the audience agency

Anytown Theatre

Schools engagement report – Scotland

April 2025

Contents

About this report

The report describes the different types of schools and pupils you engaged with, based on information you collected about sessions delivered between October 2023 and June 2024. Your results are compared with all schools and pupils in your target area, West Central Scotland.

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

Data sources

Three sources of data have been used in this report – session data provided by you, the Pupil Census and Audience Spectrum. A short description of each follows.

Your data

You supplied data for **89 sessions** with **78 schools**, through which you reached **7,608 pupils**. Of all these sessions, 89 were with schools in the Pupil Census, and 89 with schools for which a valid location was provided. Only pupils who attended these sessions are included in analyses derived from these data sources.

The Pupil Census

The information in this report was principally derived from the Schools in Scotland pupil census, carried out in September 2023.

The pupil census covers all publicly funded schools in Scotland (local authority and grant-aided). Where a school has more than one department, for example a secondary school with a primary department, these are counted as separate schools.

The data gathered in the pupil census is drawn from management information held by schools and local authorities for the purposes of administering education. The information published is therefore a reflection of the information provided by school staff and pupils' parents/guardians.

This report draws on two data tables: the School-level summary statistics and School contact details (for school postcode and denomination).

More information on school education statistics in Scotland can be found at: https://www.gov.scot/collections/school-education-statistics/.

Audience Spectrum

Audience Spectrum is a powerful arts, culture and heritage-specific geodemographic profiling tool developed by The Audience Agency. Audience Spectrum describes the British population in

terms of their attendance, participation and engagement in the arts, culture and heritage, as well as their behaviours, attitudes and preferences relating to arts, museums and heritage organisations.

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

Summary

Headline figures

In total you engaged with **7,608 pupils** from **78 schools** across **89 sessions**.

Types of schools engaged

Over-represented compared to West Central Scotland

- + Non-denominational schools

Under-represented compared to West Central Scotland

- − Roman Catholic schools

- 71% of the schools you engaged were primary schools, 17% were secondary schools and 13% were special schools
- The majority of schools you engaged with were non-denominational schools (78%); 18% were Roman Catholic schools
- 53% of the schools you engaged with were based in large urban areas; 32% were based in other urban areas

Types of pupils engaged

Over-represented compared to West Central Scotland

- + Pupils in S1
- + Secondary school pupils
- + Special school pupils
- + Pupils attending schools located in other urban areas
- + P6-P7/S1-S6/SP pupils registered for Free School Meals
- + Pupils with Additional Support Needs

Under-represented compared to West Central Scotland

- − Primary school pupils
- − Pupils attending schools based in large urban areas
- − P1-P5 pupils registered for Free School Meals

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

- 53% of pupils were likely to be registered for Free School Meals
- 78% of pupils were likely to be from a White British ethnic background, 4% from an Other White background and 13% from a Minority Ethnic background
- 11% were likely to have a first language other than English
- Less than 1% were likely to be taught in Gaelic

- 39% were likely to have Additional Support Needs
- 41% were likely to be living in SIMD Quintile 1 areas (most deprived)
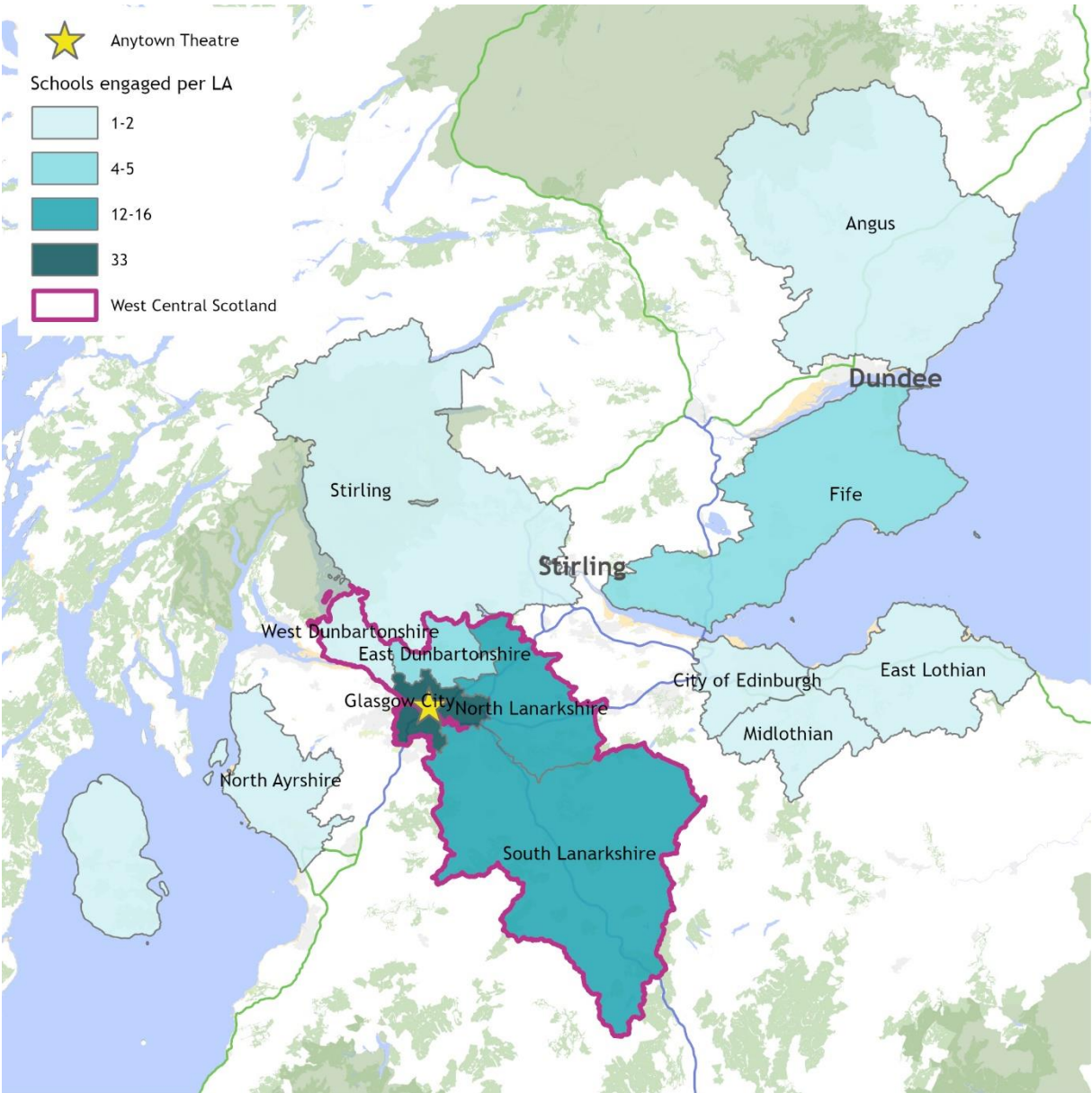
Based on the populations of the local authorities in which the schools you engaged with are situated, 48% are modelled to have been in a lower engagement household. The dominant Audience Spectrum segments were:

- Kaleidoscope Creativity (22% of pupils)
- Dormitory Dependables (19% of pupils)
- Up Our Street (11% of pupils)

Mapping

Schools engaged per local authority

Full extent

Zoomed to target area

Legend:
- ★ Anytown Theatre

Schools engaged per LA
- 1-2
- 4-5
- 12-16
- 33
- West Central Scotland

Map labels: Stirling, Fife, West Dunbartonshire, East Dunbartonshire, City of Edinburgh, Glasgow City, North Lanarkshire, Midlothian, North Ayrshire, Kilmarnock, South Lanarkshire

Pupils engaged per local authority

Full extent

Zoomed to target area

Anytown Theatre ★

Pupils engaged per LA

- 19-111
- 187-304
- 1,201
- 2,358-2,883
- West Central Scotland
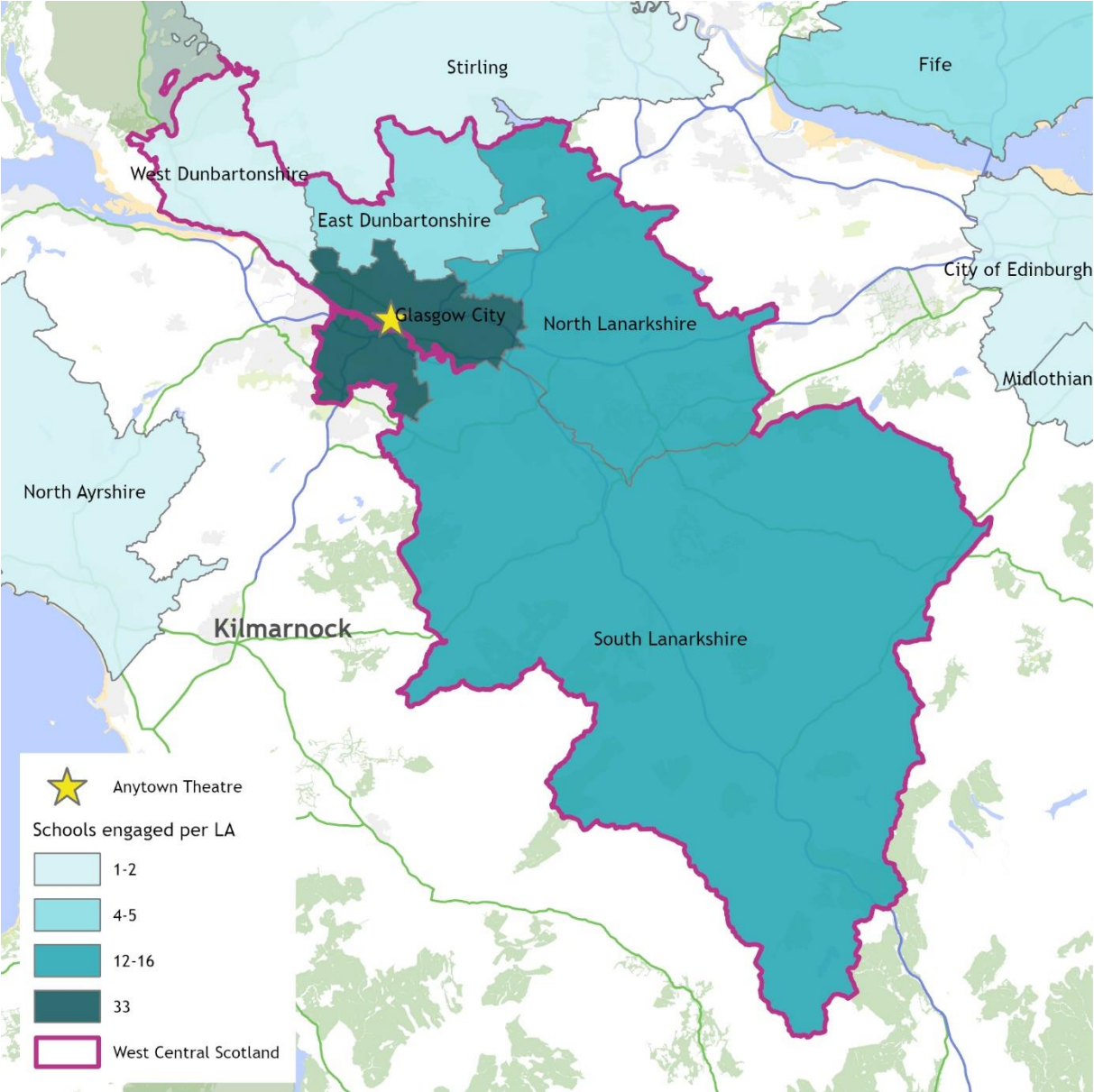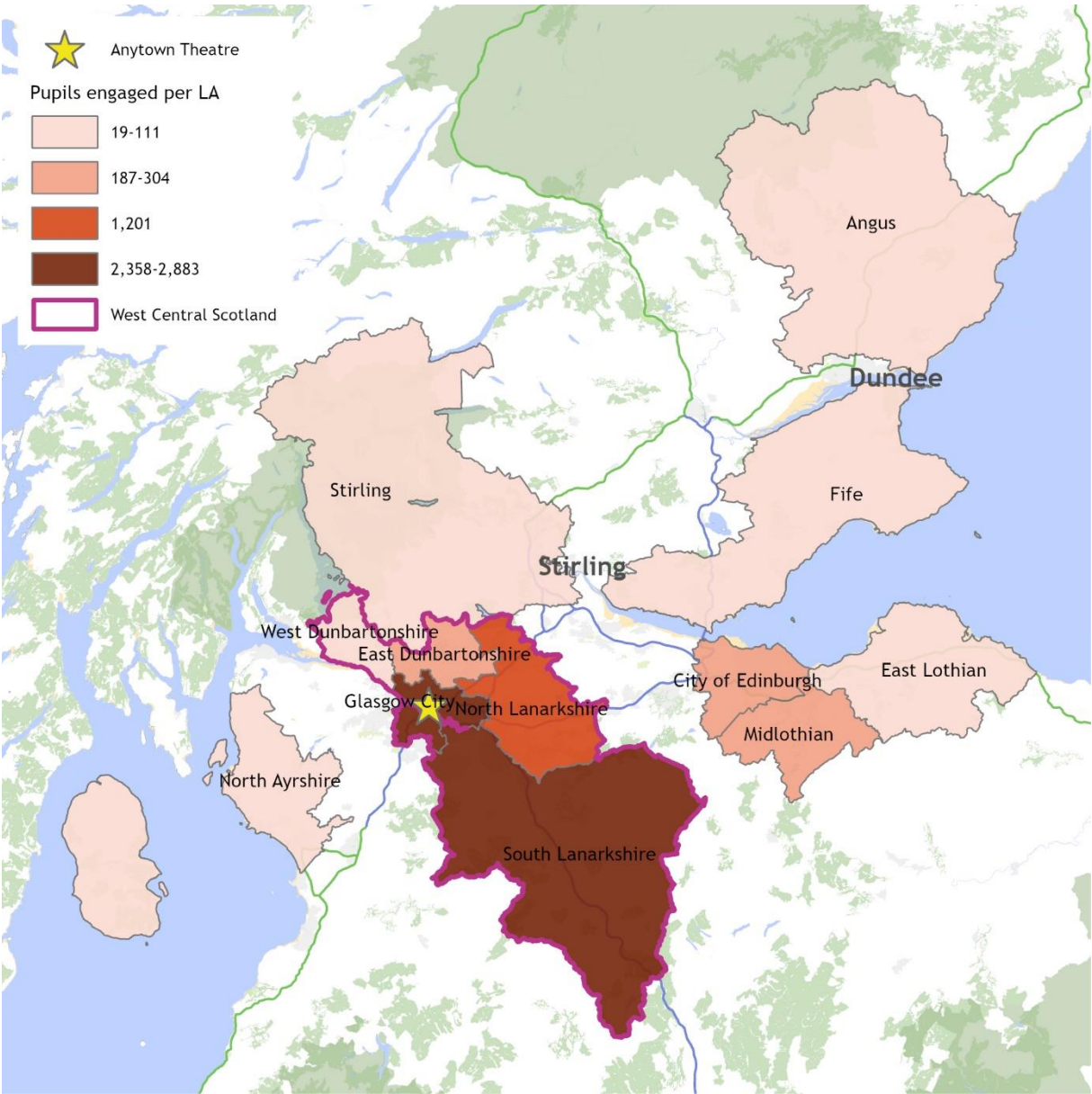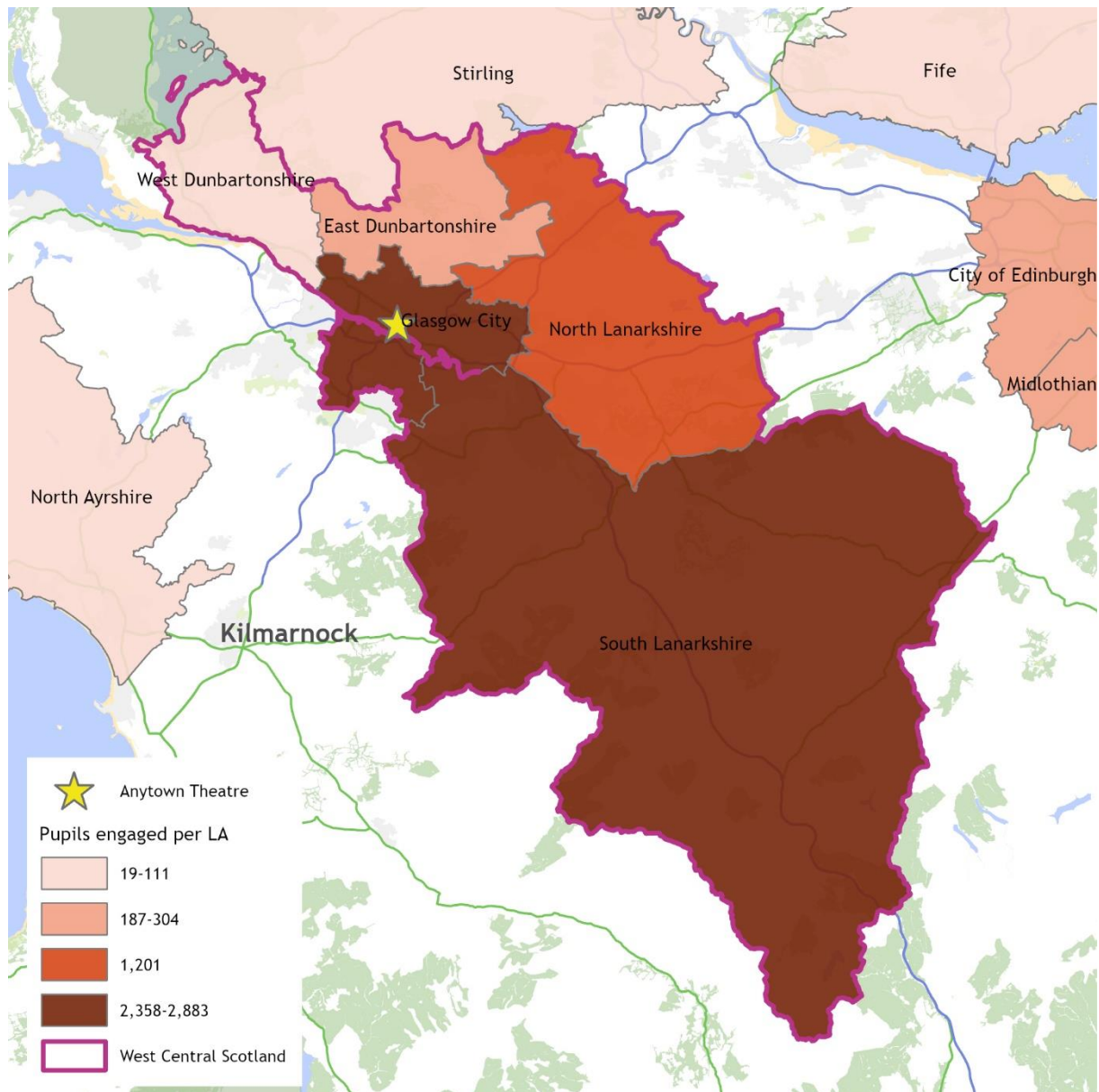
Consider if there are any cold spots on this map that you could investigate further. Do you want to expand your reach into new areas, or deepen your engagement in areas you're already working in?

School characteristics

This section describes the schools you reached and describes the pupils you reached in terms of the types of schools they attend.

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

Region of school

Schools

Your data: 78 schools / All schools in Scotland: 2,444 schools

Pupils
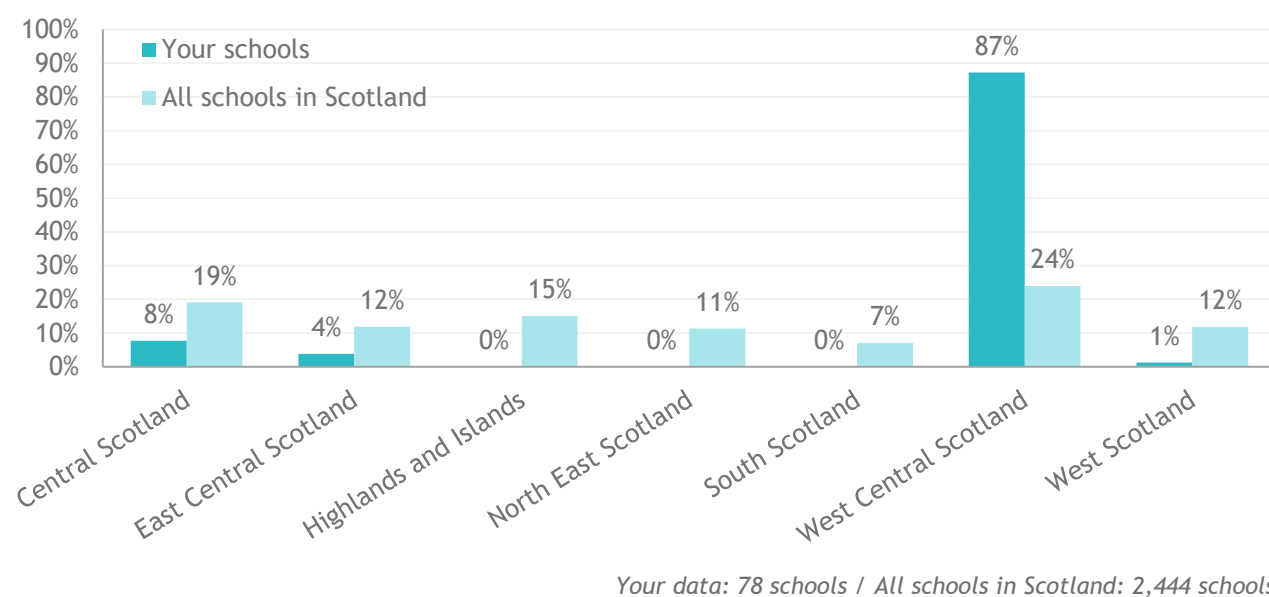
Your data: 7,608 pupils / All pupils in Scotland: 704,779 pupils
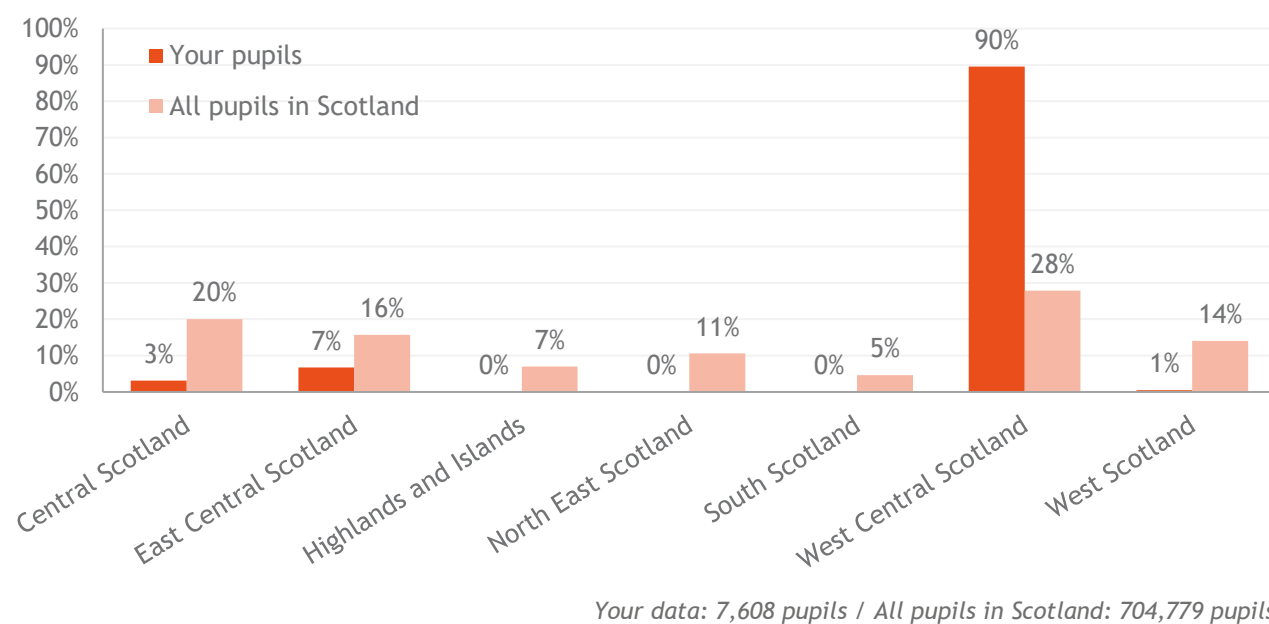
School type

Your data: 7,608 pupils / 78 schools

Target area: 196,729 pupils / 584 schools

This chart shows if you are over- or under-serving a particular school type. If this is the case, is it in line with your priorities? If not, how could you go about reducing some of the barriers for those whom you are underserving?

Denomination

Legend:
- Your pupils
- All pupils in target area
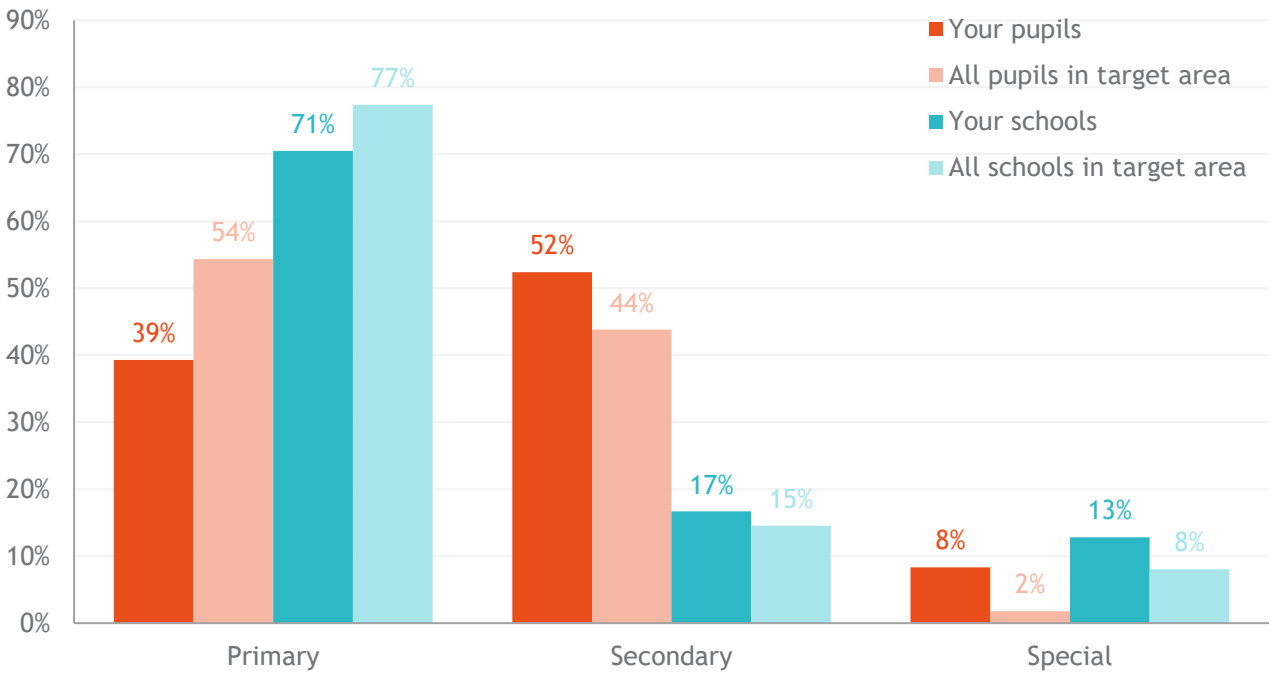- Your schools
- All schools in target area

Denomination	Your pupils	All pupils in target area	Your schools	All schools in target area
Non-denominational	65%	65%	78%	68%
Roman Catholic	33%	35%	18%	31%
Inter-denominational	2%	0%	4%	1%
Jewish	0%	0%	0%	0%
Episcopalian	0%	0%	0%	0%
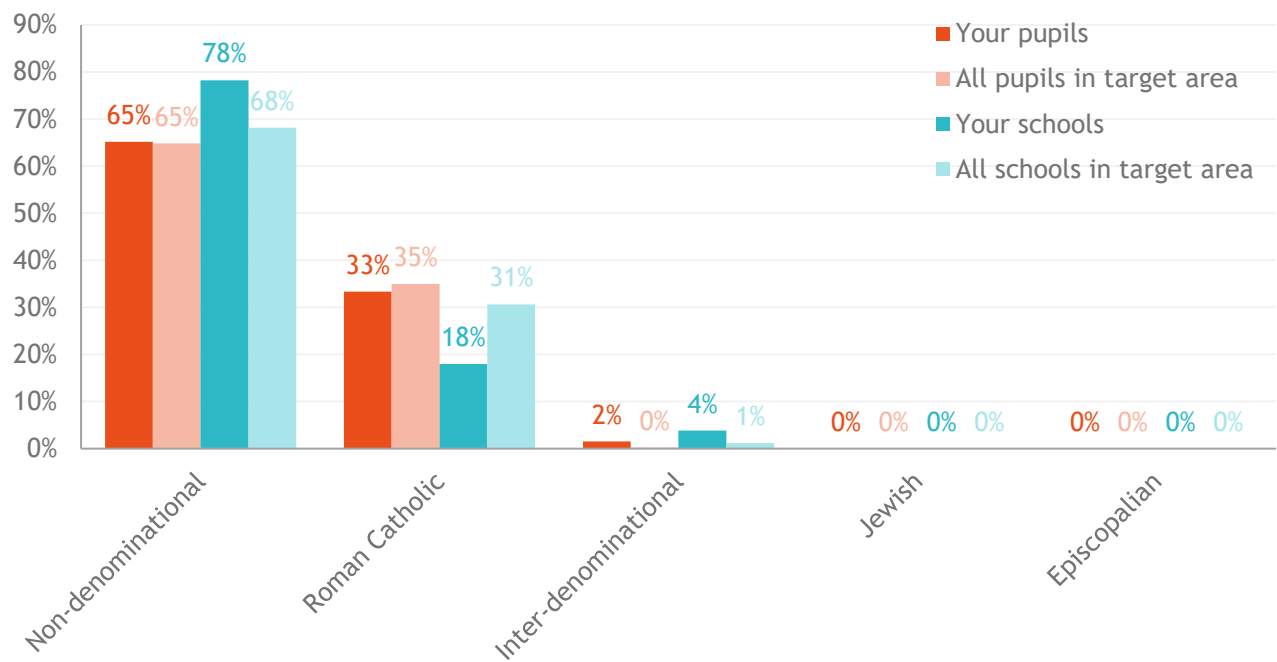
Your data: 7,608 pupils / 78 schools

Target area: 196,729 pupils / 584 schools

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

Urban rural classification of school
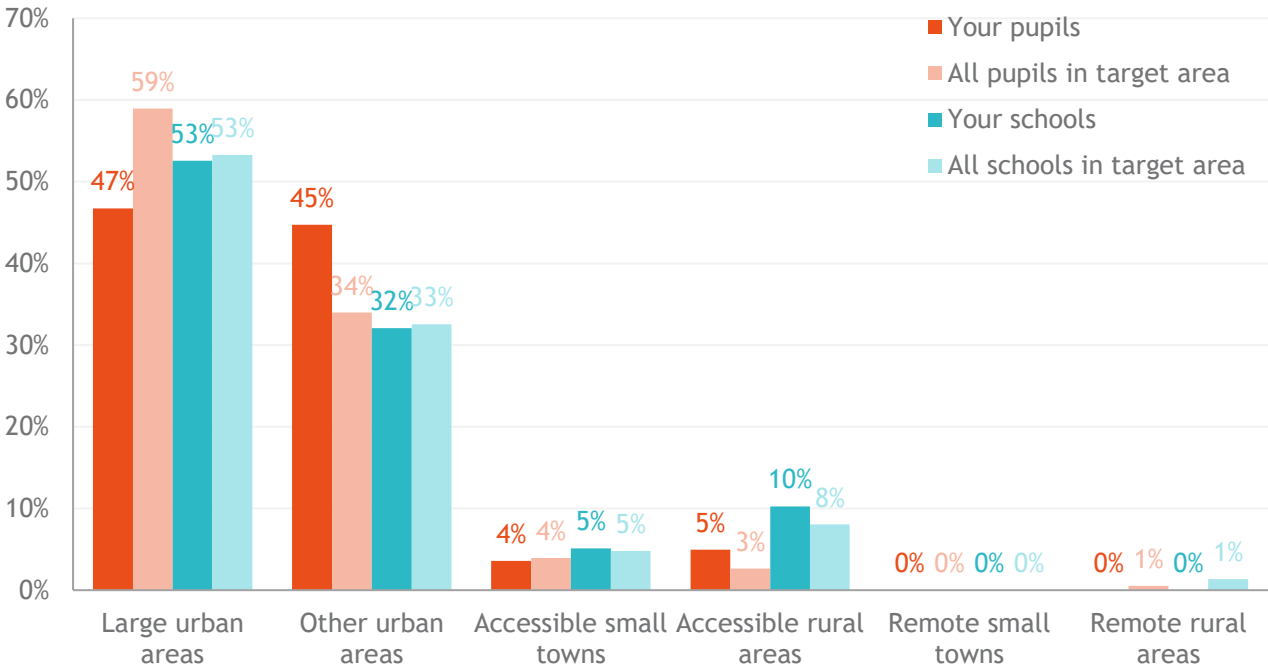
Your data: 7,608 pupils / 78 schools

Target area: 196,729 pupils / 584 schools

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

Year group and key stage

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

Pupils by year group
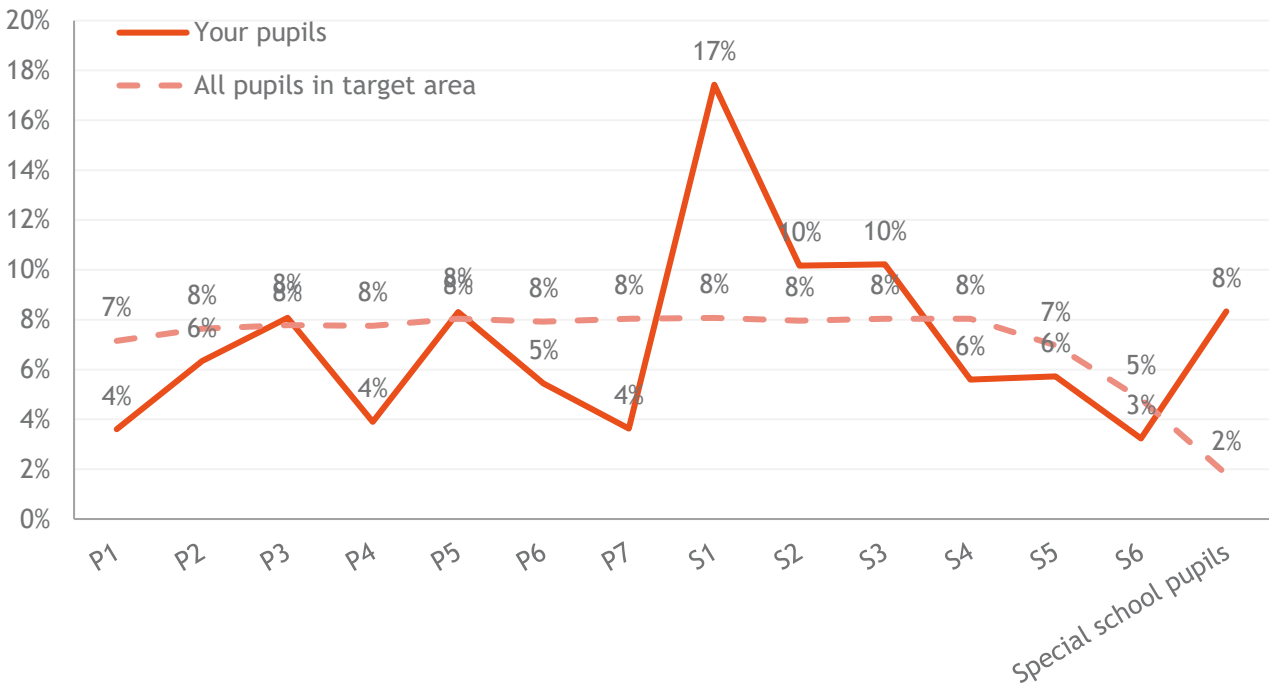
Your data: 7,608 pupils / Target area: 196,498 pupils

Pupils by stage
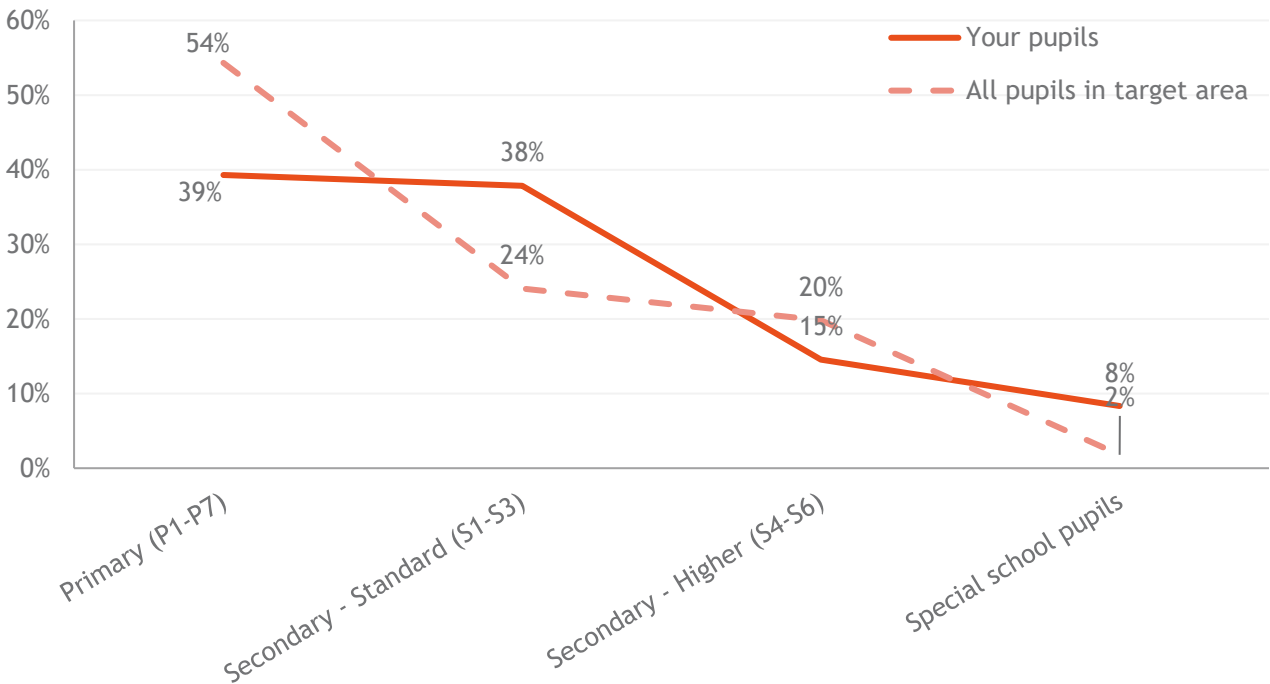
Your data: 7,608 pupils / Target area: 196,498 pupils

Modelled pupil characteristics

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

Free School Meals
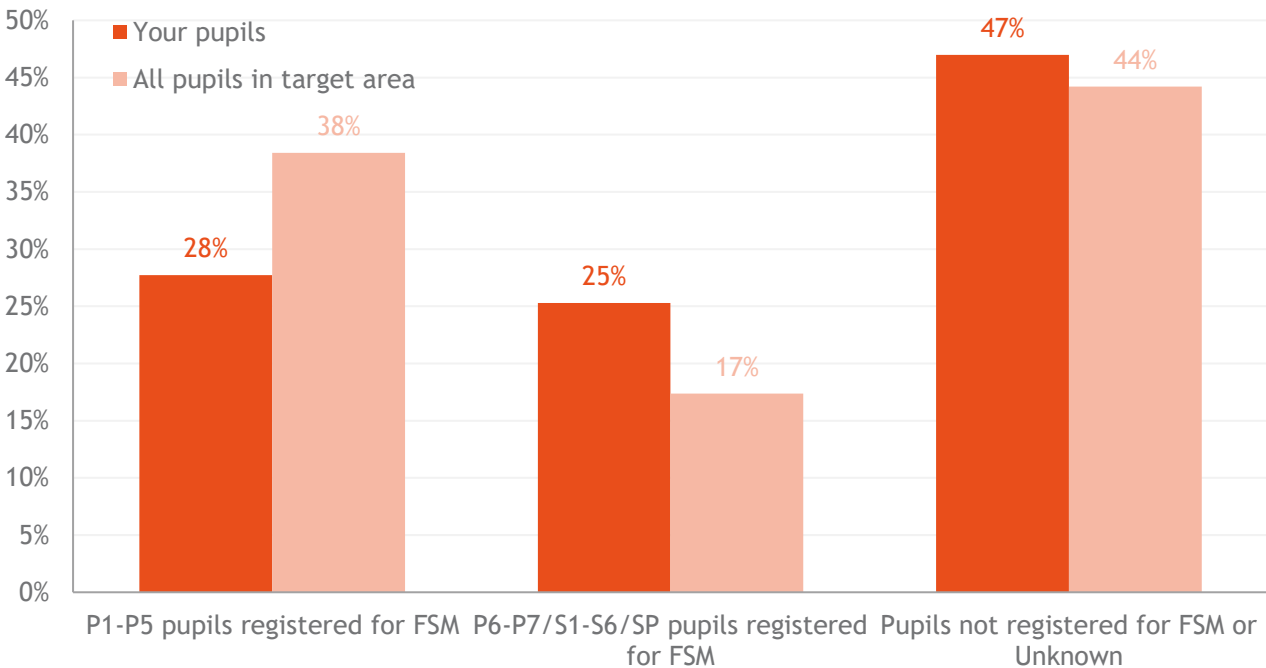
Your data: 7,608 pupils / Target area: 196,672 pupils

Are you engaging fewer pupils that are eligible for Free School Meals than are in your target area? You could do research into Free School Meals in your target area and develop relationships with those schools with larger numbers of pupils eligible for FSM.

Ethnicity

Chart legend: ■ Your pupils ■ All pupils in target area

Ethnicity	Your pupils	All pupils in target area
White - British pupils	78%	76%
White - Other pupils	4%	5%
Minority Ethnic pupils	13%	15%
Ethnicity not known/not disclosed	4%	4%
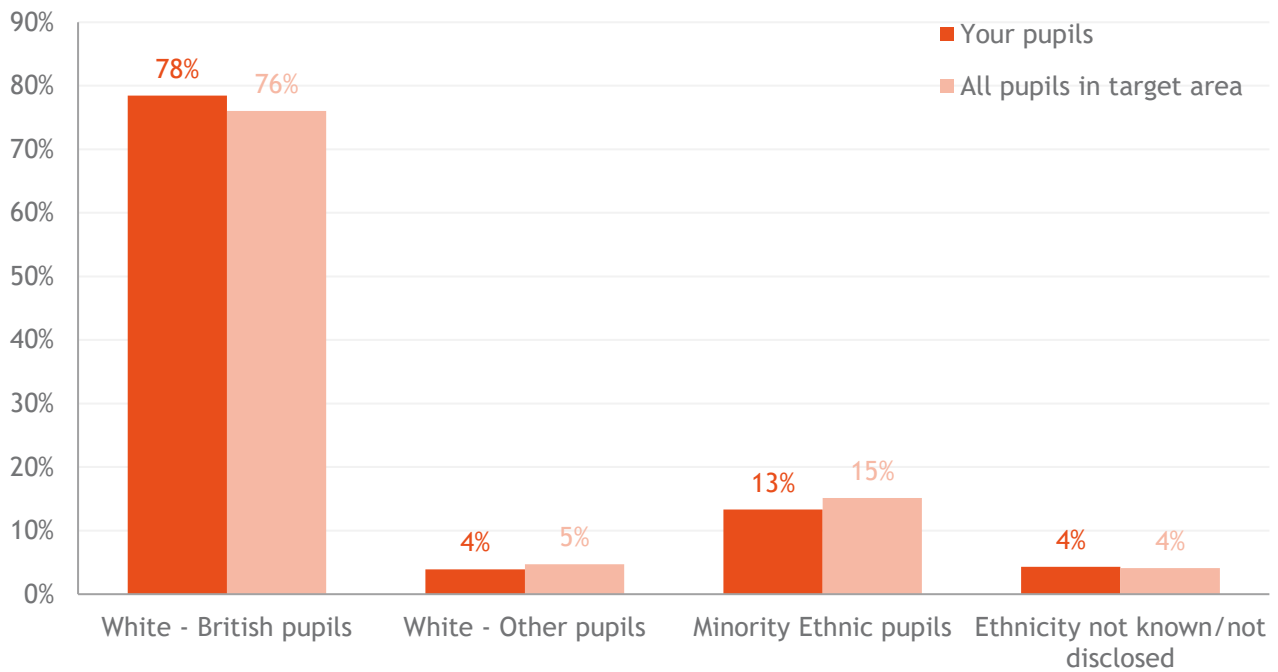
Your data: 7,434 pupils / Target area: 193,619 pupils

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

English as an Additional Language

Pupils with English as an Additional Language: Your pupils 11%, All pupils in target area 13%

Pupils not classified as EAL: Your pupils 89%, All pupils in target area 87%
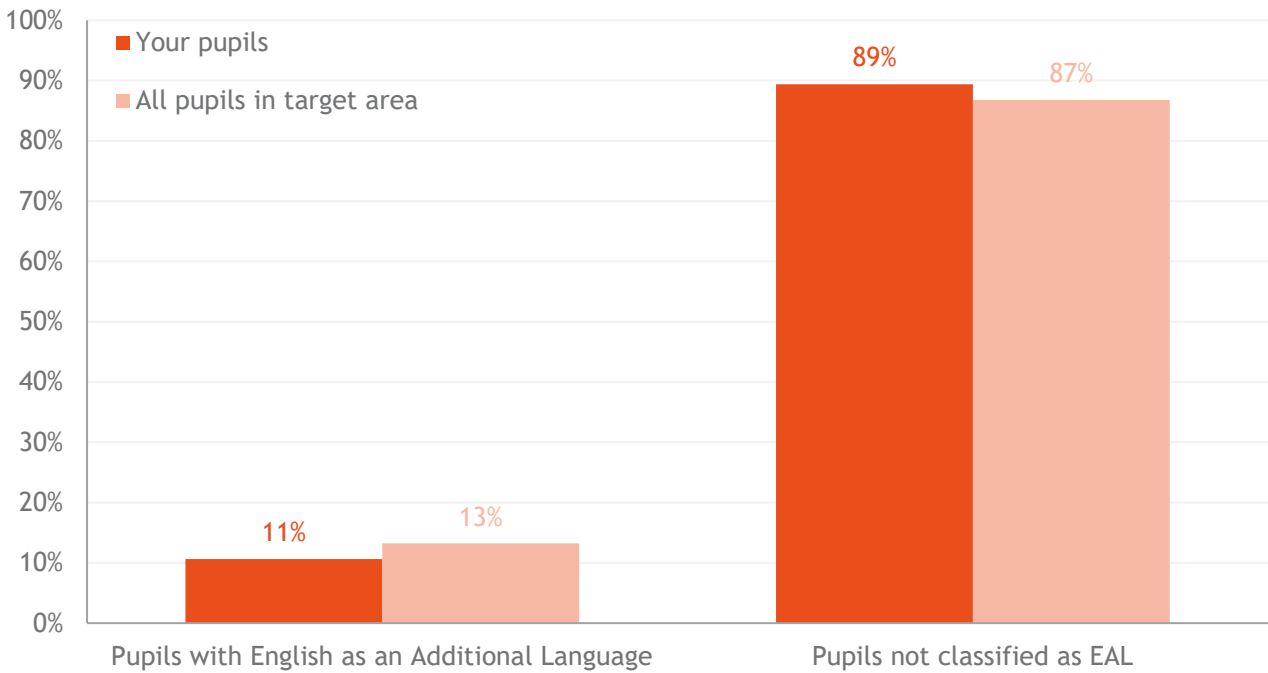
Your data: 6,518 pupils / Target area: 175,612 pupils

> *English as an additional language can be used as an indicator of relative levels of recent overseas immigration into an area. Are you aware of the breadth of neighbourhoods and different ethnic communities in your target area? Are there relationships you might need to build or strengthen if you want to reach them?*

Teaching in Gaelic

Pupils taught in Gaelic: Your pupils 0%, All pupils in target area 1%

Pupils not taught in Gaelic: Your pupils 100%, All pupils in target area 99%
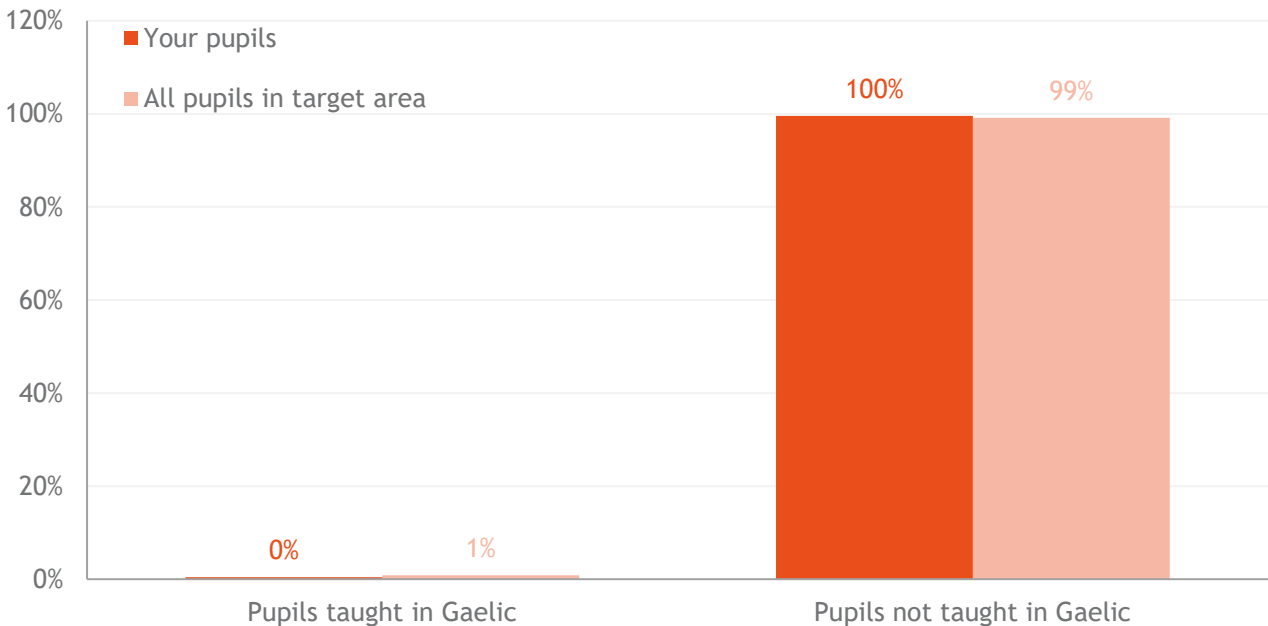
Your data: 7,608 pupils / Target area: 195,097 pupils

Additional Support Needs

Your data: 7,422 pupils / Target area: 193,754 pupils

SIMD Quintiles
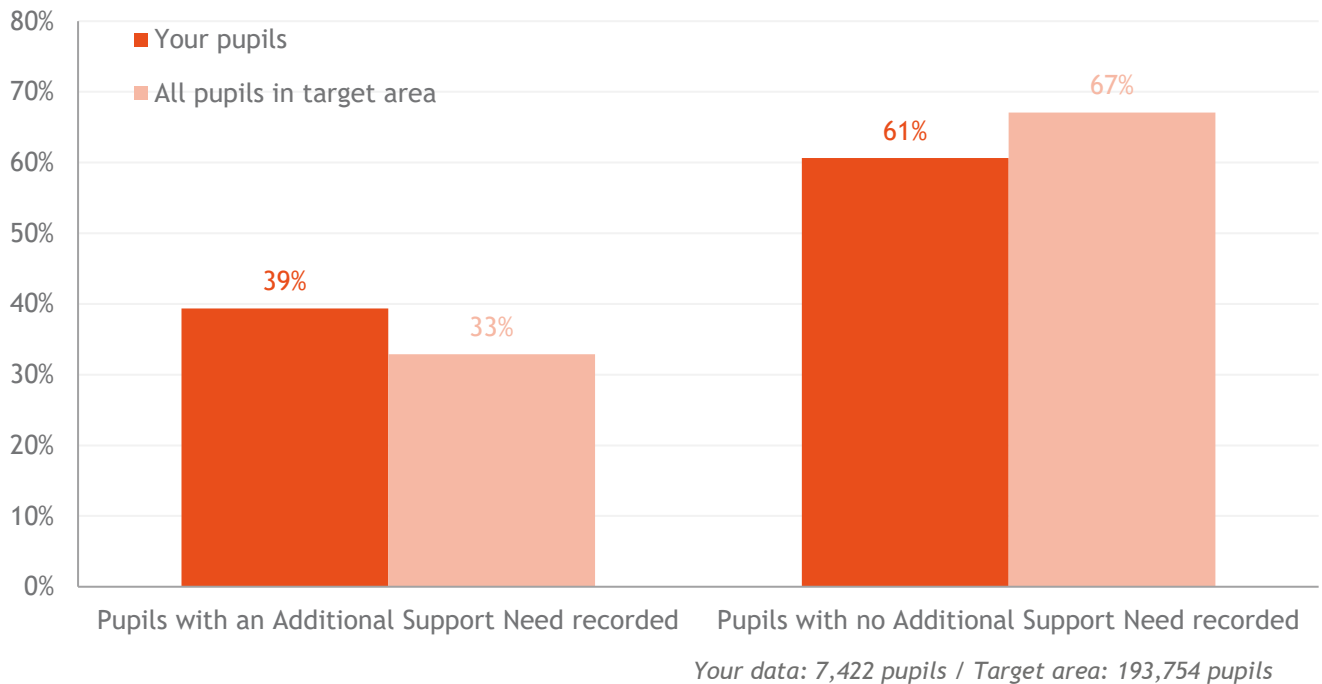
Your data: 7,262 pupils / Target area: 191,081 pupils
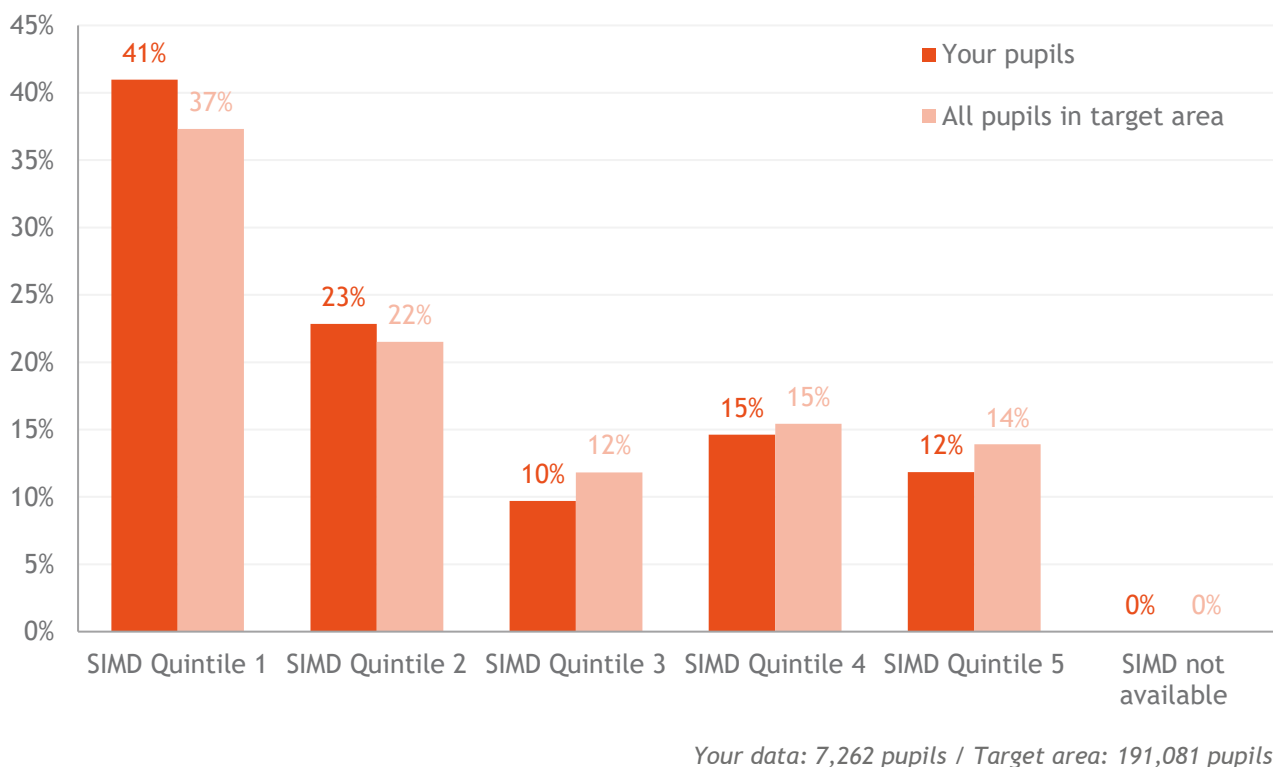
The Scottish Index of Multiple Deprivation (SIMD) refers to the data zones where pupils attending your schools live, with Quintile 1 covering the most deprived data zones and Quintile 5 the least deprived. It is a relative measure of deprivation, and considers household income alongside access to resources and opportunities.

Modelled arts and culture engagement

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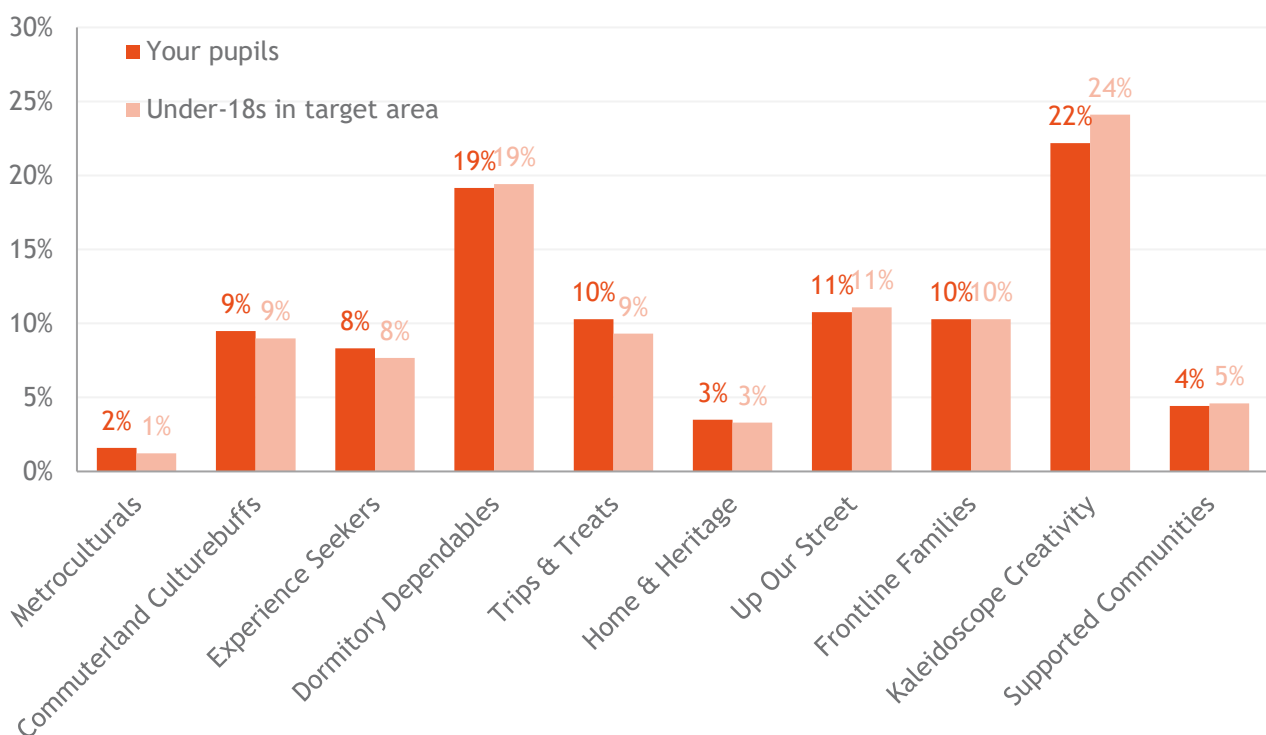pressing the profile of the pupils you engaged, and should only be used to indicate possible over- or under-representations.

Audience Spectrum profile

Your data: 7,608 pupils / Target area: 281,621 under-18s

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

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

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

Appendices

i. Primary data summary

School	Local authority	Sessions	Pupils	Included in analysis	
				Schools	Pupils
Ashton Secondary School	Glasgow City	1	26	Yes	Yes
Calton Gaelic Primary School	Glasgow City	1	10	Yes	Yes
Balornock Primary School	Glasgow City	1	49	Yes	Yes
Barmulloch Primary School	Glasgow City	1	13	Yes	Yes
Blackfriars Primary School	Glasgow City	1	44	Yes	Yes
Pirie Park Primary School	Glasgow City	1	56	Yes	Yes
Carntyne Primary School	Glasgow City	1	37	Yes	Yes
Chirnsyde Primary School	Glasgow City	1	31	Yes	Yes
Antonine Primary School	Glasgow City	1	32	Yes	Yes
Dunard Primary School	Glasgow City	1	49	Yes	Yes
Eastbank Primary School	Glasgow City	1	42	Yes	Yes
Wallacewell Primary School	Glasgow City	1	60	Yes	Yes
Lorne Street Primary School	Glasgow City	1	37	Yes	Yes
Cranhill Primary School	Glasgow City	1	25	Yes	Yes
Mosspark Primary School	Glasgow City	1	81	Yes	Yes
Notre Dame Primary School	Glasgow City	1	134	Yes	Yes
Sacred Heart Primary School	Glasgow City	1	119	Yes	Yes
St Bartholomew's Primary School	Glasgow City	1	44	Yes	Yes
St Conval's Primary School	Glasgow City	1	113	Yes	Yes
John Paul II Primary School	Glasgow City	1	85	Yes	Yes
Our Lady of Peace Primary School	Glasgow City	1	120	Yes	Yes
St Martha's Primary School	Glasgow City	1	40	Yes	Yes
St Rose Of Lima Primary School	Glasgow City	1	75	Yes	Yes
Sunnyside Primary School	Glasgow City	1	28	Yes	Yes
Thorntree Primary School	Glasgow City	1	254	Yes	Yes
All Saints Secondary School	Glasgow City	2	354	Yes	Yes
Hillpark Secondary School	Glasgow City	2	424	Yes	Yes
Smithycroft Secondary School	Glasgow City	2	318	Yes	Yes
Kelbourne Park Primary School	Glasgow City	2	60	Yes	Yes

Hampden Primary School	Glasgow City	1	30	Yes	Yes
Glendale Primary School	Glasgow City	1	44	Yes	Yes
Sandaig Primary School	Glasgow City	1	25	Yes	Yes
Broomlea Primary School	Glasgow City	1	24	Yes	Yes
Buchanan High	North Lanarkshire	3	360	Yes	Yes
Aitkenbar Primary School	West Dunbartonshire	1	42	Yes	Yes
St Ronan's Primary School	West Dunbartonshire	1	42	Yes	Yes
Clober Primary School	East Dunbartonshire	1	31	Yes	Yes
Gartconner Primary School	East Dunbartonshire	1	21	Yes	Yes
Kirkintilloch High School	East Dunbartonshire	1	136	Yes	Yes
Auchinloch Primary School	North Lanarkshire	1	99	Yes	Yes
Balmuildy Primary School	East Dunbartonshire	1	50	Yes	Yes
St John Paul II Primary School	North Lanarkshire	1	50	Yes	Yes
Stepps Primary School	North Lanarkshire	1	126	Yes	Yes
Lennoxtown Primary School	East Dunbartonshire	1	52	Yes	Yes
Condorrat Primary School	North Lanarkshire	1	39	Yes	Yes
Chapelgreen Primary School	North Lanarkshire	1	46	Yes	Yes
Whitelees Primary School	North Lanarkshire	1	40	Yes	Yes
Ravenswood Primary School	North Lanarkshire	1	37	Yes	Yes
Westfield Primary School	North Lanarkshire	1	43	Yes	Yes
Townhead Primary School	North Lanarkshire	1	12	Yes	Yes
Caldervale High School	North Lanarkshire	1	185	Yes	Yes
Mavisbank School	North Lanarkshire	1	23	Yes	Yes
Muirhouse Primary School	North Lanarkshire	1	36	Yes	Yes
Berryhill Primary School	North Lanarkshire	1	39	Yes	Yes
Braidhurst High School	North Lanarkshire	1	36	Yes	Yes
St Andrew's and St Bride's High School	South Lanarkshire	1	180	Yes	Yes
David Livingstone Memorial Primary School	South Lanarkshire	1	71	Yes	Yes
Neilsland Primary School	South Lanarkshire	1	52	Yes	Yes
Quarter Primary School	South Lanarkshire	1	68	Yes	Yes
Holy Cross High School	South Lanarkshire	2	690	Yes	Yes
St John Ogilvie High School	South Lanarkshire	3	490	Yes	Yes
Larkhall Academy	South Lanarkshire	2	570	Yes	Yes

Chapelton Primary School	South Lanarkshire	1	67	Yes	Yes
Greenburn School	South Lanarkshire	1	30	Yes	Yes
West Mains School	South Lanarkshire	1	31	Yes	Yes
Blackwood Primary School	South Lanarkshire	1	73	Yes	Yes
Carstairs Primary School	South Lanarkshire	1	36	Yes	Yes
Willowbank School	North Lanarkshire	1	30	Yes	Yes
Tealing Primary School	Angus	1	19	Yes	Yes
Leslie Primary School	Fife	1	33	Yes	Yes
Rosslyn School	Fife	1	20	Yes	Yes
Aberdour Primary School	Fife	1	20	Yes	Yes
Inzievar Primary School	Fife	1	38	Yes	Yes
Currie Community High School	City of Edinburgh	2	304	Yes	Yes
Dalkeith High School	Midlothian	1	187	Yes	Yes
Yester Primary School	East Lothian	1	21	Yes	Yes
McLaren High School	Stirling	1	111	Yes	Yes
Glebe Primary School	North Ayrshire	1	39	Yes	Yes

ii. School types and Pupil Census terminology

Below are defined some of the key terms used in the census, and in this report.

Year groups

Term	Definition
P1	Pupils aged 4-5 (start of school year); 6-7 (end of school year)
P2	Pupils aged 5-6 (start of school year); 7-8 (end of school year)
P3	Pupils aged 6-7 (start of school year); 8-9 (end of school year)
P4	Pupils aged 7-8 (start of school year); 9-10 (end of school year)
P5	Pupils aged 8-9 (start of school year); 10-11 (end of school year)
P6	Pupils aged 9-10 (start of school year); 11-12 (end of school year)
P7	Pupils aged 10-11 (start of school year); 12-13 (end of school year)
S1	Pupils aged 12-13 (start of school year); 13-14 (end of school year)
S2	Pupils aged 13-14 (start of school year); 14-15 (end of school year)
S3	Pupils aged 14-15 (start of school year); 15-16 (end of school year)
S4	Pupils aged 15-16 (start of school year); 16-17 (end of school year)
S5	Pupils aged 16-17 (start of school year); 17-18 (end of school year)
S6	Pupils aged 17-18 (start of school year); 18-19 (end of school year)
Special school pupils	Pupils attending special schools (see below for definition), not categorised by year group

School type

Term	Definition
Primary	Children usually start school between 4 and a half and 5 and a half years old. There are seven stages from Primary 1 (P1) to Primary 7 (P7). Pupils are not streamed by ability at primary school and automatically move up a stage each year.
Secondary	Pupils attend for up to six years (S1 to S6). Qualifications are usually taken in S4 to S6 starting at age 15-16.
Special	Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools. Not all local authorities have special schools. In these statistics pupils attending special schools are not assigned to primary or secondary or to a stage
Grant Aided Schools	Schools that are supported financially directly by the Scottish Government and follow the Curriculum for Excellence but are independent from Local Authorities. Grant-aided schools are not equivalent to schools termed 'academies' in some parts of the UK.

	These schools provide for young people with a wide range of ASN. There are seven GASS in Scotland. No information on ethnic background, level of English, Gaelic teaching, Free School Meals, postcode/geography or attendance is collected for pupils at Grant Aided Special Schools.
Grant Aided Special Schools	
Independent schools	Privately owned and self-financing schools (also known as private or fee-paying schools). Information on independent schools is not included in the pupil census.

Denomination

Term	Definition
Denominational schools	Schools run according to the principles of a particular religious group.
Non-denominational	The vast majority of schools in Scotland are non-denominational i.e. not associated with a particular religion or religious group.
Roman Catholic	Schools run according to the principles of Roman Catholicism; currently there are 361 Roman Catholic state schools in Scotland
Inter-denominational	Schools run according to the principles of more than one religion or faith group; currently there are 7 interdenominational schools in Scotland
Jewish	Schools run according to the principles of Judaism; currently there is 1 Jewish state schools in Scotland
Episcopalian	Schools run according to the principles of the Scottish Episcopal Church; currently there are 3 Episcopalian state schools in Scotland

Urban Rural Classification

The Scottish Government (SG) Urban Rural Classification provides a consistent way of defining urban and rural areas across Scotland. It is based upon two main critera: (i) population as defined by National Records of Scotland (NRS), and (ii) accessibility based on drive time analysis to differentiate between accessible and remote areas in Scotland.

The classification can be analysed in a two, three, six or eight fold form. The 6-fold classification distinguishes between urban, rural, and remote areas through six categories. The 8-fold classification further distinguishes between remote and very remote regions.

Term	Definition
Large urban areas	Settlements with population greater than 125,000
Other urban areas	Settlements with population between 10,000 and 124,999

Accessible small towns	Settlements with population between 3,000 and 9,999 and within 30 minutes drive of a settlement with a population of 10,000 or more
Accessible rural areas	Areas with a population of less than 3,000 and within 30 minutes drive of a settlement with a population of 10,00 or more
Remote small towns	Settlements with population between 3,000 and 9,999 and more than 30 minutes drive from a settlement with a population of 10,000 or more
Remote rural areas	Areas with a population of less than 3,000 and more than 30 minutes drive from a settlement with a population of 10,00 or more
Very remote small towns (8 fold only)	Settlements with population between 3,000 and 9,999 and more than 60 minutes drive from a settlement with a population of 10,000 or more
Very remote rural (8 fold only)	Areas with a population of less than 3,000 and more than 60 minutes drive from a settlement with a population of 10,00 or more

Free School Meals

National initiative: In accordance with Scottish Government legislation, some pupils are entitled to Free School Meals at school.

The national criteria for eligibility to FSM includes the following:

- Pupils within families who receive Income Support, Income-based Job Seekers Allowance or any income related element of Employment and Support Allowance.
- Pupils within families who receive support under Part VI of the Immigration and Asylum Act 1999.
- Pupils whose parents or carers receive Child Tax Credit, do not receive Working Tax Credit and had an annual income (as assessed by the Inland Revenue) of below £16,105 (from April 2013).
- Pupils whose parents or carers are in receipt of both maximum Child Tax Credit and maximum Working Tax Credit and their income is under £6,420 were also entitled (from August 2009).
- Pupils whose parents or carers are in receipt of Universal Credit and their monthly earned income does not exceed £610 were also entitled (from August 2017).
- Pupils in school education who receive any of these benefits in their own right are also entitled to receive FSM.

All P1-P5 and special school pupils were eligible for FSM under a national initiative when these statistics were collected.

Local initiatives: Many local authorities also have additional initiatives in place that extend the provision of FSM to those not eligible under the national criteria.

For the purposes of this report, a pupil is considered registered for FSM regardless of whether their eligibility is under the national eligibility criteria or local initiatives.

Ethnicity

Minority ethnic groups: For the Pupil Census, parents/guardians are asked to declare the ethnic background of the young person in their care - up to and including S2; pupils in stage S3 or above may declare their own ethnic background. The purpose of this measure is to record the ethnicity of individuals, not their nationality.

For this report:

- 'White - British' includes the following ethnic background categories: 'White - Scottish' and 'White - Other British'.
- 'White - Other' includes 'White - Other', 'White - Gypsy/Traveller', 'White - Irish' and 'White - Polish'.
- 'Minority Ethnic' includes 'African - African/Scottish/British', 'Caribbean or Black - Caribbean/British/Scottish', 'Asian - Indian/British/Scottish', 'Asian - Pakistani/British/Scottish', 'Asian - Bangladeshi/British/Scottish', 'Asian - Chinese/British/Scottish', 'Mixed or multiple ethnic groups', 'Asian - Other', 'Caribbean or Black - Other', 'African - Other', 'Other - Arab' and 'Other - Other'.
- 'Not known/not disclosed' includes 'Not known' and 'Not disclosed'.

Language

English as an Additional Language: Pupils are classed as having English as an additional language if their reported level of English is 'New to English, Early Acquisition', 'Developing Competence' or 'Competent'. Pupils with their reported level of English as 'Fluent', 'English as a "first-language"', 'Limited Communication' and 'Not Assessed' are reported as pupils without English as an additional language.

Teaching in Gaelic: Some schools in Scotland provide education given in the Scottish Gaelic language. Gaelic Medium Education is available in 14 out of 32 Scottish local authorities, and in about 60 primary schools and their associated secondaries in Scotland, including dedicated Gaelic Medium schools.

For this report, pupils taught in Gaelic includes pupils receiving Gaelic medium education, Gaelic taught through Gaelic (while all other subjects are not) and pupils taught Gaelic as a learner.

Additional Support Needs

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education. Additional support needs can be both long- and short-term, and can be due to factors including disability or health; learning environment; family circumstances; and social and emotional factors.

Scottish Indices of Multiple Deprivation (SIMD)

The Scottish Index of Multiple Deprivation is a relative measure of deprivation across 6,976 small areas (called data zones). If an area is identified as 'deprived', this can relate to people having a low income but it can also mean fewer resources or opportunities. SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing.

SIMD ranks data zones from most deprived (ranked 1) to least deprived (ranked 6,976).

No SIMD data is available for a small proportion of pupils recorded in the Census. This is usually because no postcode has been provided or the provided postcode is invalid. Some local authorities have also reported having no postcode available for children of Gypsy/Traveller families.

Term	Definition
SIMD Quintile 1	Most deprived data zones; ranked 1-1,395
SIMD Quintile 2	Data zones ranked 1,396-2,790
SIMD Quintile 3	Data zones ranked 2,791-4,185
SIMD Quintile 4	Data zones ranked 4,186-5,580
SIMD Quintile 5	Least deprived data zones; ranked 5,581-6,976

iii. Audience Spectrum segment descriptions

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

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

adults in that household. As such, the following pen portraits describe the characteristics of households and the adults within them (i.e. pupils' families and parents).

Metroculturals *(Higher engagement)*

Prosperous, liberal urbanites, interested in a very wide cultural spectrum.

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

Commuterland Culturebuffs *(Higher engagement)*

Affluent, professional and suburbanite keen consumers of traditional culture.

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

Experience Seekers *(Higher engagement)*

Active, urban, diverse, social and ambitious regular and eclectic arts engagers.

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

Dormitory Dependables *(Medium engagement)*

Suburbanites and small towners interested in heritage activities and mainstream arts.

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

Trips and Treats *(Medium engagement)*

Mainstream arts and popular culture fans influenced by children, family and friends.

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

Home and Heritage *(Medium engagement)*

Rural and small-town pensioners attracted to daytime activities and historical content.

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

Up Our Street *(Lower engagement)*

Sociable retirees looking for inexpensive, mainstream, local leisure opportunities.

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

Frontline Families *(Lower engagement)*

Frugal, semi-urban renting families, light on arts and culture but heavy on community.

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

Kaleidoscope Creativity *(Lower engagement)*

Mixed age urban low-engagers preferring free, local, culturally specific arts and festivals.

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

Supported Communities *(Lower engagement)*

Culturally low-engaged, health poor, craft circle and church group seniors and youths.

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

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