%, Mixed 70.5%; Asian 71.1%).
- More young people from Black than from the other ethnic backgrounds agree that communication skills are important to get a good job (Black 94.1%, White 87.2%, Mixed 82.7%; Asian 84.2%) and that good communication skills are some of the most important skills to have (Black 88.2%, White 78.4%, Mixed 80.5%; Asian 82.4.%). However, more young people from Black backgrounds also agree that people take good communication skills for granted (Black 69.7%, White 56.6%, Mixed 68.8%; Asian 55.7%) and that people judge you by the words and phrases you use (Black 55.9%, White 42.4%, Mixed 46.7%; Asian 41.4%).

~ Do children and young people in Middlesbrough differ from a national sample in terms of their enjoyment, attitudes and behaviour in reading, writing and communication skills? ~

Compared with a national sample of 29,420 children and young people who were surveyed in November/December 2013, more children and young people in Middlesbrough enjoy reading (62.5% vs. 53.3%) and more have a favourite book or story (67.9% vs. 60.4%). Despite apparently enjoying reading more, the same proportion read outside class daily (31.5% vs. 32.2%). Slightly fewer children and young people in Middlesbrough have been given a book as a present (78.0% vs. 84.5%) or have visited a bookshop (72.6% vs. 78.9%).

More children and young people in Middlesbrough agree that reading is cool (59.4% vs. 39.0%). However, slightly more children and young people in Middlesbrough also agree that they only read because they have to (30.4% vs. 28.4%) and that their parents don't care whether they read or not (31.4% vs. 25.5%). Roughly the same proportion agrees that they would be embarrassed if their friends saw them read (20.8% vs. 19.4%).

More children and young people in Middlesbrough also enjoy writing (59.4% vs. 46.5%) and slightly more write daily outside class (28.4% vs. 26.4%) and think positively about writing, for example more agree that writing is cool (53.1% vs. 31.9%).

There were no significant differences between children and young people in Middlesbrough and those from the national sample in terms of their confidence in or their attitudes towards communication skills.

Some other interesting comparisons with the national sample:

- More girls in Middlesbrough enjoy reading than girls in the national sample (69.6% vs. 59.8%). Similarly, more boys in Middlesbrough enjoy reading (55.4% vs. 47.1%). Even though more boys and girls in Middlesbrough enjoy reading, the gender gap in reading enjoyment is slightly bigger in Middlesbrough than in the national sample (14.2% point difference vs. 12.7% point difference).
- More girls in Middlesbrough read daily than in the national sample (40.0% vs. 36.6%). However, fewer boys in Middlesbrough read daily than in the national sample (22.9% vs. 28.2%). Again, the gender gap in daily reading is bigger in Middlesbrough than in the national sample (17.1% point difference vs. 8.4% point difference).

- More girls in Middlesbrough also enjoy writing than girls in the national sample (66.8% vs. 55.4%). More boys in Middlesbrough also enjoy writing (52.0% vs. 38.0%). Unlike reading enjoyment, the gender gap in writing enjoyment is slightly smaller in Middlesbrough than in the national sample (14.8% point difference vs. 17.4% point difference).
- Slightly fewer boys in Middlesbrough than in the national sample say that they write something that isn't for school daily (19.4% vs. 21.1%). However, more girls in Middlesbrough than the national sample say this (37.2% vs. 31.8%). This means that the gender gap in writing frequency in Middlesbrough is bigger than in the national sample (17.8% point difference vs. 10.7% point difference).
- More pupils in Middlesbrough who receive FSMs enjoy reading than in the national sample (66.4% vs. 49.0%). Slightly more pupils in Middlesbrough who do not receive FSMs enjoy reading than their peers in the national sample (59.5% vs. 53.9%). Overall, while in the national sample more pupils who do not receive FSMs enjoy reading compared with those who receive FSMs, this relationship is reversed in Middlesbrough, where more FSM than non-FSM pupils enjoy reading.
- Slightly more pupils in Middlesbrough who receive FSMs read daily than in the national sample (31.6% vs. 28.7%). The proportions of pupils who read daily and who do not receive FSMs in Middlesbrough and the national sample are very similar (31.3% vs. 32.8%).
- More pupils in Middlesbrough who receive FSMs enjoy writing than in the national sample (62.9% vs. 48.0%). Similarly, more pupils in Middlesbrough who do not receive FSMs enjoy writing than in the national sample (56.0% vs. 46.0%).
- While there were differences in terms of enjoyment of writing, a similar proportion of FSM pupils in Middlesbrough as in the national sample write daily outside class (30.6% vs. 29.1%). A similar proportion of non-FSM pupils in Middlesbrough as in the national sample also write daily (25.6% vs. 25.8%).
- More KS2 pupils in Middlesbrough than KS2 pupils in the national sample enjoy reading (73.0% vs. 65.8%). Conversely, slightly fewer KS3 pupils in Middlesbrough than the national sample also enjoy reading (45.3% vs. 49.5%).
- Fewer KS2 and KS3 pupils in Middlesbrough read daily than in the national sample (KS2: 37.5% vs. 40.7%; KS3: 21.9% vs. 28.4%).
- More KS2 pupils in Middlesbrough enjoy writing than in the national sample (71.2% vs. 56.3%). However, there was no difference in the proportion of KS3 pupils in Middlesbrough and in the national sample in their enjoyment of writing (42.4% vs. 42.4%).
- Slightly more KS2 and KS3 pupils in Middlesbrough write daily outside class than in the national sample (KS2: 29.3% vs. 27.1%; KS3: 28.4% vs. 25.5%).

~ Opportunities for improvement ~

- Continue focusing more attention on boys, particularly their reading behaviour. Boys in Middlesbrough do not enjoy reading or writing as much as girls, do not read and write as often and think more negatively about reading and writing. Fewer boys in Middlesbrough also read daily outside class than their peers from the national sample.
- Continue focusing attention on the communication confidence of girls.
- Continue focusing attention on older pupils.

Young People's Literacy in Middlesbrough – 2013 Data tables

The following pages contain the information for each of our reading questions in tables. Each table contains information pertaining to the sample as a whole (top purple row) as well as broken down by demographic background – gender, Key Stage, free school meal (FSM) uptake and ethnic background. The shaded areas at the bottom of the table contain information where two demographic background variables have been combined to provide a more detailed look into particular subgroups of young people.

Please note that due to rounding, the data in the tables do not necessarily add up to 100 per cent exactly.

Young people's enjoyment of reading

Table 1: Enjoyment of reading in 2013 for Middlesbrough and broken down by demographic background

How much do you enjoy reading?	*Very much* %	*Quite a lot* %	*Overall enjoyment* %	*A bit* %	*Not at all* %
All (N = 2,254)	**33.3%**	**29.2%**	**62.5%**	**30.0%**	**7.5%**
Boys (N = 1,099)	25.1%	30.3%	55.4%	35.0%	9.7%
Girls (N = 1,113)	41.5%	28.1%	69.6%	25.1%	5.2%
KS2 (N = 1,421)	42.3%	30.7%	73.0%	23.4%	3.6%
KS3 (N = 754)	18.3%	27.0%	45.3%	41.6%	13.2%
KS4 (N = 35)	11.4%	17.1%	28.5%	37.1%	34.3%
FSM (N = 726)	39.2%	27.2%	66.4%	26.8%	6.8%
Non-FSM (N = 1,169)	28.2%	31.3%	59.5%	32.7%	7.8%
White (N = 1,538)	32.3%	29.9%	62.2%	29.7%	8.0%
Mixed (N = 98)	30.5%	27.4%	57.9%	36.8%	5.3%
Asian (N = 403)	31.8%	29.8%	61.6%	32.3%	6.1%
Black (N = 62)	67.2%	12.1%	79.3%	17.2%	3.4%
Boys: KS2 (N = 675)	32.2%	33.0%	65.2%	29.6%	5.1%
Girls: KS2 (N = 729)	51.8%	28.7%	80.5%	17.4%	2.0%
Boys: KS3 (N = 393)	14.2%	26.5%	40.7%	43.8%	15.5%
Girls: KS3 (N = 356)	22.7%	27.5%	50.2%	39.7%	10.2%
Boys: KS4 (N = 17)	5.9%	11.8%	17.7%	35.3%	47.1%
Girls: KS4 (N = 18)	16.7%	22.2%	38.9%	38.9%	22.2%
Boys: FSM (N = 359)	29.5%	30.7%	60.2%	31.6%	8.2%
Girls: FSM (N = 361)	49.0%	24.2%	73.2%	21.8%	5.0%
Boys: Non-FSM (N = 574)	20.5%	31.4%	51.9%	37.5%	10.5%
Girls: Non-FSM (N = 584)	35.4%	31.0%	66.4%	28.4%	5.1%
Boys: White (N = 751)	23.8%	30.3%	54.1%	35.8%	10.1%
Girls: White (N = 764)	40.7%	29.7%	70.4%	23.7%	5.9%
Boys: Mixed (N = 54)	18.9%	32.1%	51.0%	45.3%	3.8%
Girls: Mixed (N = 42)	45.0%	22.5%	67.5%	25.0%	7.5%
Boys: Asian (N = 201)	27.6%	31.2%	58.8%	32.2%	9.0%
Girls: Asian (N = 197)	36.4%	27.7%	64.1%	32.8%	3.1%
Boys: Black (N = 16)	50.0%	12.5%	62.5%	25.0%	12.5%
Girls: Black (N = 45)	73.8%	11.9%	85.7%	14.3%	0.0%

How often young people read outside class

Table 2: Reading frequency in 2013 for Middlesbrough and broken down by demographic background

How often do you read outside class?	*Every day*	*A few times a week*	*About once a week*	*A few times a month*	*About once a month*	*Rarely*	*Never*
All (N = 2,254)	**31.5%**	**32.8%**	**10.7%**	**5.1%**	**2.0%**	**11.8%**	**6.1%**
Boys (N = 1,099)	22.9%	32.2%	12.9%	6.7%	2.6%	14.7%	8.1%
Girls (N = 1,113)	40.0%	33.9%	8.2%	3.7%	1.2%	9.1%	3.9%
KS2 (N = 1,421)	37.5%	35.7%	9.9%	3.6%	0.9%	7.1%	5.3%
KS3 (N = 754)	21.9%	28.5%	12.1%	7.9%	4.0%	18.5%	7.1%
KS4 (N = 35)	14.3%	20.0%	2.9%	2.9%	0.0%	45.7%	14.3%
FSM (N = 726)	31.6%	31.1%	12.0%	5.3%	2.2%	10.4%	7.4%
Non-FSM (N = 1,169)	31.3%	34.4%	10.1%	5.1%	1.9%	12.8%	4.5%
White (N = 1,538)	30.8%	33.4%	10.4%	5.1%	1.9%	12.2%	6.2%
Mixed (N = 98)	33.0%	33.0%	10.3%	7.2%	1.0%	10.3%	5.2%
Asian (N = 403)	30.0%	32.8%	10.9%	5.1%	3.1%	11.7%	6.4%
Black (N = 62)	50.9%	21.1%	14.0%	3.5%	1.8%	7.0%	1.8%
Boys: KS2 (N = 675)	27.6%	36.6%	12.7%	5.5%	0.8%	9.1%	7.7%
Girls: KS2 (N = 729)	47.0%	35.3%	7.2%	1.9%	0.9%	5.2%	2.5%
Boys: KS3 (N = 393)	15.8%	25.8%	13.7%	8.5%	5.7%	22.0%	8.5%
Girls: KS3 (N = 356)	28.2%	31.6%	10.5%	7.3%	2.0%	15.0%	5.4%
Boys: KS4 (N = 17)	11.8%	11.8%	0.0%	5.9%	0.0%	52.9%	17.6%
Girls: KS4 (N = 18)	16.7%	27.8%	5.6%	0.0%	0.0%	38.9%	11.1%
Boys: FSM (N = 359)	18.5%	32.4%	15.5%	8.0%	3.3%	13.7%	8.6%
Girls: FSM (N = 361)	45.0%	30.3%	8.4%	2.7%	0.6%	7.2%	5.7%
Boys: Non-FSM (N = 574)	24.1%	32.4%	12.4%	5.8%	2.3%	16.4%	6.5%
Girls: Non-FSM (N = 584)	37.9%	36.3%	8.0%	4.4%	1.4%	9.4%	2.5%
Boys: White (N = 751)	22.6%	32.5%	13.4%	6.2%	2.6%	14.6%	8.1%
Girls: White (N = 764)	39.0%	34.9%	7.3%	4.2%	1.1%	9.8%	3.8%
Boys: Mixed (N = 54)	17.0%	39.6%	11.3%	11.3%	1.9%	11.3%	7.5%
Girls: Mixed (N = 42)	52.4%	23.8%	9.5%	2.4%	0.0%	9.5%	2.4%
Boys: Asian (N = 201)	23.0%	32.1%	11.2%	7.7%	3.1%	16.3%	6.6%

How often do you read outside class?	*Every day*	*A few times a week*	*About once a week*	*A few times a month*	*About once a month*	*Rarely*	*Never*
All (N = 2,254)	**31.5%**	**32.8%**	**10.7%**	**5.1%**	**2.0%**	**11.8%**	**6.1%**
Girls: Asian (N = 197)	37.6%	33.5%	10.3%	2.6%	2.6%	7.2%	6.2%
Boys: Black (N = 16)	25.0%	31.3%	12.5%	6.3%	6.3%	12.5%	6.3%
Girls: Black (N = 45)	61.0%	17.1%	14.6%	2.4%	0.0%	4.9%	0.0%

How long young people read for

Table 3: Reading length in 2013 for Middlesbrough and broken down by demographic background

	I don't read	*Up to 10 min*	*Up to 20 min*	*Up to 30 min*	*About 1 hour*	*Longer than 1 hour*
All (N = 2,254)	**3.6%**	**29.4%**	**27.7%**	**21.3%**	**8.3%**	**9.7%**
Boys (N = 1,099)	4.8%	32.2%	28.3%	21.0%	6.2%	7.5%
Girls (N = 1,113)	2.5%	26.5%	27.0%	21.8%	10.3%	11.8%
KS2 (N = 1,421)	1.9%	29.3%	28.7%	21.5%	7.3%	11.3%
KS3 (N = 754)	5.7%	29.9%	25.9%	21.3%	10.0%	7.2%
KS4 (N = 35)	20.0%	11.4%	34.3%	22.9%	5.7%	5.7%
FSM (N = 726)	4.7%	29.2%	26.0%	21.7%	7.5%	11.0%
Non-FSM (N = 1,169)	2.9%	28.2%	29.9%	22.3%	8.8%	7.8%
White (N = 1,538)	3.7%	31.7%	27.2%	20.5%	7.9%	8.9%
Mixed (N = 98)	2.1%	26.6%	28.7%	20.2%	12.8%	9.6%
Asian (N = 403)	3.4%	21.4%	30.7%	24.5%	8.9%	11.2%
Black (N = 62)	1.9%	25.9%	14.8%	31.5%	3.7%	22.2%
Boys: KS2 (N = 675)	3.6%	31.6%	28.2%	21.7%	4.9%	10.1%
Girls: KS2 (N = 729)	0.3%	27.5%	29.1%	21.4%	9.4%	12.4%
Boys: KS3 (N = 393)	5.7%	33.7%	28.5%	19.8%	8.4%	3.9%
Girls: KS3 (N = 356)	5.4%	25.6%	23.1%	23.1%	12.0%	10.8%
Boys: KS4 (N = 17)	23.5%	11.8%	35.3%	23.5%	5.9%	0.0%
Girls: KS4 (N = 18)	16.7%	11.1%	33.3%	22.2%	5.6%	11.1%
Boys: FSM (N = 359)	5.9%	32.7%	25.3%	21.0%	6.2%	9.0%
Girls: FSM (N = 361)	3.4%	25.2%	26.8%	22.8%	8.9%	12.9%
Boys: Non-FSM (N = 574)	3.9%	31.9%	30.8%	22.1%	5.9%	5.5%
Girls: Non-FSM (N = 584)	2.0%	24.9%	28.7%	22.6%	11.6%	10.2%
Boys: White (N = 751)	5.1%	33.5%	27.8%	19.9%	6.4%	7.4%
Girls: White (N = 764)	2.3%	30.1%	26.6%	21.3%	9.3%	10.4%
Boys: Mixed (N = 54)	2.0%	31.4%	31.4%	21.6%	7.8%	5.9%
Girls: Mixed (N = 42)	2.4%	17.1%	26.8%	19.5%	19.5%	14.6%
Boys: Asian (N = 201)	3.7%	26.8%	30.5%	25.3%	4.2%	9.5%
Girls: Asian (N = 197)	3.1%	15.6%	30.7%	24.0%	13.5%	13.0%
Boys: Black (N = 16)	0.0%	37.5%	12.5%	37.5%	6.3%	6.3%
Girls: Black (N = 45)	2.6%	21.1%	15.8%	28.9%	2.6%	28.9%

Types of materials read outside class

Table 4: Types of materials read at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 1)

	Text messages	Magazines	Fiction	Lyrics	Non-fiction	Websites
All	**39.3%**	**37.9%**	**35.8%**	**35.4%**	**28.9%**	**27.1%**
Boys	32.3%	32.3%	31.8%	20.8%	27.8%	27.7%
Girls	46.8%	44.0%	40.3%	50.7%	30.5%	27.0%
KS2	27.7%	34.8%	36.5%	32.2%	31.6%	20.2%
KS3	60.6%	44.7%	35.4%	42.4%	24.9%	39.5%
KS4	80.0%	42.9%	37.1%	42.9%	28.6%	57.1%
FSM	31.1%	32.6%	32.9%	33.3%	28.7%	20.8%
Non-FSM	47.2%	42.2%	38.9%	38.8%	30.1%	32.8%
White	40.6%	39.4%	34.8%	36.3%	29.1%	27.0%
Mixed	45.9%	41.8%	34.7%	37.8%	31.6%	28.6%
Asian	42.4%	38.5%	44.7%	37.7%	31.3%	32.8%
Black	25.8%	37.1%	40.3%	38.7%	41.9%	24.2%
Boys: KS2	20.1%	31.3%	33.0%	19.1%	30.8%	20.3%
Girls: KS2	34.6%	38.0%	39.8%	44.6%	32.6%	20.0%
Boys: KS3	51.7%	34.1%	30.3%	24.2%	23.2%	39.7%
Girls: KS3	70.5%	56.7%	41.3%	62.9%	26.7%	39.9%
Boys: KS4	76.5%	41.2%	29.4%	23.5%	23.5%	64.7%
Girls: KS4	83.3%	44.4%	44.4%	61.1%	33.3%	50.0%
Boys: FSM	26.2%	28.1%	29.5%	21.2%	25.9%	21.4%
Girls: FSM	35.7%	37.4%	36.8%	46.0%	31.3%	20.5%
Boys: Non-FSM	37.5%	34.5%	33.1%	20.9%	29.6%	33.3%
Girls: Non-FSM	57.2%	50.0%	44.5%	56.7%	30.7%	32.7%
Boys: White	31.8%	32.8%	30.9%	20.9%	28.4%	27.6%
Girls: White	49.3%	46.1%	38.9%	52.1%	30.0%	26.7%
Boys: Mixed	35.2%	27.8%	25.9%	22.2%	24.1%	24.1%
Girls: Mixed	61.9%	61.9%	47.6%	59.5%	40.5%	35.7%
Boys: Asian	38.8%	36.3%	41.3%	22.4%	30.8%	32.3%
Girls: Asian	47.2%	41.6%	48.7%	54.3%	32.5%	34.0%
Boys: Black	31.3%	43.8%	37.5%	37.5%	43.8%	37.5%
Girls: Black	24.4%	35.6%	42.2%	40.0%	42.2%	20.0%

Table 4 continued: Types of materials read at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 2)

	Social networking sites	Poems	Emails	Comics	Instant messages	Newspaper
All	**25.2%**	**24.0%**	**21.9%**	**21.6%**	**19.7%**	**18.5%**
Boys	23.5%	17.2%	21.0%	29.8%	18.0%	21.9%
Girls	27.2%	30.8%	23.4%	13.7%	21.8%	15.5%
KS2	15.2%	30.6%	15.3%	21.9%	10.9%	18.2%
KS3	43.1%	13.1%	33.7%	21.8%	35.9%	19.4%
KS4	65.7%	2.9%	48.6%	11.4%	40.0%	28.6%
FSM	21.9%	28.7%	18.5%	19.1%	15.6%	19.3%
Non-FSM	29.3%	19.7%	26.6%	23.2%	24.6%	18.6%
White	25.9%	23.3%	21.1%	21.4%	18.7%	19.8%
Mixed	24.5%	27.6%	31.6%	23.5%	27.6%	17.3%
Asian	27.8%	26.8%	26.6%	25.6%	26.8%	18.1%
Black	17.7%	41.9%	19.4%	25.8%	8.1%	24.2%
Boys: KS2	14.4%	23.3%	13.9%	30.1%	10.1%	21.0%
Girls: KS2	15.6%	37.4%	16.7%	14.5%	11.9%	15.8%
Boys: KS3	38.2%	8.1%	32.1%	30.5%	31.3%	23.4%
Girls: KS3	49.2%	18.8%	36.0%	12.4%	41.0%	14.9%
Boys: KS4	64.7%	0.0%	52.9%	11.8%	35.3%	41.2%
Girls: KS4	66.7%	5.6%	44.4%	11.1%	44.4%	16.7%
Boys: FSM	20.3%	20.9%	17.5%	24.5%	14.2%	20.6%
Girls: FSM	23.5%	36.6%	19.7%	14.1%	16.6%	18.3%
Boys: Non-FSM	27.0%	14.1%	24.9%	33.8%	21.6%	22.6%
Girls: Non-FSM	32.0%	25.2%	28.6%	13.0%	27.9%	14.7%
Boys: White	23.8%	17.0%	19.0%	30.0%	16.5%	24.0%
Girls: White	28.1%	29.2%	23.4%	13.1%	21.2%	16.1%
Boys: Mixed	13.0%	20.4%	31.5%	29.6%	22.2%	14.8%
Girls: Mixed	40.5%	38.1%	33.3%	16.7%	35.7%	21.4%
Boys: Asian	27.4%	17.9%	24.9%	35.8%	25.4%	21.9%
Girls: Asian	28.9%	36.0%	28.9%	15.7%	28.9%	14.7%
Boys: Black	18.8%	18.8%	43.8%	31.3%	6.3%	31.3%
Girls: Black	17.8%	51.1%	11.1%	24.4%	8.9%	22.2%

Table 4 continued: Types of materials read at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 3)

	Twitter	EAL materials	eBooks	Blogs	Manuals
All	**13.2%**	**11.8%**	**9.7%**	**9.1%**	**7.7%**
Boys	13.1%	10.4%	7.3%	8.3%	9.6%
Girls	13.7%	13.7%	11.9%	10.0%	6.1%
KS2	7.0%	11.3%	9.9%	7.5%	6.9%
KS3	23.9%	13.5%	8.9%	12.1%	9.3%
KS4	45.7%	8.6%	17.1%	11.4%	17.1%
FSM	11.0%	11.4%	7.0%	8.0%	7.0%
Non-FSM	15.4%	13.1%	10.9%	9.9%	8.9%
White	13.6%	7.9%	9.9%	8.7%	6.8%
Mixed	12.2%	20.4%	12.2%	6.1%	13.3%
Asian	16.4%	25.3%	10.9%	13.9%	11.9%
Black	8.1%	17.7%	6.5%	4.8%	8.1%
Boys: KS2	7.6%	9.9%	8.0%	6.4%	8.4%
Girls: KS2	6.6%	12.8%	11.4%	8.5%	5.5%
Boys: KS3	21.9%	11.5%	5.6%	11.7%	11.2%
Girls: KS3	26.1%	16.0%	12.6%	12.6%	7.3%
Boys: KS4	35.3%	5.9%	17.6%	5.9%	23.5%
Girls: KS4	55.6%	11.1%	16.7%	16.7%	11.1%
Boys: FSM	11.7%	10.0%	6.7%	7.2%	8.1%
Girls: FSM	10.2%	13.0%	7.5%	8.9%	6.1%
Boys: Non-FSM	14.5%	11.0%	7.7%	8.9%	11.3%
Girls: Non-FSM	16.6%	15.2%	14.2%	11.1%	6.7%
Boys: White	11.9%	7.2%	7.1%	8.0%	9.1%
Girls: White	15.4%	8.8%	12.3%	9.6%	4.6%
Boys: Mixed	13.0%	11.1%	9.3%	3.7%	11.1%
Girls: Mixed	11.9%	33.3%	16.7%	9.5%	16.7%
Boys: Asian	20.9%	20.9%	9.0%	11.9%	12.9%
Girls: Asian	12.2%	30.5%	13.2%	15.7%	11.2%
Boys: Black	12.5%	25.0%	6.3%	0.0%	6.3%
Girls: Black	6.7%	15.6%	6.7%	6.7%	8.9%

Table 5: Book genres young people like reading in 2013 for Middlesbrough and broken down by demographic background (Part 1)

	Adventure	*Crime*	*Comedy*	*Horror*	*War/spy stories*
All	**52.9%**	**26.0%**	**43.6%**	**44.2%**	**24.7%**
Boys	51.4%	28.3%	44.9%	47.0%	34.1%
Girls	55.3%	24.1%	43.0%	42.4%	15.9%
KS2	53.7%	22.4%	39.3%	42.1%	23.9%
KS3	53.6%	33.4%	52.9%	50.0%	27.5%
KS4	40.0%	22.9%	40.0%	42.9%	25.7%
FSM	48.2%	24.4%	38.3%	45.6%	22.3%
Non-FSM	56.3%	28.6%	47.7%	45.8%	27.1%
White	52.7%	21.8%	43.6%	42.1%	23.7%
Mixed	52.0%	32.7%	45.9%	54.1%	32.7%
Asian	61.3%	41.9%	52.4%	58.6%	30.3%
Black	58.1%	33.9%	41.9%	35.5%	29.0%
Boys: KS2	51.6%	25.6%	39.6%	46.1%	33.9%
Girls: KS2	56.0%	19.8%	39.6%	38.5%	14.7%
Boys: KS3	52.7%	33.6%	54.7%	49.9%	35.6%
Girls: KS3	54.8%	33.1%	50.8%	50.3%	18.8%
Boys: KS4	35.3%	17.6%	47.1%	29.4%	35.3%
Girls: KS4	44.4%	27.8%	33.3%	55.6%	16.7%
Boys: FSM	46.0%	25.3%	40.4%	47.6%	28.4%
Girls: FSM	51.0%	23.3%	36.0%	43.5%	16.6%
Boys: Non-FSM	55.1%	31.2%	48.6%	47.9%	38.3%
Girls: Non-FSM	57.7%	26.2%	47.4%	44.2%	16.1%
Boys: White	52.6%	25.4%	45.7%	44.3%	34.2%
Girls: White	53.4%	18.6%	41.9%	40.3%	13.7%
Boys: Mixed	38.9%	24.1%	38.9%	53.7%	29.6%
Girls: Mixed	69.0%	42.9%	54.8%	54.8%	38.1%
Boys: Asian	57.7%	42.8%	52.7%	60.2%	40.3%
Girls: Asian	66.0%	42.1%	53.3%	57.9%	20.3%
Boys: Black	68.8%	43.8%	62.5%	75.0%	56.3%
Girls: Black	55.6%	31.1%	35.6%	22.2%	20.0%

Table 5 continued: Book genres young people like reading in 2013 for Middlesbrough and broken down by demographic background (Part 2)

	Science fiction	*Romance*	*Animal stories*	*Sport stories*
All	**18.1%**	**14.3%**	**22.1%**	**22.9%**
Boys	21.2%	4.6%	15.2%	36.3%
Girls	15.4%	24.3%	29.4%	10.3%
KS2	18.0%	12.2%	25.3%	21.9%
KS3	19.2%	17.9%	18.2%	25.6%
KS4	14.3%	34.3%	0.0%	17.1%
FSM	16.3%	12.9%	22.6%	22.2%
Non-FSM	19.6%	15.9%	22.0%	23.5%
White	17.4%	14.9%	24.7%	22.5%
Mixed	20.4%	20.4%	21.4%	18.4%
Asian	22.8%	13.6%	17.9%	29.0%
Black	24.2%	21.0%	14.5%	22.6%
Boys: KS2	20.4%	5.0%	17.2%	32.4%
Girls: KS2	15.9%	19.1%	32.6%	12.5%
Boys: KS3	23.2%	4.1%	12.7%	43.0%
Girls: KS3	15.2%	33.4%	24.4%	6.5%
Boys: KS4	23.5%	5.9%	0.0%	35.3%
Girls: KS4	5.6%	61.1%	0.0%	0.0%
Boys: FSM	16.2%	5.8%	15.6%	33.4%
Girls: FSM	16.6%	20.2%	29.6%	11.1%
Boys: Non-FSM	25.6%	3.8%	14.6%	38.3%
Girls: Non-FSM	13.9%	27.9%	29.3%	9.4%
Boys: White	19.7%	4.1%	14.9%	34.8%
Girls: White	15.3%	25.8%	34.4%	10.9%
Boys: Mixed	18.5%	9.3%	13.0%	25.9%
Girls: Mixed	23.8%	35.7%	33.3%	9.5%
Boys: Asian	29.4%	6.0%	16.9%	49.3%
Girls: Asian	16.8%	21.8%	19.3%	9.1%
Boys: Black	37.5%	12.5%	31.3%	56.3%
Girls: Black	20.0%	24.4%	8.9%	11.1%

Having a favourite book

Table 6: Having a favourite book in 2013 for Middlesbrough and broken down by demographic background

	Yes	*No*	*Not sure*
All (N = 2,254)	**67.9%**	**20.4%**	**11.6%**
Boys (N = 1,099)	63.2%	24.2%	12.6%
Girls (N = 1,113)	72.5%	16.8%	10.7%
KS2 (N = 1,421)	76.2%	13.8%	10.0%
KS3 (N = 754)	57.2%	29.3%	13.5%
KS4 (N = 35)	28.6%	42.9%	28.6%
FSM (N = 726)	71.0%	18.9%	10.1%
Non-FSM (N = 1,169)	64.6%	22.6%	12.9%
White (N = 1,538)	67.0%	21.2%	11.7%
Mixed (N = 98)	66.7%	19.0%	14.3%
Asian (N = 403)	70.9%	17.2%	11.9%
Black (N = 62)	78.9%	18.4%	2.6%
Boys: KS2 (N = 675)	72.0%	16.4%	11.6%
Girls: KS2 (N = 729)	80.0%	11.4%	8.6%
Boys: KS3 (N = 393)	52.0%	34.6%	13.4%
Girls: KS3 (N = 356)	62.6%	23.5%	13.8%
Boys: KS4 (N = 17)	29.4%	35.3%	35.3%
Girls: KS4 (N = 18)	27.8%	50.0%	22.2%
Boys: FSM (N = 359)	66.8%	21.3%	11.9%
Girls: FSM (N = 361)	75.2%	16.3%	8.5%
Boys: Non-FSM (N = 574)	60.4%	26.6%	13.1%
Girls: Non-FSM (N = 584)	68.5%	18.9%	12.6%
Boys: White (N = 751)	61.3%	25.6%	13.0%
Girls: White (N = 764)	72.5%	16.8%	10.6%
Boys: Mixed (N = 54)	69.0%	23.8%	7.1%
Girls: Mixed (N = 42)	63.4%	14.6%	22.0%
Boys: Asian (N = 201)	69.9%	15.7%	14.5%
Girls: Asian (N = 197)	71.8%	18.6%	9.6%
Boys: Black (N = 16)	57.1%	35.7%	7.1%
Girls: Black (N = 45)	91.7%	8.3%	0.0%

Table 7: Young people getting a book as a present, having been to a library and a bookshop in 2013 for Middlesbrough and broken down by demographic background

	I have been given a book as a present			*I have been to a library*			*I have been to a bookshop*		
	Yes	*No*	*Not sure*	*Yes*	*No*	*Not sure*	*Yes*	*No*	*Not sure*
All (N = 2,254)	**78.0%**	**14.4%**	**7.6%**	**90.1%**	**7.1%**	**2.8%**	**72.6%**	**18.2%**	**9.2%**
Boys (N = 1,099)	72.9%	18.4%	8.7%	87.8%	9.1%	3.1%	68.6%	22.3%	9.1%
Girls (N = 1,113)	83.0%	10.6%	6.4%	92.4%	5.3%	2.3%	76.5%	14.1%	9.3%
KS2 (N = 1,421)	80.7%	12.1%	7.2%	90.0%	7.2%	2.8%	76.4%	15.1%	8.5%
KS3 (N = 754)	75.7%	16.3%	8.0%	90.9%	6.5%	2.6%	67.6%	21.9%	10.5%
KS4 (N = 35)	50.0%	38.2%	11.8%	80.0%	14.3%	5.7%	51.5%	39.4%	9.1%
FSM (N = 726)	76.1%	15.4%	8.5%	91.4%	6.2%	2.4%	71.9%	20.3%	7.8%
Non-FSM (N = 1,169)	78.8%	14.1%	7.1%	91.7%	6.1%	2.2%	72.8%	17.5%	9.7%
White (N = 1,538)	80.7%	12.4%	6.9%	88.7%	8.0%	3.3%	72.0%	18.4%	9.6%
Mixed (N = 98)	84.3%	9.6%	6.0%	96.7%	2.2%	1.1%	80.0%	11.8%	8.2%
Asian (N = 403)	67.4%	22.6%	10.0%	93.7%	4.9%	1.4%	72.5%	18.0%	9.6%
Black (N = 62)	74.4%	17.9%	7.7%	95.1%	4.9%	0.0%	89.5%	10.5%	0.0%
Boys: KS2 (N = 675)	75.6%	15.7%	8.7%	87.9%	9.3%	2.9%	72.8%	19.4%	7.8%
Girls: KS2 (N = 729)	85.5%	8.9%	5.6%	92.0%	5.4%	2.6%	79.9%	11.0%	9.2%
Boys: KS3 (N = 393)	70.6%	21.0%	8.4%	87.5%	8.8%	3.7%	63.6%	25.3%	11.1%
Girls: KS3 (N = 356)	81.3%	11.1%	7.6%	94.4%	4.1%	1.5%	72.0%	18.1%	9.9%
Boys: KS4 (N = 17)	47.1%	35.3%	17.6%	88.2%	11.8%	0.0%	37.5%	50.0%	12.5%
Girls: KS4 (N = 18)	52.9%	41.2%	5.9%	72.2%	16.7%	11.1%	64.7%	29.4%	5.9%
Boys: FSM (N = 359)	69.1%	21.6%	9.4%	89.5%	7.5%	3.1%	67.2%	26.6%	6.3%
Girls: FSM (N = 361)	83.3%	8.9%	7.8%	93.2%	5.0%	1.8%	76.8%	13.7%	9.5%
Boys: Non-FSM (N = 574)	75.8%	16.7%	7.5%	89.4%	8.1%	2.5%	68.9%	20.8%	10.2%
Girls: Non-FSM (N = 584)	81.9%	11.7%	6.4%	93.9%	4.2%	1.9%	76.4%	14.5%	9.2%
Boys: White (N = 751)	73.8%	17.7%	8.5%	86.5%	10.2%	3.3%	67.3%	22.4%	10.3%
Girls: White (N = 764)	87.5%	7.3%	5.2%	91.0%	5.8%	3.2%	76.7%	14.2%	9.1%
Boys: Mixed (N = 54)	82.9%	14.6%	2.4%	93.8%	4.2%	2.1%	76.7%	14.0%	9.3%
Girls: Mixed (N = 42)	85.4%	4.9%	9.8%	100.0%	0.0%	0.0%	82.9%	9.8%	7.3%
Boys: Asian (N = 201)	68.9%	22.0%	9.0%	91.3%	6.0%	2.7%	71.3%	22.4%	6.3%
Girls: Asian (N = 197)	66.3%	23.2%	10.5%	96.2%	3.8%	0.0%	74.0%	13.8%	12.2%

	I have been given a book as a present			*I have been to a library*			*I have been to a bookshop*		
	Yes	***No***	***Not sure***	***Yes***	***No***	***Not sure***	***Yes***	***No***	***Not sure***
All (N = 2,254)	**78.0%**	**14.4%**	**7.6%**	**90.1%**	**7.1%**	**2.8%**	**72.6%**	**18.2%**	**9.2%**
Boys: Black (N = 16)	62.5%	25.0%	12.5%	93.8%	6.3%	0.0%	86.7%	13.3%	0.0%
Girls: Black (N = 45)	82.6%	13.0%	4.3%	96.0%	4.0%	0.0%	91.3%	8.7%	0.0%

Table 8.1: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – The more I read, the better I become

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**89.4%**	**3.8%**	**3.8%**	**2.9%**
Boys (N = 1,099)	87.9%	4.7%	4.4%	3.0%
Girls (N = 1,113)	91.1%	3.0%	3.2%	2.7%
KS2 (N = 1,421)	91.7%	1.9%	3.6%	2.7%
KS3 (N = 754)	87.2%	6.0%	3.6%	3.2%
KS4 (N = 35)	71.4%	14.3%	11.4%	2.9%
FSM (N = 726)	90.3%	3.4%	2.9%	3.4%
Non-FSM (N = 1,169)	89.2%	4.3%	4.0%	2.5%
White (N = 1,538)	88.5%	4.3%	4.0%	3.3%
Mixed (N = 98)	93.0%	2.3%	2.3%	2.3%
Asian (N = 403)	91.4%	3.3%	3.6%	1.7%
Black (N = 62)	97.3%	0.0%	2.7%	0.0%
Boys: KS2 (N = 675)	89.0%	3.2%	4.2%	3.6%
Girls: KS2 (N = 729)	94.3%	0.7%	3.0%	2.0%
Boys: KS3 (N = 393)	86.4%	6.8%	4.3%	2.4%
Girls: KS3 (N = 356)	88.2%	5.2%	2.9%	3.8%
Boys: KS4 (N = 17)	82.4%	0.0%	17.6%	0.0%
Girls: KS4 (N = 18)	61.1%	27.8%	5.6%	5.6%
Boys: FSM (N = 359)	88.6%	4.3%	2.8%	4.3%
Girls: FSM (N = 361)	92.3%	2.6%	2.9%	2.2%
Boys: Non-FSM (N = 574)	87.0%	5.4%	5.2%	2.4%
Girls: Non-FSM (N = 584)	91.4%	3.3%	2.7%	2.7%
Boys: White (N = 751)	87.0%	4.9%	4.6%	3.4%
Girls: White (N = 764)	90.1%	3.6%	3.2%	3.1%
Boys: Mixed (N = 54)	91.1%	2.2%	2.2%	4.4%
Girls: Mixed (N = 42)	95.0%	2.5%	2.5%	0.0%
Boys: Asian (N = 201)	89.7%	4.6%	4.0%	1.7%
Girls: Asian (N = 197)	93.0%	2.2%	3.2%	1.6%
Boys: Black (N = 16)	93.3%	0.0%	6.7%	0.0%
Girls: Black (N = 45)	100.0%	0.0%	0.0%	0.0%

Table 8.2: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I prefer watching TV to reading

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**49.3%**	**20.0%**	**23.2%**	**7.5%**
Boys (N = 1,099)	58.3%	17.9%	17.1%	6.7%
Girls (N = 1,113)	40.4%	22.3%	29.1%	8.1%
KS2 (N = 1,421)	40.8%	19.2%	31.3%	8.7%
KS3 (N = 754)	61.1%	21.9%	11.3%	5.8%
KS4 (N = 35)	65.7%	14.3%	11.4%	8.6%
FSM (N = 726)	50.5%	15.5%	26.8%	7.2%
Non-FSM (N = 1,169)	49.9%	21.7%	21.4%	7.0%
White (N = 1,538)	50.1%	19.6%	23.1%	7.2%
Mixed (N = 98)	49.4%	16.5%	24.7%	9.4%
Asian (N = 403)	48.3%	21.6%	22.8%	7.3%
Black (N = 62)	50.0%	29.4%	17.6%	2.9%
Boys: KS2 (N = 675)	50.6%	18.5%	22.7%	8.2%
Girls: KS2 (N = 729)	31.8%	20.3%	39.1%	8.9%
Boys: KS3 (N = 393)	68.9%	17.9%	8.5%	4.7%
Girls: KS3 (N = 356)	53.2%	25.7%	14.3%	6.7%
Boys: KS4 (N = 17)	76.5%	0.0%	17.6%	5.9%
Girls: KS4 (N = 18)	55.6%	27.8%	5.6%	11.1%
Boys: FSM (N = 359)	59.5%	12.3%	21.2%	7.1%
Girls: FSM (N = 361)	41.6%	18.7%	32.6%	7.1%
Boys: Non-FSM (N = 574)	59.2%	18.8%	15.0%	7.0%
Girls: Non-FSM (N = 584)	41.5%	24.6%	26.9%	7.0%
Boys: White (N = 751)	59.6%	16.8%	17.5%	6.1%
Girls: White (N = 764)	40.5%	22.8%	28.6%	8.2%
Boys: Mixed (N = 54)	58.1%	16.3%	14.0%	11.6%
Girls: Mixed (N = 42)	41.5%	14.6%	36.6%	7.3%
Boys: Asian (N = 201)	56.9%	20.1%	17.2%	5.7%
Girls: Asian (N = 197)	40.3%	23.2%	28.2%	8.3%
Boys: Black (N = 16)	53.3%	26.7%	13.3%	6.7%
Girls: Black (N = 45)	47.4%	31.6%	21.1%	0.0%

Table 8.3: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I don't need reading in my everyday life

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**24.5%**	**12.9%**	**55.0%**	**7.6%**
Boys (N = 1,099)	28.1%	14.4%	50.9%	6.6%
Girls (N = 1,113)	20.6%	11.5%	59.4%	8.5%
KS2 (N = 1,421)	25.9%	11.6%	54.3%	8.2%
KS3 (N = 754)	21.2%	15.1%	56.6%	7.1%
KS4 (N = 35)	34.3%	11.4%	51.4%	2.9%
FSM (N = 726)	27.0%	12.7%	49.5%	10.8%
Non-FSM (N = 1,169)	22.1%	13.0%	59.9%	5.0%
White (N = 1,538)	25.4%	13.5%	53.9%	7.2%
Mixed (N = 98)	31.3%	13.8%	47.5%	7.5%
Asian (N = 403)	20.9%	11.0%	61.3%	6.8%
Black (N = 62)	12.1%	15.2%	69.7%	3.0%
Boys: KS2 (N = 675)	30.2%	12.4%	49.7%	7.7%
Girls: KS2 (N = 729)	22.1%	10.7%	58.6%	8.6%
Boys: KS3 (N = 393)	25.3%	17.6%	51.5%	5.5%
Girls: KS3 (N = 356)	16.8%	12.6%	62.1%	8.5%
Boys: KS4 (N = 17)	29.4%	5.9%	64.7%	0.0%
Girls: KS4 (N = 18)	38.9%	16.7%	38.9%	5.6%
Boys: FSM (N = 359)	29.6%	14.2%	44.6%	11.6%
Girls: FSM (N = 361)	24.2%	11.3%	54.7%	9.8%
Boys: Non-FSM (N = 574)	26.3%	14.2%	56.1%	3.5%
Girls: Non-FSM (N = 584)	18.1%	12.0%	63.5%	6.5%
Boys: White (N = 751)	29.2%	15.4%	49.5%	5.9%
Girls: White (N = 764)	21.3%	11.6%	58.9%	8.3%
Boys: Mixed (N = 54)	37.5%	10.0%	42.5%	10.0%
Girls: Mixed (N = 42)	25.6%	17.9%	51.3%	5.1%
Boys: Asian (N = 201)	22.5%	10.7%	59.8%	7.1%
Girls: Asian (N = 197)	19.6%	11.4%	62.5%	6.5%
Boys: Black (N = 16)	13.3%	20.0%	66.7%	0.0%
Girls: Black (N = 45)	11.1%	11.1%	72.2%	5.6%

Table 8.4: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – Reading is more for girls than boys

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**19.4%**	**13.8%**	**57.7%**	**9.2%**
Boys (N = 1,099)	20.0%	14.6%	57.1%	8.3%
Girls (N = 1,113)	18.5%	13.2%	58.5%	9.7%
KS2 (N = 1,421)	22.7%	12.2%	56.0%	9.1%
KS3 (N = 754)	14.7%	15.5%	60.5%	9.3%
KS4 (N = 35)	5.9%	29.4%	61.8%	2.9%
FSM (N = 726)	23.8%	14.7%	53.8%	7.7%
Non-FSM (N = 1,169)	16.6%	13.9%	60.7%	8.8%
White (N = 1,538)	20.8%	13.9%	56.5%	8.8%
Mixed (N = 98)	19.8%	12.3%	63.0%	4.9%
Asian (N = 403)	13.4%	14.5%	61.7%	10.3%
Black (N = 62)	28.6%	5.7%	57.1%	8.6%
Boys: KS2 (N = 675)	21.0%	13.6%	56.9%	8.5%
Girls: KS2 (N = 729)	24.5%	10.9%	55.2%	9.5%
Boys: KS3 (N = 393)	19.3%	15.7%	56.7%	8.3%
Girls: KS3 (N = 356)	9.7%	15.5%	64.5%	10.3%
Boys: KS4 (N = 17)	12.5%	18.8%	68.8%	0.0%
Girls: KS4 (N = 18)	0.0%	38.9%	55.6%	5.6%
Boys: FSM (N = 359)	23.5%	15.7%	52.6%	8.2%
Girls: FSM (N = 361)	23.7%	14.1%	55.2%	7.0%
Boys: Non-FSM (N = 574)	18.4%	14.1%	59.8%	7.8%
Girls: Non-FSM (N = 584)	14.9%	13.9%	61.6%	9.7%
Boys: White (N = 751)	21.7%	14.6%	56.2%	7.4%
Girls: White (N = 764)	19.6%	13.2%	57.4%	9.8%
Boys: Mixed (N = 54)	23.8%	11.9%	64.3%	0.0%
Girls: Mixed (N = 42)	15.8%	13.2%	60.5%	10.5%
Boys: Asian (N = 201)	12.4%	15.9%	59.4%	12.4%
Girls: Asian (N = 197)	14.4%	13.4%	63.6%	8.6%
Boys: Black (N = 16)	26.7%	0.0%	73.3%	0.0%
Girls: Black (N = 45)	30.0%	10.0%	45.0%	15.0%

Table 8.5: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – Reading is cool

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**59.4%**	**16.3%**	**18.8%**	**5.5%**
Boys (N = 1,099)	54.3%	16.7%	23.8%	5.2%
Girls (N = 1,113)	64.3%	16.0%	13.9%	5.8%
KS2 (N = 1,421)	73.4%	9.4%	11.9%	5.3%
KS3 (N = 754)	39.8%	26.4%	28.1%	5.8%
KS4 (N = 35)	11.4%	34.3%	45.7%	8.6%
FSM (N = 726)	62.3%	13.6%	17.9%	6.3%
Non-FSM (N = 1,169)	54.6%	20.5%	19.6%	5.3%
White (N = 1,538)	58.8%	16.1%	19.3%	5.8%
Mixed (N = 98)	60.2%	15.7%	16.9%	7.2%
Asian (N = 403)	60.5%	17.5%	18.1%	3.8%
Black (N = 62)	64.9%	13.5%	18.9%	2.7%
Boys: KS2 (N = 675)	67.3%	11.1%	16.0%	5.6%
Girls: KS2 (N = 729)	79.4%	7.8%	7.6%	5.2%
Boys: KS3 (N = 393)	36.7%	24.9%	33.4%	4.9%
Girls: KS3 (N = 356)	42.7%	28.2%	22.7%	6.4%
Boys: KS4 (N = 17)	11.8%	23.5%	64.7%	0.0%
Girls: KS4 (N = 18)	11.1%	44.4%	27.8%	16.7%
Boys: FSM (N = 359)	56.4%	14.5%	23.8%	5.3%
Girls: FSM (N = 361)	68.5%	12.8%	11.7%	7.0%
Boys: Non-FSM (N = 574)	49.1%	20.9%	24.7%	5.4%
Girls: Non-FSM (N = 584)	59.5%	20.5%	14.9%	5.2%
Boys: White (N = 751)	53.6%	16.8%	24.3%	5.3%
Girls: White (N = 764)	64.3%	15.4%	14.2%	6.2%
Boys: Mixed (N = 54)	51.2%	18.6%	18.6%	11.6%
Girls: Mixed (N = 42)	69.2%	12.8%	15.4%	2.6%
Boys: Asian (N = 201)	57.3%	15.2%	24.2%	3.4%
Girls: Asian (N = 197)	63.4%	19.9%	12.4%	4.3%
Boys: Black (N = 16)	50.0%	14.3%	35.7%	0.0%
Girls: Black (N = 45)	73.9%	13.0%	8.7%	4.3%

Table 8.6: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I don't read as well as other pupils in my class

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**33.3%**	**16.1%**	**37.2%**	**13.5%**
Boys (N = 1,099)	38.4%	16.1%	33.7%	11.8%
Girls (N = 1,113)	28.1%	16.3%	40.6%	15.1%
KS2 (N = 1,421)	33.3%	14.7%	39.0%	13.1%
KS3 (N = 754)	33.5%	18.0%	33.9%	14.6%
KS4 (N = 35)	26.5%	20.6%	50.0%	2.9%
FSM (N = 726)	34.0%	17.1%	35.3%	13.6%
Non-FSM (N = 1,169)	31.2%	16.7%	40.2%	12.0%
White (N = 1,538)	35.0%	16.0%	36.0%	13.0%
Mixed (N = 98)	36.6%	18.3%	35.4%	9.8%
Asian (N = 403)	27.2%	18.1%	40.3%	14.4%
Black (N = 62)	20.6%	17.6%	52.9%	8.8%
Boys: KS2 (N = 675)	36.8%	15.4%	35.1%	12.7%
Girls: KS2 (N = 729)	30.1%	14.0%	42.6%	13.3%
Boys: KS3 (N = 393)	42.1%	16.7%	30.9%	10.4%
Girls: KS3 (N = 356)	24.5%	19.5%	37.0%	19.0%
Boys: KS4 (N = 17)	18.8%	25.0%	50.0%	6.3%
Girls: KS4 (N = 18)	33.3%	16.7%	50.0%	0.0%
Boys: FSM (N = 359)	38.8%	15.4%	32.2%	13.6%
Girls: FSM (N = 361)	28.8%	19.1%	38.6%	13.5%
Boys: Non-FSM (N = 574)	38.8%	16.9%	35.1%	9.2%
Girls: Non-FSM (N = 584)	23.9%	16.7%	45.0%	14.4%
Boys: White (N = 751)	40.9%	16.1%	31.4%	11.7%
Girls: White (N = 764)	29.0%	16.1%	40.6%	14.3%
Boys: Mixed (N = 54)	46.3%	14.6%	31.7%	7.3%
Girls: Mixed (N = 42)	27.5%	22.5%	37.5%	12.5%
Boys: Asian (N = 201)	31.4%	16.9%	41.9%	9.9%
Girls: Asian (N = 197)	23.5%	19.3%	39.0%	18.2%
Boys: Black (N = 16)	20.0%	33.3%	40.0%	6.7%
Girls: Black (N = 45)	21.1%	5.3%	63.2%	10.5%

Table 8.7: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I only read when I have to

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**30.4%**	**11.6%**	**53.9%**	**4.1%**
Boys (N = 1,099)	36.4%	12.4%	47.4%	3.8%
Girls (N = 1,113)	24.6%	10.6%	60.6%	4.2%
KS2 (N = 1,421)	29.2%	10.0%	56.3%	4.5%
KS3 (N = 754)	31.3%	14.3%	50.8%	3.6%
KS4 (N = 35)	45.7%	5.7%	48.6%	0.0%
FSM (N = 726)	33.4%	10.9%	50.3%	5.4%
Non-FSM (N = 1,169)	28.4%	11.6%	57.2%	2.8%
White (N = 1,538)	29.7%	11.0%	55.0%	4.3%
Mixed (N = 98)	28.9%	10.8%	55.4%	4.8%
Asian (N = 403)	32.7%	14.3%	49.7%	3.3%
Black (N = 62)	47.1%	5.9%	47.1%	0.0%
Boys: KS2 (N = 675)	33.3%	11.3%	50.9%	4.6%
Girls: KS2 (N = 729)	25.5%	8.7%	61.4%	4.5%
Boys: KS3 (N = 393)	39.4%	14.9%	42.7%	3.0%
Girls: KS3 (N = 356)	22.6%	13.8%	59.5%	4.1%
Boys: KS4 (N = 17)	58.8%	0.0%	41.2%	0.0%
Girls: KS4 (N = 18)	33.3%	11.1%	55.6%	0.0%
Boys: FSM (N = 359)	37.5%	11.2%	45.8%	5.4%
Girls: FSM (N = 361)	28.9%	10.7%	55.2%	5.2%
Boys: Non-FSM (N = 574)	35.7%	12.9%	48.6%	2.8%
Girls: Non-FSM (N = 584)	21.6%	10.5%	65.0%	2.9%
Boys: White (N = 751)	35.4%	11.6%	48.8%	4.2%
Girls: White (N = 764)	23.9%	10.2%	61.5%	4.4%
Boys: Mixed (N = 54)	37.2%	11.6%	46.5%	4.7%
Girls: Mixed (N = 42)	20.5%	10.3%	64.1%	5.1%
Boys: Asian (N = 201)	39.8%	15.9%	41.5%	2.8%
Girls: Asian (N = 197)	26.2%	12.8%	57.2%	3.7%
Boys: Black (N = 16)	57.1%	0.0%	42.9%	0.0%
Girls: Black (N = 45)	40.0%	10.0%	50.0%	0.0%

Table 8.8: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I cannot find things to read that interest me

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**26.6%**	**15.0%**	**51.7%**	**6.7%**
Boys (N = 1,099)	29.7%	14.7%	49.2%	6.4%
Girls (N = 1,113)	23.1%	15.5%	54.6%	6.8%
KS2 (N = 1,421)	23.2%	12.6%	55.7%	8.5%
KS3 (N = 754)	31.5%	18.7%	46.1%	3.8%
KS4 (N = 35)	29.4%	11.8%	50.0%	8.8%
FSM (N = 726)	28.6%	15.6%	48.1%	7.6%
Non-FSM (N = 1,169)	25.7%	14.9%	54.4%	5.0%
White (N = 1,538)	27.0%	13.9%	52.0%	7.1%
Mixed (N = 98)	31.3%	18.8%	46.3%	3.8%
Asian (N = 403)	24.5%	19.2%	51.3%	5.1%
Black (N = 62)	30.6%	19.4%	41.7%	8.3%
Boys: KS2 (N = 675)	24.4%	12.3%	54.4%	9.0%
Girls: KS2 (N = 729)	21.6%	13.2%	57.2%	8.0%
Boys: KS3 (N = 393)	37.2%	18.3%	41.8%	2.7%
Girls: KS3 (N = 356)	25.4%	19.3%	50.6%	4.7%
Boys: KS4 (N = 17)	31.3%	12.5%	50.0%	6.3%
Girls: KS4 (N = 18)	27.8%	11.1%	50.0%	11.1%
Boys: FSM (N = 359)	32.2%	16.1%	43.4%	8.2%
Girls: FSM (N = 361)	24.8%	15.4%	53.0%	6.8%
Boys: Non-FSM (N = 574)	28.6%	15.3%	52.5%	3.6%
Girls: Non-FSM (N = 584)	22.6%	14.8%	56.1%	6.4%
Boys: White (N = 751)	29.6%	14.6%	49.0%	6.9%
Girls: White (N = 764)	23.7%	13.6%	55.5%	7.3%
Boys: Mixed (N = 54)	35.0%	22.5%	40.0%	2.5%
Girls: Mixed (N = 42)	28.2%	15.4%	51.3%	5.1%
Boys: Asian (N = 201)	31.0%	14.9%	50.0%	4.2%
Girls: Asian (N = 197)	18.4%	23.2%	52.4%	5.9%
Boys: Black (N = 16)	26.7%	20.0%	46.7%	6.7%
Girls: Black (N = 45)	33.3%	19.0%	38.1%	9.5%

Table 8.9: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – I would be embarrassed if my friends saw me read

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**20.8%**	**9.6%**	**62.7%**	**6.9%**
Boys (N = 1,099)	22.5%	10.5%	59.7%	7.3%
Girls (N = 1,113)	19.2%	8.7%	65.7%	6.4%
KS2 (N = 1,421)	20.3%	7.4%	64.9%	7.4%
KS3 (N = 754)	21.5%	12.1%	60.0%	6.5%
KS4 (N = 35)	20.6%	26.5%	50.0%	2.9%
FSM (N = 726)	21.8%	10.3%	60.9%	7.0%
Non-FSM (N = 1,169)	19.1%	9.9%	65.0%	6.0%
White (N = 1,538)	21.9%	9.0%	62.4%	6.6%
Mixed (N = 98)	23.5%	13.6%	58.0%	4.9%
Asian (N = 403)	17.3%	11.7%	64.0%	7.0%
Black (N = 62)	21.2%	9.1%	66.7%	3.0%
Boys: KS2 (N = 675)	21.9%	9.3%	61.3%	7.5%
Girls: KS2 (N = 729)	19.2%	5.6%	67.9%	7.2%
Boys: KS3 (N = 393)	23.1%	12.4%	57.1%	7.4%
Girls: KS3 (N = 356)	19.5%	11.9%	63.4%	5.2%
Boys: KS4 (N = 17)	31.3%	12.5%	56.3%	0.0%
Girls: KS4 (N = 18)	11.1%	38.9%	44.4%	5.6%
Boys: FSM (N = 359)	24.4%	12.2%	54.6%	8.9%
Girls: FSM (N = 361)	18.8%	8.6%	67.7%	4.9%
Boys: Non-FSM (N = 574)	21.1%	10.1%	63.0%	5.9%
Girls: Non-FSM (N = 584)	17.4%	9.9%	66.7%	6.0%
Boys: White (N = 751)	24.1%	9.6%	60.0%	6.3%
Girls: White (N = 764)	19.7%	8.3%	65.2%	6.9%
Boys: Mixed (N = 54)	20.0%	20.0%	52.5%	7.5%
Girls: Mixed (N = 42)	27.5%	7.5%	62.5%	2.5%
Boys: Asian (N = 201)	19.2%	12.2%	60.5%	8.1%
Girls: Asian (N = 197)	15.7%	11.4%	67.0%	5.9%
Boys: Black (N = 16)	14.3%	21.4%	57.1%	7.1%
Girls: Black (N = 45)	26.3%	0.0%	73.7%	0.0%

Table 8.10: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – My parents don't care if I read or not

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**31.4%**	**10.7%**	**48.4%**	**9.4%**
Boys (N = 1,099)	32.4%	11.3%	48.2%	8.1%
Girls (N = 1,113)	30.5%	10.1%	48.8%	10.6%
KS2 (N = 1,421)	34.4%	8.1%	48.7%	8.8%
KS3 (N = 754)	26.3%	14.1%	48.8%	10.7%
KS4 (N = 35)	33.3%	24.2%	36.4%	6.1%
FSM (N = 726)	40.2%	7.7%	42.3%	9.8%
Non-FSM (N = 1,169)	26.2%	12.7%	52.9%	8.2%
White (N = 1,538)	31.4%	11.1%	47.5%	10.0%
Mixed (N = 98)	39.8%	10.8%	38.6%	10.8%
Asian (N = 403)	30.6%	10.6%	52.4%	6.4%
Black (N = 62)	29.4%	2.9%	58.8%	8.8%
Boys: KS2 (N = 675)	34.6%	8.8%	48.8%	7.8%
Girls: KS2 (N = 729)	34.6%	7.4%	48.5%	9.5%
Boys: KS3 (N = 393)	28.8%	14.5%	47.9%	8.8%
Girls: KS3 (N = 356)	23.7%	13.9%	49.7%	12.7%
Boys: KS4 (N = 17)	35.3%	23.5%	35.3%	5.9%
Girls: KS4 (N = 18)	31.3%	25.0%	37.5%	6.3%
Boys: FSM (N = 359)	42.8%	8.9%	39.4%	8.9%
Girls: FSM (N = 361)	37.7%	6.7%	45.1%	10.4%
Boys: Non-FSM (N = 574)	26.2%	13.4%	53.5%	6.9%
Girls: Non-FSM (N = 584)	26.4%	11.9%	52.3%	9.4%
Boys: White (N = 751)	32.7%	11.8%	47.0%	8.5%
Girls: White (N = 764)	29.8%	10.7%	48.1%	11.4%
Boys: Mixed (N = 54)	42.9%	14.3%	35.7%	7.1%
Girls: Mixed (N = 42)	37.5%	7.5%	40.0%	15.0%
Boys: Asian (N = 201)	29.7%	10.5%	54.1%	5.8%
Girls: Asian (N = 197)	31.7%	10.8%	50.5%	7.0%
Boys: Black (N = 16)	40.0%	6.7%	53.3%	0.0%
Girls: Black (N = 45)	21.1%	0.0%	63.2%	15.8%

Table 8.11: Attitudes towards reading in 2013 for Middlesbrough and broken down by demographic background – If I am a good reader it means I'll get a better job when I grow up

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 2,254)	**70.0%**	**12.1%**	**7.6%**	**10.3%**
Boys (N = 1,099)	70.2%	12.5%	8.5%	8.9%
Girls (N = 1,113)	69.7%	11.8%	6.7%	11.8%
KS2 (N = 1,421)	76.7%	7.4%	6.6%	9.2%
KS3 (N = 754)	60.4%	18.6%	8.7%	12.3%
KS4 (N = 35)	57.6%	27.3%	9.1%	6.1%
FSM (N = 726)	76.7%	8.5%	8.0%	6.7%
Non-FSM (N = 1,169)	65.7%	14.8%	7.5%	12.0%
White (N = 1,538)	69.6%	12.2%	8.0%	10.2%
Mixed (N = 98)	72.8%	9.9%	8.6%	8.6%
Asian (N = 403)	68.8%	14.2%	6.0%	11.0%
Black (N = 62)	85.7%	5.7%	5.7%	2.9%
Boys: KS2 (N = 675)	75.6%	8.2%	7.4%	8.8%
Girls: KS2 (N = 729)	77.8%	6.6%	5.9%	9.7%
Boys: KS3 (N = 393)	63.8%	17.4%	9.5%	9.3%
Girls: KS3 (N = 356)	56.6%	20.1%	7.9%	15.5%
Boys: KS4 (N = 17)	37.5%	37.5%	18.8%	6.3%
Girls: KS4 (N = 18)	76.5%	17.6%	0.0%	5.9%
Boys: FSM (N = 359)	73.8%	7.6%	10.9%	7.6%
Girls: FSM (N = 361)	79.6%	9.6%	5.2%	5.6%
Boys: Non-FSM (N = 574)	67.4%	15.6%	7.8%	9.2%
Girls: Non-FSM (N = 584)	64.0%	14.0%	7.4%	14.7%
Boys: White (N = 751)	69.4%	13.1%	9.0%	8.5%
Girls: White (N = 764)	69.4%	11.6%	7.0%	12.0%
Boys: Mixed (N = 54)	79.5%	10.3%	2.6%	7.7%
Girls: Mixed (N = 42)	65.9%	9.8%	14.6%	9.8%
Boys: Asian (N = 201)	69.5%	13.0%	8.5%	9.0%
Girls: Asian (N = 197)	68.4%	15.5%	3.7%	12.3%
Boys: Black (N = 16)	86.7%	6.7%	6.7%	0.0%
Girls: Black (N = 45)	85.0%	5.0%	5.0%	5.0%

Table 9: School library usage in 2013 for Middlesbrough and broken down by demographic background

Do you use your school library?	*Yes*	*No*	*We don't have a school library*
All (N = 2,254)	**72.2%**	**20.6%**	**7.1%**
Boys (N = 1,099)	72.8%	21.1%	6.1%
Girls (N = 1,113)	71.8%	20.3%	7.9%
KS2 (N = 1,421)	67.9%	22.1%	10.0%
KS3 (N = 754)	80.3%	17.2%	2.5%
KS4 (N = 35)	51.4%	48.6%	0.0%
FSM (N = 726)	74.8%	21.1%	4.1%
Non-FSM (N = 1,169)	70.2%	21.3%	8.5%
White (N = 1,538)	70.6%	22.8%	6.6%
Mixed (N = 98)	73.6%	17.6%	8.8%
Asian (N = 403)	77.6%	13.9%	8.5%
Black (N = 62)	82.1%	15.4%	2.6%
Boys: KS2 (N = 675)	67.1%	24.7%	8.1%
Girls: KS2 (N = 729)	68.6%	19.5%	11.9%
Boys: KS3 (N = 393)	81.4%	15.4%	3.2%
Girls: KS3 (N = 356)	79.2%	19.4%	1.4%
Boys: KS4 (N = 17)	64.7%	35.3%	0.0%
Girls: KS4 (N = 18)	38.9%	61.1%	0.0%
Boys: FSM (N = 359)	75.2%	21.2%	3.6%
Girls: FSM (N = 361)	74.7%	20.9%	4.5%
Boys: Non-FSM (N = 574)	70.0%	22.5%	7.5%
Girls: Non-FSM (N = 584)	70.4%	20.0%	9.6%
Boys: White (N = 751)	70.4%	24.1%	5.5%
Girls: White (N = 764)	70.7%	21.7%	7.6%
Boys: Mixed (N = 54)	75.0%	14.6%	10.4%
Girls: Mixed (N = 42)	71.4%	21.4%	7.1%
Boys: Asian (N = 201)	81.1%	12.4%	6.5%
Girls: Asian (N = 197)	74.1%	15.3%	10.6%
Boys: Black (N = 16)	73.3%	20.0%	6.7%
Girls: Black (N = 45)	87.5%	12.5%	0.0%

Table 10: Public library usage in 2013 for Middlesbrough and broken down by demographic background

Do you use your public library?			
	Yes	*No*	*Not sure*
All (N = 2,254)	**53.3%**	**33.8%**	**12.9%**
Boys (N = 1,099)	48.1%	38.9%	13.0%
Girls (N = 1,113)	58.4%	29.0%	12.7%
KS2 (N = 1,421)	60.4%	24.6%	15.0%
KS3 (N = 754)	43.2%	47.1%	9.7%
KS4 (N = 35)	26.5%	64.7%	8.8%
FSM (N = 726)	55.7%	31.9%	12.4%
Non-FSM (N = 1,169)	52.3%	36.7%	11.0%
White (N = 1,538)	49.0%	38.8%	12.2%
Mixed (N = 98)	58.9%	26.7%	14.4%
Asian (N = 403)	67.2%	19.6%	13.2%
Black (N = 62)	70.0%	20.0%	10.0%
Boys: KS2 (N = 675)	55.6%	29.4%	15.0%
Girls: KS2 (N = 729)	65.1%	20.1%	14.8%
Boys: KS3 (N = 393)	37.8%	52.1%	10.1%
Girls: KS3 (N = 356)	48.9%	41.8%	9.4%
Boys: KS4 (N = 17)	25.0%	62.5%	12.5%
Girls: KS4 (N = 18)	27.8%	66.7%	5.6%
Boys: FSM (N = 359)	51.5%	35.2%	13.3%
Girls: FSM (N = 361)	59.7%	28.6%	11.7%
Boys: Non-FSM (N = 574)	46.2%	42.5%	11.3%
Girls: Non-FSM (N = 584)	58.2%	31.2%	10.6%
Boys: White (N = 751)	43.7%	43.9%	12.4%
Girls: White (N = 764)	54.3%	33.9%	11.8%
Boys: Mixed (N = 54)	55.3%	36.2%	8.5%
Girls: Mixed (N = 42)	61.9%	16.7%	21.4%
Boys: Asian (N = 201)	61.7%	24.0%	14.2%
Girls: Asian (N = 197)	72.3%	15.4%	12.2%
Boys: Black (N = 16)	62.5%	25.0%	12.5%
Girls: Black (N = 45)	75.0%	16.7%	8.3%

Young People's Literacy in Middlesbrough in 2013: Writing – Data tables

Table 11: Enjoyment of writing in 2013 for Middlesbrough and broken down by demographic background

How much do you enjoy writing?	*Very much*	*Quite a lot*	*Overall enjoyment*	*A bit*	*Not at all*
All (N = 2,254)	**28.9%**	**30.3%**	**59.2%**	**32.5%**	**8.2%**
Boys (N = 1,099)	24.3%	27.7%	52.0%	37.3%	10.7%
Girls (N = 1,113)	33.4%	33.4%	66.8%	27.6%	5.5%
KS2 (N = 1,421)	39.5%	31.7%	71.2%	24.2%	4.5%
KS3 (N = 754)	12.9%	29.5%	42.4%	44.0%	13.7%
KS4 (N = 35)	2.9%	20.0%	22.9%	60.0%	17.1%
FSM (N = 726)	32.6%	30.3%	62.9%	28.9%	8.2%
Non-FSM (N = 1,169)	24.1%	31.9%	56.0%	35.5%	8.5%
White (N = 1,538)	29.1%	29.4%	58.5%	32.5%	9.1%
Mixed (N = 98)	25.8%	36.0%	61.8%	33.7%	4.5%
Asian (N = 403)	27.3%	34.0%	61.3%	32.4%	6.4%
Black (N = 62)	43.6%	30.8%	74.4%	25.6%	0.0%
Boys: KS2 (N = 675)	33.5%	30.5%	64.0%	29.7%	6.3%
Girls: KS2 (N = 729)	45.4%	33.2%	78.6%	18.9%	2.6%
Boys: KS3 (N = 393)	10.9%	24.5%	35.4%	47.7%	16.8%
Girls: KS3 (N = 356)	15.1%	35.0%	50.1%	39.9%	10.0%
Boys: KS4 (N = 17)	0.0%	17.6%	17.6%	52.9%	29.4%
Girls: KS4 (N = 18)	5.6%	22.2%	27.8%	66.7%	5.6%
Boys: FSM (N = 359)	30.0%	27.4%	57.4%	31.7%	10.9%
Girls: FSM (N = 361)	35.9%	33.8%	69.7%	25.9%	4.5%
Boys: Non-FSM (N = 574)	17.5%	30.3%	47.8%	41.4%	10.8%
Girls: Non-FSM (N = 584)	30.2%	33.8%	64.0%	29.5%	6.4%
Boys: White (N = 751)	23.9%	26.8%	50.7%	37.4%	11.9%
Girls: White (N = 764)	34.3%	32.4%	66.7%	27.5%	5.8%
Boys: Mixed (N = 54)	19.1%	36.2%	55.3%	42.6%	2.1%
Girls: Mixed (N = 42)	34.1%	36.6%	70.7%	22.0%	7.3%
Boys: Asian (N = 201)	27.2%	29.9%	57.1%	34.2%	8.7%
Girls: Asian (N = 197)	27.5%	38.1%	65.6%	30.2%	4.2%
Boys: Black (N = 16)	40.0%	26.7%	66.7%	33.3%	0.0%
Girls: Black (N = 45)	45.8%	33.3%	79.1%	20.8%	0.0%

How often young people write outside class

Table 12: Writing frequency in 2013 for Middlesbrough and broken down by demographic background

How often do you write outside class?	*Every day*	*A few times a week*	*About once a week*	*A few times a month*	*About once a month*	*Rarely*	*Never*
All (N = 2,254)	**28.4%**	**27.3%**	**10.8%**	**7.3%**	**3.1%**	**15.9%**	**7.2%**
Boys (N = 1,099)	19.4%	26.1%	12.0%	7.7%	3.3%	21.8%	9.7%
Girls (N = 1,113)	37.2%	28.7%	9.8%	6.8%	2.9%	10.2%	4.4%
KS2 (N = 1,421)	29.3%	28.2%	11.3%	7.1%	2.7%	13.7%	7.7%
KS3 (N = 754)	28.4%	25.8%	10.7%	8.1%	3.6%	17.3%	6.1%
KS4 (N = 35)	5.7%	31.4%	0.0%	2.9%	0.0%	51.4%	8.6%
FSM (N = 726)	30.6%	26.5%	10.9%	5.2%	2.3%	15.5%	9.0%
Non-FSM (N = 1,169)	25.6%	29.0%	11.0%	8.6%	3.6%	16.5%	5.6%
White (N = 1,538)	27.5%	26.5%	10.8%	7.6%	2.8%	17.0%	7.8%
Mixed (N = 98)	30.3%	24.7%	12.4%	7.9%	1.1%	16.9%	6.7%
Asian (N = 403)	29.9%	30.7%	11.0%	7.0%	3.5%	12.3%	5.6%
Black (N = 62)	37.5%	17.5%	10.0%	7.5%	5.0%	15.0%	7.5%
Boys: KS2 (N = 675)	20.2%	25.5%	12.7%	7.7%	2.8%	19.9%	11.2%
Girls: KS2 (N = 729)	38.0%	31.2%	9.8%	6.3%	2.7%	8.0%	3.9%
Boys: KS3 (N = 393)	19.1%	27.3%	11.4%	8.2%	3.7%	22.5%	7.7%
Girls: KS3 (N = 356)	38.2%	24.2%	10.0%	8.0%	3.4%	12.0%	4.3%
Boys: KS4 (N = 17)	5.9%	29.4%	0.0%	0.0%	0.0%	58.8%	5.9%
Girls: KS4 (N = 18)	5.6%	33.3%	0.0%	5.6%	0.0%	44.4%	11.1%
Boys: FSM (N = 359)	21.2%	24.8%	13.6%	6.6%	2.0%	21.2%	10.6%
Girls: FSM (N = 361)	40.1%	28.8%	8.2%	3.8%	2.7%	9.9%	6.5%
Boys: Non-FSM (N = 574)	17.7%	27.6%	11.6%	7.9%	4.0%	23.3%	7.9%
Girls: Non-FSM (N = 584)	33.2%	30.4%	10.6%	9.3%	3.2%	10.1%	3.2%
Boys: White (N = 751)	18.4%	25.4%	11.8%	8.0%	3.2%	23.1%	10.2%
Girls: White (N = 764)	36.5%	28.0%	9.9%	7.1%	2.4%	11.3%	4.7%
Boys: Mixed (N = 54)	17.0%	31.9%	8.5%	6.4%	2.1%	21.3%	12.8%
Girls: Mixed (N = 42)	43.9%	17.1%	17.1%	9.8%	0.0%	12.2%	0.0%
Boys: Asian (N = 201)	23.2%	27.6%	14.1%	7.6%	3.2%	16.8%	7.6%

How often do you write outside class?	*Every day*	*A few times a week*	*About once a week*	*A few times a month*	*About once a month*	*Rarely*	*Never*
All (N = 2,254)	**28.4%**	**27.3%**	**10.8%**	**7.3%**	**3.1%**	**15.9%**	**7.2%**
Girls: Asian (N = 197)	36.7%	34.0%	8.0%	5.9%	3.7%	8.0%	3.7%
Boys: Black (N = 16)	31.3%	12.5%	18.8%	0.0%	0.0%	31.3%	6.3%
Girls: Black (N = 45)	41.7%	20.8%	4.2%	12.5%	8.3%	4.2%	8.3%

Types of materials written outside class

Table 13: Types of materials written at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 1)

	Text messages	Letters	Messages on social networking sites	Lyrics	Notes	Instant messges
All	**47.6%**	**29.5%**	**28.5%**	**27.2%**	**25.3%**	**26.6%**
Boys	43.6%	24.9%	27.6%	16.4%	20.5%	24.5%
Girls	52.2%	34.5%	29.8%	38.3%	30.3%	29.4%
KS2	34.1%	32.7%	16.8%	28.7%	22.5%	15.3%
KS3	72.8%	25.6%	49.7%	25.6%	31.4%	47.2%
KS4	91.4%	14.3%	68.6%	14.3%	25.7%	65.7%
FSM	41.2%	30.6%	24.5%	28.5%	23.3%	22.0%
Non-FSM	54.7%	28.9%	33.4%	26.4%	27.5%	32.5%
White	49.6%	28.9%	30.0%	28.5%	24.9%	26.5%
Mixed	46.9%	32.7%	32.7%	30.6%	28.6%	31.6%
Asian	52.4%	36.5%	29.5%	27.5%	31.3%	33.3%
Black	33.9%	30.6%	17.7%	14.5%	17.7%	17.7%
Boys: KS2	29.2%	27.0%	17.3%	19.1%	18.2%	13.9%
Girls: KS2	38.3%	38.1%	16.3%	37.9%	26.5%	16.9%
Boys: KS3	66.9%	22.4%	44.5%	12.2%	24.4%	42.2%
Girls: KS3	79.5%	28.9%	55.6%	40.4%	39.0%	52.8%
Boys: KS4	88.2%	11.8%	64.7%	5.9%	29.4%	52.9%
Girls: KS4	94.4%	16.7%	72.2%	22.2%	22.2%	77.8%
Boys: FSM	38.7%	26.5%	24.5%	18.9%	17.3%	22.0%
Girls: FSM	43.5%	34.3%	24.1%	38.2%	29.1%	21.9%
Boys: Non-FSM	49.7%	23.2%	30.8%	14.8%	22.6%	27.5%
Girls: Non-FSM	59.9%	34.6%	36.5%	38.0%	32.4%	37.8%
Boys: White	44.1%	24.0%	28.1%	16.9%	19.8%	23.3%
Girls: White	55.1%	33.8%	32.2%	40.4%	30.0%	30.1%
Boys: Mixed	35.2%	25.9%	22.2%	18.5%	18.5%	27.8%
Girls: Mixed	61.9%	40.5%	45.2%	45.2%	40.5%	35.7%
Boys: Asian	50.7%	32.3%	31.3%	17.9%	25.9%	32.8%
Girls: Asian	55.3%	41.6%	28.4%	38.1%	37.6%	34.5%
Boys: Black	50.0%	43.8%	25.0%	6.3%	31.3%	31.3%
Girls: Black	28.9%	26.7%	15.6%	17.8%	13.3%	13.3%

Table 13 continued: Types of materials written at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 2)

	Emails	*Fiction*	*Poems*	*Diary*	*Twitter*	*Reviews*
All	**24.7%**	**24.5%**	**23.1%**	**22.1%**	**15.4%**	**10.7%**
Boys	26.2%	22.0%	18.3%	12.1%	15.3%	9.0%
Girls	23.5%	27.4%	28.2%	32.4%	15.8%	12.5%
KS2	17.0%	27.2%	29.3%	24.1%	8.7%	11.1%
KS3	39.3%	20.6%	12.6%	19.6%	26.5%	10.5%
KS4	37.1%	14.3%	2.9%	11.4%	60.0%	11.4%
FSM	22.6%	23.8%	28.1%	21.9%	12.5%	10.1%
Non-FSM	27.9%	25.1%	18.7%	22.2%	17.8%	11.2%
White	24.2%	24.8%	23.1%	21.6%	16.1%	9.4%
Mixed	27.6%	26.5%	21.4%	26.5%	13.3%	15.3%
Asian	32.3%	27.5%	26.8%	30.0%	18.1%	17.4%
Black	16.1%	22.6%	24.2%	16.1%	9.7%	6.5%
Boys: KS2	17.9%	25.0%	23.4%	14.8%	9.8%	8.9%
Girls: KS2	15.9%	29.2%	35.1%	32.8%	7.8%	13.0%
Boys: KS3	39.7%	17.0%	9.7%	7.6%	24.2%	9.4%
Girls: KS3	39.0%	24.7%	15.7%	33.1%	29.2%	11.8%
Boys: KS4	47.1%	17.6%	5.9%	11.8%	41.2%	11.8%
Girls: KS4	27.8%	11.1%	0.0%	11.1%	77.8%	11.1%
Boys: FSM	22.6%	21.7%	22.8%	12.0%	13.6%	8.9%
Girls: FSM	22.4%	26.3%	33.8%	32.1%	11.4%	11.4%
Boys: Non-FSM	29.6%	21.3%	13.6%	11.7%	17.1%	8.9%
Girls: Non-FSM	26.2%	29.1%	23.8%	32.7%	18.8%	13.4%
Boys: White	24.2%	22.4%	19.0%	11.7%	14.5%	8.3%
Girls: White	24.3%	27.2%	27.4%	31.5%	17.9%	10.3%
Boys: Mixed	25.9%	20.4%	20.4%	11.1%	18.5%	11.1%
Girls: Mixed	28.6%	35.7%	23.8%	47.6%	7.1%	21.4%
Boys: Asian	36.8%	22.9%	20.9%	17.4%	20.9%	13.4%
Girls: Asian	28.4%	33.0%	33.5%	43.1%	15.7%	21.8%
Boys: Black	37.5%	43.8%	12.5%	18.8%	18.8%	6.3%
Girls: Black	8.9%	15.6%	28.9%	15.6%	6.7%	6.7%

Table 13 continued: Types of materials written at least once a month in 2013 for Middlesbrough and broken down by demographic background (Part 3)

	Blogs	*Essays*
All	**9.0%**	**5.5%**
Boys	8.5%	4.8%
Girls	9.6%	6.0%
KS2	8.3%	3.8%
KS3	10.1%	8.1%
KS4	17.1%	14.3%
FSM	9.0%	3.9%
Non-FSM	8.6%	6.6%
White	8.9%	4.7%
Mixed	10.2%	4.1%
Asian	13.2%	10.4%
Black	3.2%	3.2%
Boys: KS2	8.3%	3.3%
Girls: KS2	8.4%	4.1%
Boys: KS3	8.9%	7.1%
Girls: KS3	11.5%	9.3%
Boys: KS4	11.8%	17.6%
Girls: KS4	22.2%	11.1%
Boys: FSM	8.1%	2.8%
Girls: FSM	10.0%	5.0%
Boys: Non-FSM	8.0%	6.3%
Girls: Non-FSM	9.4%	7.0%
Boys: White	8.0%	4.1%
Girls: White	9.7%	5.0%
Boys: Mixed	7.4%	1.9%
Girls: Mixed	14.3%	7.1%
Boys: Asian	13.4%	9.5%
Girls: Asian	13.2%	11.7%
Boys: Black	6.3%	6.3%
Girls: Black	2.2%	2.2%

Table 14.1: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – The more I write, the better my writing gets

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**88.2%**	**5.0%**	**3.7%**	**3.0%**
Boys (N = 1,099)	87.0%	5.0%	4.3%	3.7%
Girls (N = 1,113)	89.7%	4.9%	3.1%	2.3%
KS2 (N = 1,421)	90.5%	3.2%	2.9%	3.3%
KS3 (N = 754)	85.9%	6.8%	4.5%	2.8%
KS4 (N = 35)	68.6%	25.7%	5.7%	0.0%
FSM (N = 726)	88.5%	4.5%	3.6%	3.4%
Non-FSM (N = 1,169)	88.6%	5.6%	3.8%	2.0%
White (N = 1,538)	87.5%	5.3%	4.1%	3.0%
Mixed (N = 98)	92.2%	3.9%	1.3%	2.6%
Asian (N = 403)	90.6%	4.3%	2.8%	2.3%
Black (N = 62)	88.2%	5.9%	2.9%	2.9%
Boys: KS2 (N = 675)	88.2%	3.3%	3.7%	4.7%
Girls: KS2 (N = 729)	92.9%	3.0%	2.2%	1.9%
Boys: KS3 (N = 393)	85.8%	6.8%	4.9%	2.5%
Girls: KS3 (N = 356)	86.4%	6.5%	3.8%	3.3%
Boys: KS4 (N = 17)	70.6%	17.6%	11.8%	0.0%
Girls: KS4 (N = 18)	66.7%	33.3%	0.0%	0.0%
Boys: FSM (N = 359)	86.5%	4.5%	4.5%	4.5%
Girls: FSM (N = 361)	91.2%	4.2%	2.3%	2.3%
Boys: Non-FSM (N = 574)	87.5%	5.6%	4.4%	2.4%
Girls: Non-FSM (N = 584)	89.8%	5.5%	3.1%	1.6%
Boys: White (N = 751)	86.4%	5.2%	5.0%	3.4%
Girls: White (N = 764)	89.0%	5.2%	3.2%	2.5%
Boys: Mixed (N = 54)	89.5%	5.3%	0.0%	5.3%
Girls: Mixed (N = 42)	94.7%	2.6%	2.6%	0.0%
Boys: Asian (N = 201)	88.9%	4.7%	2.9%	3.5%
Girls: Asian (N = 197)	92.2%	3.9%	2.8%	1.1%
Boys: Black (N = 16)	93.3%	6.7%	0.0%	0.0%
Girls: Black (N = 45)	84.2%	5.3%	5.3%	5.3%

Table 14.2: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – Writing is more fun when you can choose the topic

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**79.4%**	**8.2%**	**7.5%**	**4.9%**
Boys (N = 1,099)	80.0%	8.1%	7.1%	4.8%
Girls (N = 1,113)	78.9%	8.0%	7.9%	5.2%
KS2 (N = 1,421)	78.0%	7.5%	9.0%	5.5%
KS3 (N = 754)	81.9%	9.1%	4.8%	4.2%
KS4 (N = 35)	77.1%	5.7%	11.4%	5.7%
FSM (N = 726)	79.0%	6.9%	8.2%	5.8%
Non-FSM (N = 1,169)	80.7%	8.2%	6.9%	4.2%
White (N = 1,538)	79.6%	8.5%	7.8%	4.1%
Mixed (N = 98)	84.8%	5.1%	5.1%	5.1%
Asian (N = 403)	78.2%	8.8%	7.3%	5.6%
Black (N = 62)	82.4%	5.9%	11.8%	0.0%
Boys: KS2 (N = 675)	77.9%	8.4%	8.2%	5.5%
Girls: KS2 (N = 729)	77.8%	6.8%	9.8%	5.5%
Boys: KS3 (N = 393)	83.1%	8.0%	5.2%	3.6%
Girls: KS3 (N = 356)	80.9%	9.9%	4.3%	4.9%
Boys: KS4 (N = 17)	64.7%	5.9%	17.6%	11.8%
Girls: KS4 (N = 18)	88.9%	5.6%	5.6%	0.0%
Boys: FSM (N = 359)	77.4%	7.9%	8.3%	6.4%
Girls: FSM (N = 361)	81.0%	5.3%	8.4%	5.3%
Boys: Non-FSM (N = 574)	82.2%	7.9%	6.5%	3.4%
Girls: Non-FSM (N = 584)	79.1%	8.6%	7.4%	4.9%
Boys: White (N = 751)	80.3%	8.2%	7.9%	3.6%
Girls: White (N = 764)	79.1%	8.5%	7.7%	4.7%
Boys: Mixed (N = 54)	82.5%	7.5%	5.0%	5.0%
Girls: Mixed (N = 42)	86.8%	2.6%	5.3%	5.3%
Boys: Asian (N = 201)	80.2%	8.1%	4.7%	7.0%
Girls: Asian (N = 197)	76.2%	9.4%	9.9%	4.4%
Boys: Black (N = 16)	80.0%	6.7%	13.3%	0.0%
Girls: Black (N = 45)	84.2%	5.3%	10.5%	0.0%

Table 14.3: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – A pupil who writes well gets better marks

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**67.8%**	**12.2%**	**10.6%**	**9.3%**
Boys (N = 1,099)	70.7%	10.3%	11.0%	8.0%
Girls (N = 1,113)	65.1%	14.1%	10.4%	10.4%
KS2 (N = 1,421)	67.5%	10.2%	11.7%	10.6%
KS3 (N = 754)	68.2%	14.8%	9.1%	7.9%
KS4 (N = 35)	71.4%	22.9%	5.7%	0.0%
FSM (N = 726)	67.6%	10.4%	12.1%	9.9%
Non-FSM (N = 1,169)	68.4%	13.7%	9.9%	8.0%
White (N = 1,538)	67.5%	12.5%	10.7%	9.3%
Mixed (N = 98)	73.1%	11.5%	10.3%	5.1%
Asian (N = 403)	66.0%	13.9%	11.3%	8.8%
Black (N = 62)	79.4%	2.9%	5.9%	11.8%
Boys: KS2 (N = 675)	68.3%	9.0%	12.9%	9.8%
Girls: KS2 (N = 729)	66.9%	11.2%	10.8%	11.2%
Boys: KS3 (N = 393)	73.6%	12.1%	8.2%	6.0%
Girls: KS3 (N = 356)	62.7%	17.5%	9.9%	9.9%
Boys: KS4 (N = 17)	70.6%	17.6%	11.8%	0.0%
Girls: KS4 (N = 18)	72.2%	27.8%	0.0%	0.0%
Boys: FSM (N = 359)	67.9%	7.6%	14.1%	10.3%
Girls: FSM (N = 361)	67.4%	13.0%	10.0%	9.6%
Boys: Non-FSM (N = 574)	72.7%	11.5%	9.3%	6.5%
Girls: Non-FSM (N = 584)	64.1%	15.6%	10.7%	9.7%
Boys: White (N = 751)	70.2%	10.3%	10.8%	8.7%
Girls: White (N = 764)	65.1%	14.6%	10.6%	9.7%
Boys: Mixed (N = 54)	76.3%	13.2%	7.9%	2.6%
Girls: Mixed (N = 42)	69.2%	10.3%	12.8%	7.7%
Boys: Asian (N = 201)	68.4%	10.5%	14.0%	7.0%
Girls: Asian (N = 197)	64.1%	16.6%	8.8%	10.5%
Boys: Black (N = 16)	86.7%	0.0%	6.7%	6.7%
Girls: Black (N = 45)	73.7%	5.3%	5.3%	15.8%

Table 14.4: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – It is easier to read than it is to write

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**56.4%**	**19.5%**	**15.9%**	**8.3%**
Boys (N = 1,099)	62.1%	17.6%	13.7%	6.7%
Girls (N = 1,113)	50.4%	21.5%	18.2%	9.9%
KS2 (N = 1,421)	56.2%	17.4%	16.5%	9.9%
KS3 (N = 754)	56.1%	22.7%	14.8%	6.3%
KS4 (N = 35)	62.9%	20.0%	14.3%	2.9%
FSM (N = 726)	59.9%	16.3%	15.1%	8.7%
Non-FSM (N = 1,169)	56.0%	21.5%	15.9%	6.5%
White (N = 1,538)	54.5%	20.6%	17.0%	8.0%
Mixed (N = 98)	64.9%	14.3%	13.0%	7.8%
Asian (N = 403)	60.3%	17.7%	13.1%	8.9%
Black (N = 62)	64.7%	17.6%	17.6%	0.0%
Boys: KS2 (N = 675)	61.0%	17.1%	13.5%	8.4%
Girls: KS2 (N = 729)	51.6%	17.8%	19.3%	11.3%
Boys: KS3 (N = 393)	64.2%	17.8%	13.6%	4.4%
Girls: KS3 (N = 356)	47.5%	27.8%	16.2%	8.4%
Boys: KS4 (N = 17)	58.8%	23.5%	11.8%	5.9%
Girls: KS4 (N = 18)	66.7%	16.7%	16.7%	0.0%
Boys: FSM (N = 359)	64.6%	15.4%	13.1%	6.9%
Girls: FSM (N = 361)	54.9%	17.0%	17.4%	10.6%
Boys: Non-FSM (N = 574)	63.1%	18.6%	13.9%	4.5%
Girls: Non-FSM (N = 584)	49.1%	24.6%	17.9%	8.4%
Boys: White (N = 751)	60.1%	18.8%	15.1%	6.0%
Girls: White (N = 764)	48.4%	22.6%	19.1%	9.9%
Boys: Mixed (N = 54)	78.9%	7.9%	10.5%	2.6%
Girls: Mixed (N = 42)	50.0%	21.1%	15.8%	13.2%
Boys: Asian (N = 201)	65.5%	15.5%	11.3%	7.7%
Girls: Asian (N = 197)	55.2%	19.9%	14.9%	9.9%
Boys: Black (N = 16)	66.7%	26.7%	6.7%	0.0%
Girls: Black (N = 45)	63.2%	10.5%	26.3%	0.0%

Table 14.5: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – If I am good at writing, I'll get a better job

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**67.9%**	**15.2%**	**7.0%**	**9.9%**
Boys (N = 1,099)	69.4%	15.6%	7.0%	8.0%
Girls (N = 1,113)	66.5%	14.8%	6.6%	12.0%
KS2 (N = 1,421)	72.6%	10.9%	6.7%	9.8%
KS3 (N = 754)	61.8%	21.1%	7.0%	10.1%
KS4 (N = 35)	55.9%	29.4%	2.9%	11.8%
FSM (N = 726)	70.4%	12.9%	7.5%	9.2%
Non-FSM (N = 1,169)	65.4%	17.8%	6.6%	10.2%
White (N = 1,538)	68.7%	15.4%	7.2%	8.6%
Mixed (N = 98)	70.1%	16.9%	7.8%	5.2%
Asian (N = 403)	65.2%	15.6%	6.2%	13.0%
Black (N = 62)	85.3%	5.9%	0.0%	8.8%
Boys: KS2 (N = 675)	71.3%	12.2%	7.5%	9.1%
Girls: KS2 (N = 729)	73.8%	9.6%	5.9%	10.7%
Boys: KS3 (N = 393)	67.2%	20.1%	6.2%	6.5%
Girls: KS3 (N = 356)	56.0%	22.3%	7.6%	14.1%
Boys: KS4 (N = 17)	62.5%	25.0%	6.3%	6.3%
Girls: KS4 (N = 18)	50.0%	33.3%	0.0%	16.7%
Boys: FSM (N = 359)	67.5%	15.1%	8.3%	9.1%
Girls: FSM (N = 361)	74.2%	10.6%	5.7%	9.5%
Boys: Non-FSM (N = 574)	69.1%	17.0%	5.8%	8.0%
Girls: Non-FSM (N = 584)	61.5%	18.6%	7.4%	12.5%
Boys: White (N = 751)	67.9%	16.9%	7.8%	7.4%
Girls: White (N = 764)	69.4%	14.2%	6.3%	10.1%
Boys: Mixed (N = 54)	76.9%	17.9%	2.6%	2.6%
Girls: Mixed (N = 42)	62.2%	16.2%	13.5%	8.1%
Boys: Asian (N = 201)	73.1%	12.3%	6.4%	8.2%
Girls: Asian (N = 197)	57.5%	18.8%	6.1%	17.7%
Boys: Black (N = 16)	93.3%	0.0%	0.0%	6.7%
Girls: Black (N = 45)	78.9%	10.5%	0.0%	10.5%

Table 14.6: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – I have trouble deciding what to write

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**48.2%**	**18.8%**	**26.6%**	**6.4%**
Boys (N = 1,099)	49.6%	18.7%	26.0%	5.7%
Girls (N = 1,113)	46.8%	18.7%	27.4%	7.1%
KS2 (N = 1,421)	47.4%	16.3%	28.3%	8.0%
KS3 (N = 754)	49.2%	22.6%	24.1%	4.1%
KS4 (N = 35)	57.1%	14.3%	22.9%	5.7%
FSM (N = 726)	49.4%	19.8%	24.4%	6.3%
Non-FSM (N = 1,169)	45.8%	19.4%	29.3%	5.5%
White (N = 1,538)	50.0%	17.2%	27.1%	5.7%
Mixed (N = 98)	48.7%	23.7%	22.4%	5.3%
Asian (N = 403)	40.9%	24.4%	27.3%	7.4%
Black (N = 62)	47.1%	17.6%	23.5%	11.8%
Boys: KS2 (N = 675)	47.5%	16.8%	28.0%	7.7%
Girls: KS2 (N = 729)	47.1%	15.8%	28.9%	8.2%
Boys: KS3 (N = 393)	51.6%	21.3%	24.0%	3.0%
Girls: KS3 (N = 356)	46.9%	23.9%	23.9%	5.3%
Boys: KS4 (N = 17)	64.7%	17.6%	11.8%	5.9%
Girls: KS4 (N = 18)	50.0%	11.1%	33.3%	5.6%
Boys: FSM (N = 359)	50.4%	19.4%	24.4%	5.8%
Girls: FSM (N = 361)	48.7%	19.9%	24.5%	6.9%
Boys: Non-FSM (N = 574)	49.4%	18.8%	26.9%	4.9%
Girls: Non-FSM (N = 584)	42.3%	20.1%	31.7%	5.9%
Boys: White (N = 751)	52.6%	16.1%	26.7%	4.6%
Girls: White (N = 764)	47.4%	18.1%	27.6%	6.9%
Boys: Mixed (N = 54)	55.3%	21.1%	18.4%	5.3%
Girls: Mixed (N = 42)	40.5%	27.0%	27.0%	5.4%
Boys: Asian (N = 201)	39.3%	29.2%	25.0%	6.5%
Girls: Asian (N = 197)	42.6%	20.2%	29.5%	7.7%
Boys: Black (N = 16)	40.0%	13.3%	33.3%	13.3%
Girls: Black (N = 45)	52.6%	21.1%	15.8%	10.5%

Table 14.7: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – Compared to others, I am a good writer

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**47.6%**	**24.2%**	**15.7%**	**12.4%**
Boys (N = 1,099)	50.3%	22.0%	17.4%	10.4%
Girls (N = 1,113)	45.0%	26.5%	14.0%	14.5%
KS2 (N = 1,421)	53.6%	17.8%	15.7%	12.8%
KS3 (N = 754)	39.3%	32.8%	15.5%	12.4%
KS4 (N = 35)	35.3%	44.1%	14.7%	5.9%
FSM (N = 726)	48.9%	21.5%	16.5%	13.1%
Non-FSM (N = 1,169)	46.1%	27.6%	15.0%	11.3%
White (N = 1,538)	46.5%	24.8%	17.4%	11.3%
Mixed (N = 98)	56.8%	17.6%	12.2%	13.5%
Asian (N = 403)	48.3%	26.0%	11.0%	14.7%
Black (N = 62)	73.5%	11.8%	2.9%	11.8%
Boys: KS2 (N = 675)	55.1%	18.3%	15.9%	10.7%
Girls: KS2 (N = 729)	52.1%	17.5%	15.7%	14.7%
Boys: KS3 (N = 393)	43.9%	26.9%	18.9%	10.3%
Girls: KS3 (N = 356)	34.9%	38.5%	11.8%	14.8%
Boys: KS4 (N = 17)	37.5%	31.3%	25.0%	6.3%
Girls: KS4 (N = 18)	33.3%	55.6%	5.6%	5.6%
Boys: FSM (N = 359)	48.3%	19.9%	19.2%	12.6%
Girls: FSM (N = 361)	49.8%	22.7%	13.7%	13.7%
Boys: Non-FSM (N = 574)	49.9%	24.2%	16.7%	9.2%
Girls: Non-FSM (N = 584)	42.5%	30.8%	13.4%	13.2%
Boys: White (N = 751)	47.9%	22.2%	20.4%	9.5%
Girls: White (N = 764)	45.2%	27.6%	14.1%	13.1%
Boys: Mixed (N = 54)	70.3%	10.8%	8.1%	10.8%
Girls: Mixed (N = 42)	44.4%	22.2%	16.7%	16.7%
Boys: Asian (N = 201)	55.4%	24.4%	8.9%	11.3%
Girls: Asian (N = 197)	41.8%	27.1%	13.0%	18.1%
Boys: Black (N = 16)	73.3%	13.3%	0.0%	13.3%
Girls: Black (N = 45)	73.7%	10.5%	5.3%	10.5%

Table 14.8: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – Girls tend to enjoy writing more than boys

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**32.9%**	**19.5%**	**34.9%**	**12.7%**
Boys (N = 1,099)	20.0%	14.6%	57.1%	8.3%
Girls (N = 1,113)	18.5%	13.2%	58.5%	9.7%
KS2 (N = 1,421)	22.7%	12.2%	56.0%	9.1%
KS3 (N = 754)	14.7%	15.5%	60.5%	9.3%
KS4 (N = 35)	5.9%	29.4%	61.8%	2.9%
FSM (N = 726)	23.8%	14.7%	53.8%	7.7%
Non-FSM (N = 1,169)	16.6%	13.9%	60.7%	8.8%
White (N = 1,538)	20.8%	13.9%	56.5%	8.8%
Mixed (N = 98)	19.8%	12.3%	63.0%	4.9%
Asian (N = 403)	13.4%	14.5%	61.7%	10.3%
Black (N = 62)	28.6%	5.7%	57.1%	8.6%
Boys: KS2 (N = 675)	21.0%	13.6%	56.9%	8.5%
Girls: KS2 (N = 729)	24.5%	10.9%	55.2%	9.5%
Boys: KS3 (N = 393)	19.3%	15.7%	56.7%	8.3%
Girls: KS3 (N = 356)	9.7%	15.5%	64.5%	10.3%
Boys: KS4 (N = 17)	12.5%	18.8%	68.8%	0.0%
Girls: KS4 (N = 18)	0.0%	38.9%	55.6%	5.6%
Boys: FSM (N = 359)	23.5%	15.7%	52.6%	8.2%
Girls: FSM (N = 361)	23.7%	14.1%	55.2%	7.0%
Boys: Non-FSM (N = 574)	18.4%	14.1%	59.8%	7.8%
Girls: Non-FSM (N = 584)	14.9%	13.9%	61.6%	9.7%
Boys: White (N = 751)	21.7%	14.6%	56.2%	7.4%
Girls: White (N = 764)	19.6%	13.2%	57.4%	9.8%
Boys: Mixed (N = 54)	23.8%	11.9%	64.3%	0.0%
Girls: Mixed (N = 42)	15.8%	13.2%	60.5%	10.5%
Boys: Asian (N = 201)	12.4%	15.9%	59.4%	12.4%
Girls: Asian (N = 197)	14.4%	13.4%	63.6%	8.6%
Boys: Black (N = 16)	26.7%	0.0%	73.3%	0.0%
Girls: Black (N = 45)	30.0%	10.0%	45.0%	15.0%

Table 14.9: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – Writing is cool

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**53.1%**	**22.8%**	**19.2%**	**4.9%**
Boys (N = 1,099)	46.6%	24.1%	23.8%	5.5%
Girls (N = 1,113)	59.6%	21.5%	14.6%	4.3%
KS2 (N = 1,421)	68.1%	13.8%	13.0%	5.1%
KS3 (N = 754)	32.4%	35.3%	27.8%	4.5%
KS4 (N = 35)	20.0%	45.7%	25.7%	8.6%
FSM (N = 726)	57.6%	19.6%	18.1%	4.6%
Non-FSM (N = 1,169)	47.8%	27.0%	20.7%	4.4%
White (N = 1,538)	52.5%	23.3%	19.6%	4.6%
Mixed (N = 98)	57.0%	25.3%	16.5%	1.3%
Asian (N = 403)	53.7%	22.0%	18.4%	5.9%
Black (N = 62)	63.6%	12.1%	15.2%	9.1%
Boys: KS2 (N = 675)	56.9%	19.0%	17.6%	6.5%
Girls: KS2 (N = 729)	79.0%	8.8%	8.4%	3.9%
Boys: KS3 (N = 393)	33.6%	30.9%	31.4%	4.1%
Girls: KS3 (N = 356)	31.5%	39.9%	23.6%	5.0%
Boys: KS4 (N = 17)	17.6%	35.3%	35.3%	11.8%
Girls: KS4 (N = 18)	22.2%	55.6%	16.7%	5.6%
Boys: FSM (N = 359)	46.9%	22.5%	24.7%	5.9%
Girls: FSM (N = 361)	69.3%	16.7%	10.6%	3.4%
Boys: Non-FSM (N = 574)	43.5%	27.9%	24.2%	4.4%
Girls: Non-FSM (N = 584)	51.8%	26.2%	17.5%	4.5%
Boys: White (N = 751)	44.8%	25.7%	24.0%	5.5%
Girls: White (N = 764)	60.4%	20.8%	15.1%	3.6%
Boys: Mixed (N = 54)	55.0%	25.0%	17.5%	2.5%
Girls: Mixed (N = 42)	60.5%	26.3%	13.2%	0.0%
Boys: Asian (N = 201)	50.0%	19.2%	24.4%	6.4%
Girls: Asian (N = 197)	57.5%	24.3%	12.7%	5.5%
Boys: Black (N = 16)	66.7%	0.0%	26.7%	6.7%
Girls: Black (N = 45)	61.1%	22.2%	5.6%	11.1%

Table 14.10: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – I write in "txt" speak in class

	Overall agreement	Neither agree nor disagree	Overall disagreement	Not sure
All (N = 2,254)	**18.6%**	**11.8%**	**49.0%**	**20.6%**
Boys (N = 1,099)	19.5%	12.5%	48.1%	19.8%
Girls (N = 1,113)	17.5%	11.1%	50.0%	21.3%
KS2 (N = 1,421)	20.9%	10.6%	44.9%	23.5%
KS3 (N = 754)	15.3%	13.3%	54.2%	17.2%
KS4 (N = 35)	11.4%	20.0%	62.9%	5.7%
FSM (N = 726)	21.5%	12.1%	43.1%	23.3%
Non-FSM (N = 1,169)	15.6%	12.3%	54.1%	18.0%
White (N = 1,538)	17.7%	10.7%	51.5%	20.1%
Mixed (N = 98)	23.4%	16.9%	42.9%	16.9%
Asian (N = 403)	19.8%	14.9%	42.3%	23.0%
Black (N = 62)	33.3%	9.1%	42.4%	15.2%
Boys: KS2 (N = 675)	21.7%	12.9%	42.3%	23.1%
Girls: KS2 (N = 729)	20.2%	8.7%	47.4%	23.8%
Boys: KS3 (N = 393)	16.5%	12.1%	55.4%	16.0%
Girls: KS3 (N = 356)	14.2%	14.5%	52.7%	18.6%
Boys: KS4 (N = 17)	17.6%	17.6%	58.8%	5.9%
Girls: KS4 (N = 18)	5.6%	22.2%	66.7%	5.6%
Boys: FSM (N = 359)	21.5%	13.3%	42.6%	22.7%
Girls: FSM (N = 361)	22.0%	10.8%	43.2%	23.9%
Boys: Non-FSM (N = 574)	17.8%	11.9%	53.9%	16.4%
Girls: Non-FSM (N = 584)	13.2%	12.8%	54.7%	19.4%
Boys: White (N = 751)	17.9%	11.1%	50.3%	20.6%
Girls: White (N = 764)	17.3%	10.4%	52.9%	19.4%
Boys: Mixed (N = 54)	34.2%	18.4%	31.6%	15.8%
Girls: Mixed (N = 42)	13.2%	15.8%	52.6%	18.4%
Boys: Asian (N = 201)	22.3%	16.3%	44.0%	17.5%
Girls: Asian (N = 197)	17.6%	13.6%	40.3%	28.4%
Boys: Black (N = 16)	33.3%	13.3%	40.0%	13.3%
Girls: Black (N = 45)	33.3%	5.6%	44.4%	16.7%

Table 14.11: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – I would be embarrassed if friends saw me write

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**17.1%**	**11.3%**	**65.5%**	**6.2%**
Boys (N = 1,099)	19.3%	12.8%	60.5%	7.5%
Girls (N = 1,113)	14.8%	9.8%	70.5%	4.9%
KS2 (N = 1,421)	18.7%	8.6%	65.9%	6.8%
KS3 (N = 754)	14.3%	15.0%	65.3%	5.3%
KS4 (N = 35)	18.2%	24.2%	51.5%	6.1%
FSM (N = 726)	17.7%	10.5%	66.5%	5.3%
Non-FSM (N = 1,169)	15.0%	12.8%	66.5%	5.7%
White (N = 1,538)	18.1%	11.8%	64.6%	5.6%
Mixed (N = 98)	15.8%	7.9%	71.1%	5.3%
Asian (N = 403)	13.9%	11.1%	68.5%	6.5%
Black (N = 62)	20.6%	11.8%	61.8%	5.9%
Boys: KS2 (N = 675)	20.5%	11.0%	60.4%	8.1%
Girls: KS2 (N = 729)	17.4%	6.4%	70.6%	5.6%
Boys: KS3 (N = 393)	17.4%	15.0%	61.0%	6.5%
Girls: KS3 (N = 356)	11.1%	14.7%	70.1%	4.1%
Boys: KS4 (N = 17)	31.3%	25.0%	31.3%	12.5%
Girls: KS4 (N = 18)	5.9%	23.5%	70.6%	0.0%
Boys: FSM (N = 359)	19.7%	12.1%	62.5%	5.7%
Girls: FSM (N = 361)	15.6%	8.4%	71.0%	5.0%
Boys: Non-FSM (N = 574)	17.8%	13.8%	60.8%	7.6%
Girls: Non-FSM (N = 584)	12.5%	11.9%	71.8%	3.8%
Boys: White (N = 751)	20.1%	12.9%	60.2%	6.9%
Girls: White (N = 764)	16.0%	10.7%	69.2%	4.2%
Boys: Mixed (N = 54)	27.0%	8.1%	56.8%	8.1%
Girls: Mixed (N = 42)	5.3%	7.9%	84.2%	2.6%
Boys: Asian (N = 201)	16.9%	13.4%	62.2%	7.6%
Girls: Asian (N = 197)	11.2%	8.9%	74.3%	5.6%
Boys: Black (N = 16)	20.0%	20.0%	60.0%	0.0%
Girls: Black (N = 45)	21.1%	5.3%	63.2%	10.5%

Table 14.12: Attitudes towards writing in 2013 for Middlesbrough and broken down by demographic background – If you can use a spellchecker there is no point in learning spelling and grammar

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**27.5%**	**12.7%**	**45.8%**	**14.1%**
Boys (N = 1,099)	32.0%	14.1%	40.6%	13.4%
Girls (N = 1,113)	23.2%	11.3%	51.2%	14.2%
KS2 (N = 1,421)	27.9%	9.9%	44.1%	18.1%
KS3 (N = 754)	26.2%	16.5%	48.9%	8.5%
KS4 (N = 35)	37.1%	17.1%	40.0%	5.7%
FSM (N = 726)	28.2%	11.2%	45.7%	14.9%
Non-FSM (N = 1,169)	25.4%	13.4%	48.8%	12.4%
White (N = 1,538)	27.6%	12.2%	46.8%	13.4%
Mixed (N = 98)	32.9%	13.9%	43.0%	10.1%
Asian (N = 403)	26.3%	14.3%	45.1%	14.3%
Black (N = 62)	36.4%	12.1%	39.4%	12.1%
Boys: KS2 (N = 675)	31.0%	12.0%	39.6%	17.4%
Girls: KS2 (N = 729)	25.3%	8.1%	48.4%	18.2%
Boys: KS3 (N = 393)	33.3%	16.3%	42.1%	8.3%
Girls: KS3 (N = 356)	19.0%	16.6%	55.7%	8.7%
Boys: KS4 (N = 17)	35.3%	23.5%	35.3%	5.9%
Girls: KS4 (N = 18)	38.9%	11.1%	44.4%	5.6%
Boys: FSM (N = 359)	32.3%	11.4%	41.4%	14.8%
Girls: FSM (N = 361)	24.1%	10.7%	50.2%	14.9%
Boys: Non-FSM (N = 574)	30.8%	15.1%	42.1%	11.9%
Girls: Non-FSM (N = 584)	20.2%	12.0%	55.2%	12.6%
Boys: White (N = 751)	32.3%	12.6%	41.8%	13.3%
Girls: White (N = 764)	23.0%	11.7%	52.2%	13.0%
Boys: Mixed (N = 54)	50.0%	12.5%	32.5%	5.0%
Girls: Mixed (N = 42)	15.8%	15.8%	52.6%	15.8%
Boys: Asian (N = 201)	29.0%	18.9%	39.1%	13.0%
Girls: Asian (N = 197)	23.9%	10.0%	51.1%	15.0%
Boys: Black (N = 16)	28.6%	21.4%	35.7%	14.3%
Girls: Black (N = 45)	42.1%	5.3%	42.1%	10.5%

Young People's Literacy in Middlesbrough in 2013: Communication skills – Data tables

Table 15: What does it mean to have good communication skills in 2013 for Middlesbrough and broken down by demographic background

	Being good at listening	*Being good at speaking*	*Being good at reading*	*Being good at writing*	*Being good at ICT*
All	**65.7%**	**62.8%**	**50.1%**	**46.1%**	**40.6%**
Boys	64.9%	62.7%	49.1%	44.8%	43.2%
Girls	67.8%	64.2%	51.8%	48.3%	38.6%
KS2	58.1%	53.8%	49.3%	45.0%	43.7%
KS3	80.6%	80.4%	53.6%	48.9%	36.1%
KS4	85.7%	88.6%	45.7%	57.1%	34.3%
FSM	59.4%	55.6%	49.6%	45.9%	43.1%
Non-FSM	71.8%	69.2%	50.6%	46.9%	37.6%
White	67.4%	63.3%	50.0%	45.9%	40.9%
Mixed	66.3%	67.3%	44.9%	43.9%	44.9%
Asian	72.7%	73.4%	62.5%	58.1%	45.4%
Black	46.8%	45.2%	35.5%	32.3%	30.6%
Boys – KS2	57.2%	53.5%	48.1%	43.7%	46.5%
Girls – KS2	59.7%	54.3%	50.8%	46.6%	41.3%
Boys – KS3	77.4%	77.9%	51.4%	46.1%	37.9%
Girls – KS3	84.6%	83.4%	55.6%	52.5%	34.6%
Boys – KS4	88.2%	82.4%	58.8%	70.6%	52.9%
Girls – KS4	83.3%	94.4%	33.3%	44.4%	16.7%
Boys – FSM	59.6%	54.9%	47.6%	44.6%	45.4%
Girls – FSM	59.6%	56.2%	51.5%	47.4%	41.3%
Boys – Non-FSM	69.7%	69.0%	49.1%	45.1%	39.4%
Girls – Non-FSM	74.5%	70.0%	52.2%	49.1%	35.8%
Boys – White	66.4%	62.8%	49.1%	44.7%	43.3%
Girls – White	69.4%	64.4%	51.2%	47.5%	38.9%
Boys – Mixed	59.3%	61.1%	33.3%	38.9%	42.6%
Girls – Mixed	76.2%	76.2%	59.5%	52.4%	50.0%
Boys – Asian	70.1%	72.6%	61.2%	54.7%	48.8%
Girls – Asian	76.6%	75.6%	65.0%	62.9%	42.6%
Boys – Black	87.5%	75.0%	62.5%	56.3%	56.3%
Girls – Black	33.3%	35.6%	26.7%	24.4%	22.2%

Table 16.1: Communication confidence in 2013 for Middlesbrough and broken down by demographic background – Putting up hand in class

	Very confident	*Confident*	*Not very confident*	*Not at all confident*
All (N = 2,254)	**50.7%**	**31.3%**	**15.0%**	**3.0%**
Boys (N = 1,099)	53.2%	30.8%	13.5%	2.4%
Girls (N = 1,113)	47.7%	32.0%	16.8%	3.4%
KS2 (N = 1,421)	57.1%	27.5%	12.8%	2.5%
KS3 (N = 754)	41.6%	36.7%	18.1%	3.6%
KS4 (N = 35)	35.3%	44.1%	20.6%	0.0%
FSM (N = 726)	56.6%	26.8%	13.5%	3.1%
Non-FSM (N = 1,169)	47.9%	33.9%	15.7%	2.5%
White (N = 1,538)	50.2%	31.5%	15.4%	2.9%
Mixed (N = 98)	57.5%	27.5%	11.3%	3.8%
Asian (N = 403)	48.3%	32.7%	15.9%	3.1%
Black (N = 62)	79.4%	2.9%	11.8%	5.9%
Boys: KS2 (N = 675)	57.1%	27.0%	13.4%	2.5%
Girls: KS2 (N = 729)	56.9%	28.0%	12.5%	2.6%
Boys: KS3 (N = 393)	47.4%	36.6%	13.6%	2.4%
Girls: KS3 (N = 356)	34.9%	37.2%	23.3%	4.7%
Boys: KS4 (N = 17)	47.1%	35.3%	17.6%	0.0%
Girls: KS4 (N = 18)	23.5%	52.9%	23.5%	0.0%
Boys: FSM (N = 359)	60.5%	26.2%	11.1%	2.2%
Girls: FSM (N = 361)	52.4%	27.7%	16.1%	3.7%
Boys: Non-FSM (N = 574)	49.7%	34.5%	14.2%	1.6%
Girls: Non-FSM (N = 584)	45.9%	33.4%	17.4%	3.3%
Boys: White (N = 751)	51.0%	31.8%	15.0%	2.2%
Girls: White (N = 764)	48.8%	31.5%	16.2%	3.5%
Boys: Mixed (N = 54)	64.3%	16.7%	14.3%	4.8%
Girls: Mixed (N = 42)	48.6%	40.5%	8.1%	2.7%
Boys: Asian (N = 201)	56.3%	32.8%	8.0%	2.9%
Girls: Asian (N = 197)	40.4%	32.8%	23.5%	3.3%
Boys: Black (N = 16)	80.0%	0.0%	13.3%	6.7%
Girls: Black (N = 45)	78.9%	5.3%	10.5%	5.3%

Table 16.2: Communication confidence in 2013 for Middlesbrough and broken down by demographic background – Joining in class discussions

	Very confident	*Confident*	*Not very confident*	*Not at all confident*
All (N = 2,254)	**42.1%**	**36.1%**	**17.2%**	**4.6%**
Boys (N = 1,099)	44.3%	36.0%	16.2%	3.5%
Girls (N = 1,113)	39.6%	36.5%	18.2%	5.7%
KS2 (N = 1,421)	48.0%	32.8%	14.8%	4.4%
KS3 (N = 754)	34.1%	40.3%	21.2%	4.5%
KS4 (N = 35)	22.9%	57.1%	11.4%	8.6%
FSM (N = 726)	45.7%	35.8%	13.4%	5.2%
Non-FSM (N = 1,169)	39.7%	37.7%	19.1%	3.4%
White (N = 1,538)	41.2%	36.5%	17.2%	5.1%
Mixed (N = 98)	46.2%	34.6%	14.1%	5.1%
Asian (N = 403)	44.5%	34.6%	18.4%	2.5%
Black (N = 62)	61.8%	29.4%	2.9%	5.9%
Boys: KS2 (N = 675)	48.6%	32.4%	15.4%	3.6%
Girls: KS2 (N = 729)	47.4%	33.2%	14.2%	5.3%
Boys: KS3 (N = 393)	38.4%	40.0%	18.4%	3.3%
Girls: KS3 (N = 356)	29.1%	40.7%	24.4%	5.8%
Boys: KS4 (N = 17)	35.3%	58.8%	0.0%	5.9%
Girls: KS4 (N = 18)	11.1%	55.6%	22.2%	11.1%
Boys: FSM (N = 359)	49.2%	35.9%	11.3%	3.5%
Girls: FSM (N = 361)	42.2%	35.4%	15.6%	6.8%
Boys: Non-FSM (N = 574)	42.9%	37.1%	17.8%	2.2%
Girls: Non-FSM (N = 584)	36.3%	38.5%	20.5%	4.7%
Boys: White (N = 751)	41.1%	37.9%	17.5%	3.5%
Girls: White (N = 764)	40.8%	35.4%	17.1%	6.7%
Boys: Mixed (N = 54)	55.0%	25.0%	12.5%	7.5%
Girls: Mixed (N = 42)	35.1%	45.9%	16.2%	2.7%
Boys: Asian (N = 201)	55.8%	29.7%	12.8%	1.7%
Girls: Asian (N = 197)	33.9%	38.9%	23.9%	3.3%
Boys: Black (N = 16)	46.7%	40.0%	6.7%	6.7%
Girls: Black (N = 45)	73.7%	21.1%	0.0%	5.3%

Table 16.3: Communication confidence in 2013 for Middlesbrough and broken down by demographic background – Speaking in front of a group

	Very confident	*Confident*	*Not very confident*	*Not at all confident*
All (N = 2,254)	**37.5%**	**29.0%**	**23.3%**	**10.3%**
Boys (N = 1,099)	38.4%	30.9%	21.3%	9.5%
Girls (N = 1,113)	36.4%	27.2%	25.5%	11.0%
KS2 (N = 1,421)	43.4%	27.3%	20.7%	8.7%
KS3 (N = 754)	29.3%	31.1%	27.8%	11.9%
KS4 (N = 35)	25.7%	31.4%	20.0%	22.9%
FSM (N = 726)	42.9%	26.1%	20.4%	10.6%
Non-FSM (N = 1,169)	34.0%	30.2%	26.2%	9.7%
White (N = 1,538)	36.9%	27.2%	24.3%	11.6%
Mixed (N = 98)	42.3%	28.2%	21.8%	7.7%
Asian (N = 403)	36.3%	35.4%	22.1%	6.2%
Black (N = 62)	62.9%	22.9%	11.4%	2.9%
Boys: KS2 (N = 675)	43.0%	29.1%	19.5%	8.4%
Girls: KS2 (N = 729)	43.6%	25.8%	21.6%	9.1%
Boys: KS3 (N = 393)	31.7%	33.6%	24.4%	10.3%
Girls: KS3 (N = 356)	26.2%	28.8%	31.7%	13.4%
Boys: KS4 (N = 17)	29.4%	29.4%	11.8%	29.4%
Girls: KS4 (N = 18)	22.2%	33.3%	27.8%	16.7%
Boys: FSM (N = 359)	44.3%	29.5%	17.0%	9.1%
Girls: FSM (N = 361)	41.4%	22.6%	24.1%	11.9%
Boys: Non-FSM (N = 574)	35.6%	30.0%	25.6%	8.8%
Girls: Non-FSM (N = 584)	31.8%	30.6%	27.0%	10.7%
Boys: White (N = 751)	36.6%	28.7%	23.7%	11.0%
Girls: White (N = 764)	36.9%	26.0%	25.0%	12.0%
Boys: Mixed (N = 54)	47.5%	30.0%	15.0%	7.5%
Girls: Mixed (N = 42)	35.1%	27.0%	29.7%	8.1%
Boys: Asian (N = 201)	40.9%	39.8%	15.8%	3.5%
Girls: Asian (N = 197)	31.5%	31.5%	28.2%	8.8%
Boys: Black (N = 16)	43.8%	37.5%	12.5%	6.3%
Girls: Black (N = 45)	78.9%	10.5%	10.5%	0.0%

Table 16.4: Communication confidence in 2013 for Middlesbrough and broken down by demographic background – Working in a team

	Very confident	*Confident*	*Not very confident*	*Not at all confident*
All (N = 2,254)	**58.6%**	**31.3%**	**7.5%**	**2.7%**
Boys (N = 1,099)	62.4%	27.8%	7.4%	2.4%
Girls (N = 1,113)	54.6%	35.0%	7.5%	2.9%
KS2 (N = 1,421)	64.9%	25.1%	7.1%	3.0%
KS3 (N = 754)	49.5%	40.6%	8.0%	1.8%
KS4 (N = 35)	42.9%	40.0%	11.4%	5.7%
FSM (N = 726)	62.4%	27.6%	7.1%	3.0%
Non-FSM (N = 1,169)	55.5%	35.2%	7.6%	1.7%
White (N = 1,538)	58.5%	31.2%	7.6%	2.7%
Mixed (N = 98)	59.3%	32.1%	6.2%	2.5%
Asian (N = 403)	58.3%	32.5%	7.6%	1.7%
Black (N = 62)	85.3%	5.9%	5.9%	2.9%
Boys: KS2 (N = 675)	67.7%	22.0%	7.8%	2.5%
Girls: KS2 (N = 729)	62.2%	28.0%	6.3%	3.5%
Boys: KS3 (N = 393)	54.9%	35.8%	7.4%	1.9%
Girls: KS3 (N = 356)	43.3%	46.2%	8.8%	1.8%
Boys: KS4 (N = 17)	47.1%	41.2%	0.0%	11.8%
Girls: KS4 (N = 18)	38.9%	38.9%	22.2%	0.0%
Boys: FSM (N = 359)	67.3%	23.0%	7.1%	2.6%
Girls: FSM (N = 361)	56.8%	32.6%	7.2%	3.4%
Boys: Non-FSM (N = 574)	58.5%	32.5%	7.2%	1.8%
Girls: Non-FSM (N = 584)	52.5%	37.9%	8.1%	1.6%
Boys: White (N = 751)	61.7%	28.1%	7.9%	2.3%
Girls: White (N = 764)	54.8%	34.9%	7.3%	3.0%
Boys: Mixed (N = 54)	65.1%	25.6%	4.7%	4.7%
Girls: Mixed (N = 42)	51.4%	40.5%	8.1%	0.0%
Boys: Asian (N = 201)	65.1%	26.9%	6.3%	1.7%
Girls: Asian (N = 197)	51.9%	37.6%	8.8%	1.7%
Boys: Black (N = 16)	93.3%	0.0%	6.7%	0.0%
Girls: Black (N = 45)	78.9%	10.5%	5.3%	5.3%

Table 17.1: Attitudes towards communication skills in 2013 for Middlesbrough and broken down by demographic background – Good communication skills are some of the most important skills to have

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**79.2%**	**9.0%**	**3.4%**	**8.4%**
Boys (N = 1,099)	79.2%	9.7%	3.7%	7.5%
Girls (N = 1,113)	79.1%	8.2%	3.3%	9.4%
KS2 (N = 1,421)	77.8%	7.7%	4.0%	10.5%
KS3 (N = 754)	81.8%	10.1%	2.2%	5.9%
KS4 (N = 35)	77.1%	17.1%	5.7%	0.0%
FSM (N = 726)	83.2%	5.5%	3.4%	7.9%
Non-FSM (N = 1,169)	78.6%	10.9%	2.5%	8.0%
White (N = 1,538)	78.4%	9.7%	3.5%	8.3%
Mixed (N = 98)	80.5%	10.4%	7.8%	1.3%
Asian (N = 403)	82.4%	6.3%	2.6%	8.8%
Black (N = 62)	88.2%	8.8%	0.0%	2.9%
Boys: KS2 (N = 675)	77.9%	7.5%	4.3%	10.3%
Girls: KS2 (N = 729)	77.7%	7.8%	3.8%	10.8%
Boys: KS3 (N = 393)	81.8%	11.7%	2.4%	4.1%
Girls: KS3 (N = 356)	81.5%	8.5%	2.1%	7.9%
Boys: KS4 (N = 17)	70.6%	23.5%	5.9%	0.0%
Girls: KS4 (N = 18)	83.3%	11.1%	5.6%	0.0%
Boys: FSM (N = 359)	79.9%	7.1%	5.2%	7.8%
Girls: FSM (N = 361)	86.9%	3.9%	1.5%	7.7%
Boys: Non-FSM (N = 574)	80.8%	11.3%	2.0%	5.8%
Girls: Non-FSM (N = 584)	76.2%	10.7%	3.0%	10.1%
Boys: White (N = 751)	79.9%	9.6%	3.6%	6.9%
Girls: White (N = 764)	77.0%	9.7%	3.5%	9.8%
Boys: Mixed (N = 54)	76.9%	15.4%	7.7%	0.0%
Girls: Mixed (N = 42)	83.8%	5.4%	8.1%	2.7%
Boys: Asian (N = 201)	80.2%	7.6%	3.5%	8.7%
Girls: Asian (N = 197)	84.4%	5.0%	1.7%	8.9%
Boys: Black (N = 16)	86.7%	13.3%	0.0%	0.0%
Girls: Black (N = 45)	89.5%	5.3%	0.0%	5.3%

Table 17.2: Attitudes towards communication skills in 2013 for Middlesbrough and broken down by demographic background – Good communication skills give me more confidence in social situations

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**73.8%**	**10.0%**	**3.7%**	**12.5%**
Boys (N = 1,099)	74.9%	9.5%	4.8%	10.8%
Girls (N = 1,113)	72.7%	10.4%	2.5%	14.4%
KS2 (N = 1,421)	72.3%	8.6%	4.4%	14.7%
KS3 (N = 754)	75.9%	11.8%	2.6%	9.8%
KS4 (N = 35)	79.4%	14.7%	2.9%	2.9%
FSM (N = 726)	72.5%	9.8%	5.3%	12.4%
Non-FSM (N = 1,169)	75.6%	10.2%	2.6%	11.5%
White (N = 1,538)	72.6%	10.7%	4.1%	12.6%
Mixed (N = 98)	84.4%	9.1%	3.9%	2.6%
Asian (N = 403)	76.2%	8.8%	2.3%	12.7%
Black (N = 62)	88.2%	5.9%	0.0%	5.9%
Boys: KS2 (N = 675)	72.6%	8.1%	6.3%	13.0%
Girls: KS2 (N = 729)	72.1%	8.8%	2.4%	16.7%
Boys: KS3 (N = 393)	78.4%	10.7%	2.7%	8.2%
Girls: KS3 (N = 356)	72.8%	13.1%	2.4%	11.6%
Boys: KS4 (N = 17)	70.6%	17.6%	5.9%	5.9%
Girls: KS4 (N = 18)	88.2%	11.8%	0.0%	0.0%
Boys: FSM (N = 359)	69.6%	10.6%	8.4%	11.4%
Girls: FSM (N = 361)	75.4%	9.1%	1.9%	13.6%
Boys: Non-FSM (N = 574)	79.6%	8.4%	2.8%	9.2%
Girls: Non-FSM (N = 584)	71.5%	12.0%	2.4%	14.0%
Boys: White (N = 751)	74.0%	9.8%	5.2%	11.0%
Girls: White (N = 764)	71.3%	11.5%	2.9%	14.4%
Boys: Mixed (N = 54)	82.1%	12.8%	5.1%	0.0%
Girls: Mixed (N = 42)	86.5%	5.4%	2.7%	5.4%
Boys: Asian (N = 201)	79.1%	7.6%	3.5%	9.9%
Girls: Asian (N = 197)	73.3%	10.0%	1.1%	15.6%
Boys: Black (N = 16)	86.7%	6.7%	0.0%	6.7%
Girls: Black (N = 45)	89.5%	5.3%	0.0%	5.3%

Table 17.3: Attitudes towards communication skills in 2013 for Middlesbrough and broken down by demographic background – Good communication skills are important to get a job

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**86.4%**	**5.9%**	**2.5%**	**5.2%**
Boys (N = 1,099)	86.5%	6.1%	2.9%	4.6%
Girls (N = 1,113)	86.3%	5.8%	2.0%	5.8%
KS2 (N = 1,421)	85.8%	5.2%	2.3%	6.7%
KS3 (N = 754)	87.3%	6.6%	2.7%	3.4%
KS4 (N = 35)	88.6%	11.4%	0.0%	0.0%
FSM (N = 726)	87.4%	5.4%	1.9%	5.4%
Non-FSM (N = 1,169)	85.9%	7.2%	2.3%	4.7%
White (N = 1,538)	87.2%	5.6%	2.3%	4.8%
Mixed (N = 98)	82.7%	10.7%	4.0%	2.7%
Asian (N = 403)	84.2%	6.6%	3.2%	6.0%
Black (N = 62)	94.1%	2.9%	0.0%	2.9%
Boys: KS2 (N = 675)	86.5%	4.4%	2.7%	6.4%
Girls: KS2 (N = 729)	85.3%	6.0%	1.7%	7.0%
Boys: KS3 (N = 393)	86.9%	7.4%	3.3%	2.5%
Girls: KS3 (N = 356)	87.6%	5.9%	2.1%	4.4%
Boys: KS4 (N = 17)	76.5%	23.5%	0.0%	0.0%
Girls: KS4 (N = 18)	100.0%	0.0%	0.0%	0.0%
Boys: FSM (N = 359)	85.7%	5.9%	2.9%	5.5%
Girls: FSM (N = 361)	88.9%	5.0%	0.8%	5.3%
Boys: Non-FSM (N = 574)	86.5%	7.2%	2.8%	3.4%
Girls: Non-FSM (N = 584)	85.2%	7.2%	1.6%	6.0%
Boys: White (N = 751)	87.3%	6.0%	2.2%	4.5%
Girls: White (N = 764)	87.4%	5.3%	2.2%	5.1%
Boys: Mixed (N = 54)	79.5%	12.8%	7.7%	0.0%
Girls: Mixed (N = 42)	85.7%	8.6%	0.0%	5.7%
Boys: Asian (N = 201)	85.5%	5.2%	4.7%	4.7%
Girls: Asian (N = 197)	83.0%	8.0%	1.7%	7.4%
Boys: Black (N = 16)	93.3%	6.7%	0.0%	0.0%
Girls: Black (N = 45)	94.7%	0.0%	0.0%	5.3%

Table 17.4: Attitudes towards communication skills in 2013 for Middlesbrough and broken down by demographic background – People often take good communication skills for granted

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**57.0%**	**15.0%**	**6.9%**	**21.1%**
Boys (N = 1,099)	61.7%	14.8%	6.5%	16.9%
Girls (N = 1,113)	52.7%	15.1%	7.0%	25.2%
KS2 (N = 1,421)	57.5%	12.1%	7.3%	23.1%
KS3 (N = 754)	57.0%	18.8%	5.5%	18.8%
KS4 (N = 35)	57.1%	22.9%	11.4%	8.6%
FSM (N = 726)	61.4%	12.2%	6.9%	19.5%
Non-FSM (N = 1,169)	54.2%	17.7%	6.6%	21.6%
White (N = 1,538)	56.6%	16.1%	7.7%	19.6%
Mixed (N = 98)	68.8%	13.0%	7.8%	10.4%
Asian (N = 403)	55.7%	13.1%	4.7%	26.5%
Black (N = 62)	69.7%	0.0%	6.1%	24.2%
Boys: KS2 (N = 675)	61.0%	12.0%	7.2%	19.8%
Girls: KS2 (N = 729)	54.3%	12.3%	7.3%	26.0%
Boys: KS3 (N = 393)	63.4%	18.6%	5.2%	12.8%
Girls: KS3 (N = 356)	50.3%	18.8%	5.6%	25.3%
Boys: KS4 (N = 17)	58.8%	23.5%	5.9%	11.8%
Girls: KS4 (N = 18)	55.6%	22.2%	16.7%	5.6%
Boys: FSM (N = 359)	61.5%	14.3%	7.2%	17.0%
Girls: FSM (N = 361)	61.6%	10.2%	6.3%	22.0%
Boys: Non-FSM (N = 574)	61.5%	16.0%	6.5%	16.0%
Girls: Non-FSM (N = 584)	47.2%	19.3%	6.6%	26.9%
Boys: White (N = 751)	61.3%	16.4%	7.0%	15.3%
Girls: White (N = 764)	52.4%	15.6%	8.3%	23.7%
Boys: Mixed (N = 54)	66.7%	15.4%	12.8%	5.1%
Girls: Mixed (N = 42)	70.3%	10.8%	2.7%	16.2%
Boys: Asian (N = 201)	65.5%	10.3%	4.2%	20.0%
Girls: Asian (N = 197)	46.9%	15.8%	5.1%	32.2%
Boys: Black (N = 16)	73.3%	0.0%	6.7%	20.0%
Girls: Black (N = 45)	66.7%	0.0%	5.6%	27.8%

Table 17.5: Attitudes towards communication skills in 2013 for Middlesbrough and broken down by demographic background – People judge you by the words and phrases you use

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Not sure*
All (N = 2,254)	**42.2%**	**17.8%**	**21.9%**	**18.1%**
Boys (N = 1,099)	44.4%	17.1%	22.6%	15.9%
Girls (N = 1,113)	40.0%	18.7%	20.9%	20.4%
KS2 (N = 1,421)	38.7%	14.3%	25.3%	21.7%
KS3 (N = 754)	45.9%	23.3%	17.2%	13.6%
KS4 (N = 35)	67.6%	14.7%	8.8%	8.8%
FSM (N = 726)	41.8%	16.3%	23.1%	18.9%
Non-FSM (N = 1,169)	41.8%	19.6%	20.8%	17.9%
White (N = 1,538)	42.4%	18.4%	22.5%	16.7%
Mixed (N = 98)	46.7%	18.7%	21.3%	13.3%
Asian (N = 403)	41.4%	17.5%	21.6%	19.5%
Black (N = 62)	55.9%	8.8%	17.6%	17.6%
Boys: KS2 (N = 675)	39.6%	14.3%	27.6%	18.4%
Girls: KS2 (N = 729)	37.9%	14.3%	23.0%	24.7%
Boys: KS3 (N = 393)	49.9%	21.0%	16.1%	13.1%
Girls: KS3 (N = 356)	41.7%	26.0%	18.0%	14.2%
Boys: KS4 (N = 17)	64.7%	17.6%	11.8%	5.9%
Girls: KS4 (N = 18)	70.6%	11.8%	5.9%	11.8%
Boys: FSM (N = 359)	41.7%	17.0%	25.4%	15.9%
Girls: FSM (N = 361)	42.0%	15.6%	20.2%	22.1%
Boys: Non-FSM (N = 574)	45.4%	17.9%	20.9%	15.9%
Girls: Non-FSM (N = 584)	38.4%	21.5%	20.3%	19.7%
Boys: White (N = 751)	44.5%	18.1%	23.5%	13.9%
Girls: White (N = 764)	40.6%	18.8%	21.0%	19.6%
Boys: Mixed (N = 54)	43.6%	20.5%	23.1%	12.8%
Girls: Mixed (N = 42)	48.6%	17.1%	20.0%	14.3%
Boys: Asian (N = 201)	46.7%	14.2%	20.7%	18.3%
Girls: Asian (N = 197)	36.5%	20.8%	22.5%	20.2%
Boys: Black (N = 16)	46.7%	13.3%	26.7%	13.3%
Girls: Black (N = 45)	63.2%	5.3%	10.5%	21.1%