

Investigating pupils' perception of equality for women and girls at single-sex schools



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About ImpactEd Evaluation

ImpactEd Evaluation is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd Evaluation is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance's Scaling Award, and was named a finalist for 'Supplier of the Year' in the Education Resources Awards. We partner with a number of the UK's leading school groups and education organisations to support high-quality monitoring and evaluation.

How we work



Platform

We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.



Partnership

We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.



Impact

Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

About The Girls' Schools Association (GSA)

GSA represent the Heads of a diverse range of UK girls' schools, among which are some of the top-performing schools in the UK. GSA undertakes research on behalf of the sector, particularly research that enhances our understanding of educating girls, helping to inform and influence the national education debate. GSA run programmes & events for girls, particularly in areas where girls are often underrepresented, such as STEM, finance & male dominated sports, as well as professional development courses for head teachers and school staff through a wide range of collaborative conferences and courses. GSA works closely with education organisations across the UK and internationally, in the interest of girls' education worldwide.

About this research project

ImpactEd Evaluation and The Girls' Schools Association (GSA) partnered to investigate how girls at GSA schools perceive equality for women and girls.

A review of the available literature reveals it is important to obtain a better understanding of children's and adolescents' developing awareness of equality, as it is likely that such knowledge affects the way that males and females interact, how they think about themselves, and the types of choices that they make (Ruble & Martin, 1998; Serbin, Powlishta, & Gulko, 1993).

The research indicates that gender is one of the first social categories learned by humans (Cowan & Hoffman, 1986). Ruble and Martin (1998) showed that young children also believe that male stereotypes are more powerful, whereas female stereotypes give the impression of fear and helplessness.

Research from Neff, Cooper and Woodruff (2007) examined children's and adolescents' developing perceptions of gender inequality. They completed two studies to examine perceptions of inequality among 272 early, middle, and late adolescents, focusing on the spheres of politics, business, and the home.

Results showed that perceptions of male dominance increased with children's age; men were seen to have more power and status in politics and in business, whereas relative equality was seen to exist in the home.

By investigating GSA pupils' specific perceptions of equality for women and girls, how it might vary by age and other demographics, and getting an insight into best practice from teachers across the profession, ImpactEd Evaluation believe this report will provide GSA with practical and actionable insights into this issue.

Executive Summary

This research reveals some interesting findings about girls' perceptions of equality for women and girls, reflecting their experiences in school and in wider society. Pupils tend to have a good understanding of what equality for women and girls means, and whilst the particular language they use to define this term matures as they get older, pupils consistently reference fairness, rights, and equal opportunities.

Pupils' perceptions of equality for women and girls decreases as they get older, with older pupils believing more strongly than their younger counterparts that power and status in both business and politics is held by men. Power and status within the home is seen as being more equal between the genders. This trend was also seen in the focus groups, with older pupils having a more negative perception of equality for women and girls than their peers. However, whilst older pupils reported negative perceptions of equality for women and girls, these weren't necessarily reflected in their own experiences. Instead, the examples they gave were largely societal, with their own personal experiences, particularly at school, more positive.

The quantitative research also revealed that pupils did not feel their gender affected the activities they were offered in school, and that they had someone at school with whom they could talk to about equality for women and girls, if needed. They spoke about learning about this topic specifically in History, PSHE and Biology lessons, although older girls in particular did not think that they learnt equal amounts about women and men in lessons. In the teacher survey, teachers reported that they had the tools to be able to teach pupils about equality for women and girls and understood how their approach to teaching can impact upon their pupils' identity as girls. More senior colleagues within the school reported being more confident in tackling issues related to equality for women and girls.

As mentioned above, the largest differences seen between pupils' perceptions of equality for women and girls was by age. We looked at different subgroups of pupils, such as pupils from a more disadvantaged background, and whilst there were small differences (disadvantaged pupils reporting a perception of equality for women and girls that was 3% lower than those from a more advantaged background, for example), this was less considerable than the differences seen by pupil age.

Thus, this research shows some interesting findings about girls in single-sex schools' perception towards equality for women and girls, as well as reflections from the teachers that work with them. Suggestions on how to support both pupils and teachers at these schools in further learning about this topic are noted throughout this report, particularly in the final section.

Key Findings

How do girls view equality for women and girls (in business, in politics, in the home, at school, in their future careers) and how does this vary by age?

- ◆ Generally, pupils' perception of equality for women and girls decreases by age. Between year 5 and year 13, there was a reduction of 19.8% in perceptions towards equality. With a p-value of 0.00, this difference is statistically significant.
- ◆ 39.6% of pupils agreed or strongly agreed that their gender influences what people think about them. This compares to 16.3% of pupils who agreed or strongly agreed that their gender impacts the activities that pupils are offered at school.
- ◆ Pupils in year 3 felt most strongly that they learn the same amount about women as they do about men in their lessons. This sense decreased steadily by age (apart from a 9.3% rise between year 4 and year 5). By year 13, the average response by pupils to this question was 36.5% lower than the response given by those year 3 pupils.
- ◆ Power and status in business (5.51 on a scale from 1 to 7, where 1 represented all power and status being with females, 7 represented all power and status being with men, whilst 4 represented power and status being held equally) and politics (5.29) is perceived to be with males. The extent of this increases by the age of the pupil responding.
- ◆ Power and status in the home is, on average, perceived as being with women (3.81). Younger pupils perceived power and status in the home to be more with women (3.54, on average, from year 6 pupils), whereas older pupils thought it was more equal (4.09 from year 13 pupils).
- ◆ When asked to define equality for women and girls, all ages made the link between rights and opportunities for men and women. The language used varied by age, but the themes of gender, equal opportunity and equal rights were consistent with all ages.

How do girls with special educational needs and disabilities (SEND), with English as an additional language (EAL), and from a disadvantaged background, view equality for women and girls?

- ◆ Pupils from disadvantaged backgrounds reported an average perception of equality for women and girls that was 3% lower than pupils from more advantaged backgrounds.
- ◆ Pupils with EAL, on average, reported a perception of equality for women and girls that was 1.5% lower than their non-EAL peers.
- ◆ Pupils with SEND, on average, reported a perception of equality for women and girls that was 1.3% lower than their non-SEND peers.
- ◆ All the above findings had a p-value of 0.00, making these differences statistically significant. This means that we believe there is a less than 5% chance that these differences in scores could be observed if there was no underlying difference.

What are schools currently doing to help pupils understand equality for women and girls?

- ◆ 80% of all pupils surveyed said they had been taught about equality for women and girls at school.

- ◆ Pupils in year 5 felt their school had covered the topic of equality for women and girls better than other year groups. 68.6% of year 5 pupils thought their school covered the topic “well” or very well”. In year 8, the lowest scoring year group, the figure was 44.6%.
- ◆ 82% of pupils responded to say they did have adults they could talk to about these issues.

How confident are teachers with dealing with issues related to equality for women and girls and what is their current approach?

- ◆ 24.2 % of class teachers were confident or very confident about tackling issues related to equality for women and girls, compared to 37.6% of middle leaders and 50.9% of senior leaders.
- ◆ More experience in teaching did not necessarily mean more confidence in addressing issues related to equality for women and girls. 32.1% of teachers with 10 or more years’ experience were confident or very confident about tackling issues related to equality for women and girls, compared to 42.9% of teachers with 1 year experience.
- ◆ Discussing issues related to gender/sexism with parents of different religious or cultural backgrounds was identified as an area in which teachers would appreciate further support. Only 35% of teachers felt confident or very confident in this area.
- ◆ 74% of teachers agreed or strongly agreed that they did have the tools, resources and support they need to be able to teach pupils about equality for women and girls.
- ◆ 76.2% also agreed or strongly agreed with the statement, “I actively challenge gendered language for women and girls and behaviour among pupils”.
- ◆ Only 38.6% of teachers agreed or strongly agreed with the statement “I regularly engage in discussions on how to address equality for women and girls in meetings and other staff interactions”.

What have girls learnt about equality for women and girls, what do they value when learning about this topic, and what more can schools do?

- ◆ When defining equality for women and girls in focus groups, all age groups referenced fairness, equal rights, equal opportunity, and specifically how these factors contrast with how men are treated.
- ◆ Year 3 and year 8 pupils were upbeat regarding how their gender might affect them in later life, referencing how society has changed in recent years. They were able to provide positive role models and examples of professions that were available to them, but that, in history, may have been more challenging for women to access: law, medicine and dentistry were referenced.
- ◆ Year 9 and 10 pupils, reflecting the pattern in the quantitative data of a decrease in perception of equality for women and girls by age, were less positive, citing the domination of powerful roles in society by men, “Women are still respected, but I think it’s harder for women to earn respect” was a noteworthy quote.
- ◆ Year 10 pupils were not surprised when told that our study had revealed that younger pupils were more positive about equality for women and girls. They cited young pupils “not being taught about inequality until you’re at high school” as being an explanation. Life experience had given year 10 pupils “insight into how the world isn’t equal”.
- ◆ Pupils revealed that the most useful topics at school relating to equality for women and girls were in History, specifically work on human rights, The Suffragettes, and feminism, as well as

in Personal, Social, Health and Economic (PSHE) education, with work on careers. In Biology, work on periods and puberty in general was highlighted.

- ◆ Pupils found identifying areas not currently covered more challenging- "nothing" was the most frequently used term.
- ◆ Pupils did identify the gender pay gap, economic inequalities (the price difference in health products was referenced), and how to advocate for equality for women and girls in the future, as areas that were not currently covered, and some pupils wanted to know more about ways to join more "masculine" careers. As one pupil put it: "I just want to know more about real world inequality".
- ◆ When teachers were asked to identify what schools could do to increase teacher confidence on issues of equality for women and girls and how it may affect pupils and their life chances, further training was the most common answer.
- ◆ Specific training on dealing with parents on issues regarding equality for women and girls was common, as was the request for further guidance in supporting pupils of different religious or cultural backgrounds. Multiple teachers suggested dedicating in-service education and training (INSET) day time to this issue.
- ◆ Another teacher recommended schools "provide relevant books within the classroom to be used for discussions and which showcase women in stereotypically male roles to increase exposure."
- ◆ Both teachers and pupils asked for increased assembly time to be given to the topic, to hear from "'ordinary' working women about their experiences, not just 'high-powered' women as role models."



Methodology

Quantitative Research

Schools who took part in this research project were recruited by GSA. In total, 21 schools took part (9 state and 12 independent schools), and data focused on pupils in year groups 3-13. When recruiting schools, a focus was placed on geographical diversity, so the participating schools come from various regions across England. A focus was also put on recruiting schools of different sizes, and a mix of state and independent. 9,322 pupil responses were collected in total.

Firstly, a measure was developed to quantify pupils' perceptions of equality for women and girls. Questions were asked on a Likert scale (1-5) and responses, where appropriate, were scored inversely to ensure that a higher score represented a perception of higher equality for women and girls.

Secondly, to ascertain how pupils judged the perceived power and status balance between males and females in business, politics and the home, methodology from Neff, Cooper and Woodruff (2007) was adapted. They examined children's and adolescents' developing perceptions of gender inequality and did so by asking pupils to decide where, on a scale, the balance of power and status sat between males and females. The scale for this study was adapted to be 1-7, with "1" representing all power and status being with females, and "7" representing all power and status with males. "4" represented power and status being equally shared.

A teacher survey was also developed and shared with teachers from all participating schools. The survey aimed to gauge teacher confidence about discussing equality for women and girls and supporting them to overcome barriers. The survey also aimed to identify best practice and inform as to how teacher confidence in this area could be increased by further support from schools.

Qualitative Research

To better understand the 'why,' 'how' and 'what' behind the quantitative data, 5 in-person focus groups were conducted by ImpactEd Evaluation staff with girls at 3 schools in groups of 4-8. 1 of these schools was a state school and 2 were independent. A focus was put on speaking with girls of different age groups, and so focus groups were held with girls in KS2, KS3 and KS4. They were recruited to also ensure geographical spread across England.

These focus groups included pupils from a broad range of backgrounds, as well as pupils with SEND. In total, 5 focus groups were run, with 31 girls participating.

The intention of these focus groups was to find out more about what could be behind the quantitative findings, although girls who were participating weren't told the findings of the quantitative research until the end of the focus group, to ensure that their answers weren't biased. Analysis of the focus groups has been conducted by ImpactEd Evaluation and noted in section 3 of this report.

Qualitative and quantitative survey and focus group question sets can be found in the appendix.

Definitions

Disadvantage

Disadvantage is a complex term and has no uniformly agreed definition, as many factors can impact on a child's relative advantage in different ways. In this research, when we refer to 'disadvantage', we are specifically focussing on socio-economic disadvantage and will use the Income Deprivation Affecting Children Index (IDACI) as a proxy for this. IDACI measures the proportion of all children aged 0 to 15 living in income deprived families and is calculated by the UK government. The bottom 40% of postcodes according to IDACI are used to signify disadvantage in this research. In the graphs used in this report, disadvantaged pupils are noted as 'IDACI 1-4' whereas their peers are noted as 'IDACI 5-10.' Only pupils whose postcodes were collected as part of this research were included in this analysis.

SEND

A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty and/or a disability that means they need special health and education support; this is usually shortened to SEND. For this research project, pupils' SEND status is taken from schools' management information systems. Where schools did not provide SEND status of their pupils, these pupils were not counted in specific SEND comparisons.

EAL

Pupils with English as an Additional Language (EAL) refers to learners whose first language is not English.

Limitations

When analysing and interpreting this data, it is important to keep in mind the limitations of this project. Data at GSA schools was collected at only one time point – Autumn 2023 – so doesn't track changes over time for individual pupils.

Further, whilst primarily we are studying how perceptions of equality for women and girls changes by age, our sample sizes were not identical at each year group.

Due to the focus groups only being conducted with girls at year 3, year 8, year 9, and year 10, it hasn't been possible to compare qualitative responses between all year groups that are included in the quantitative analysis.

It is important to note that this research project is not an experimental design or randomised control trial, and therefore there are some limitations to the robustness of the findings. Whilst other studies, such as randomised control trials, will be more robust, the methodology used in this research was chosen for multiple reasons. Primarily this is because it is more accessible for schools and education organisations, both in terms of a lower financial cost and being less time intensive.

Data collection and analysis

How robust is the data at this stage?

A large data set (9322 pupil responses) from GSA schools was collected over September and early October 2023. 20 of the schools that were included were single-sex girls' schools, and 1 school included boys (the sixth form was co-educational).

Older pupils at GSA schools were also asked about their gender identity. For this report, only responses from pupils who are registered as female on their school's MIS and identified as girls on the gender identity question (if asked) are included. Exact numbers (which can be seen below each graph) of quantitative data vary by each measure and for each year group.

How was the data analysed?

Quantitative analysis

The following tests and statistical models were used to analyse the data:

- ◆ Unpaired mean comparison t-test (statistical significance).

A note on statistical significance

Statistical significance is the likelihood that a given difference in scores could be observed if the true underlying difference was actually really zero. For example: "Girls in year 6 have a 5% higher perception of equality for women and girls than girls in year 9". Is this a genuine difference, or could this simply be chance or noise?

In order to answer this question, we may want to know if a 5% increase is 'statistically significant'. In this report, when we have noted that a comparison between two different groups of pupils is statistically significant, that means that we believe there is a less than 5% chance that these differences in scores could be observed if the underlying difference was really zero. In the context of this report, significance testing is important because we are looking to use the findings to make claims about individuals outside of our sample.

Why statistical significance can be misleading in surveys

There are a range of reasons why statistical significance testing is potentially misleading when interpreting data from pupil surveys. Primarily, this is because statistical tests are very sensitive to sample size and don't help you understand the 'size' of differences (known as effect size). With larger pupil groups you will often find that almost any minor difference is statistically significant. The opposite occurs with smaller groups: larger differences may not reach technical significance levels. So, for large sample sizes everything is significant, and for small groups nothing is significant

When reading this report, it is important to keep this in mind, especially with a considerable sample size of respondents. Most results in this report have been tested to be statistically significant, but

this could be caused by the large sample size and should not in and of itself be an indication of a meaningful finding.

Qualitative analysis

Qualitative analysis was conducted by ImpactEd Evaluation after focus groups were transcribed by AI transcription software. Analysis was completed by ImpactEd Evaluation and has been split into themes (most of which largely follow themes raised in the quantitative research). Where appropriate, possible explanation for notable quantitative results have been highlighted.



How do attitudes towards equality for women and girls vary by the age of pupils?

Key Findings

- As pupils get older, their perception of equality for women and girls decreases (by 19.8% between year 5 and year 13).
- Power and status in business (5.51 on a scale from 1 to 7, where 1 represented all power and status being with females, 7 represented all power and status being with men, whilst 4 represented power and status being held equally) and politics (5.29) are perceived to be with males. The extent of this increases by the age of the pupil responding.
- Power and status in the home is, on average, perceived as being with women (3.81). Younger pupils perceived power and status in the home to be more with women (3.54, on average, from year 6), whereas older pupils thought it was more equal (4.09 from year 13 pupils).
- Pupils did not feel their gender affected the activities they were offered in school – only 16.3% agreed or strongly agreed with this statement.
- 80% of pupils felt they did learn about equality for women and girls at school and 82% felt that they had someone at school with whom they could discuss these issues, where needed.

Perception of equality for women and girls is highest, on average, amongst pupils in year 5 and lowest in pupils in year 13. Average scores peaked at year 5 (3.92 out of 5), followed by a decrease in scores year-on-year (apart from a rise of 0.8% from year 11 to year 12) as pupils get older.

The difference between the highest scoring year group - year 5 (3.92 out of 5), and the lowest scoring year group - year 13 (3.13 out of 5) is 19.8%. With a p-value of 0.00, this difference is statistically significant.

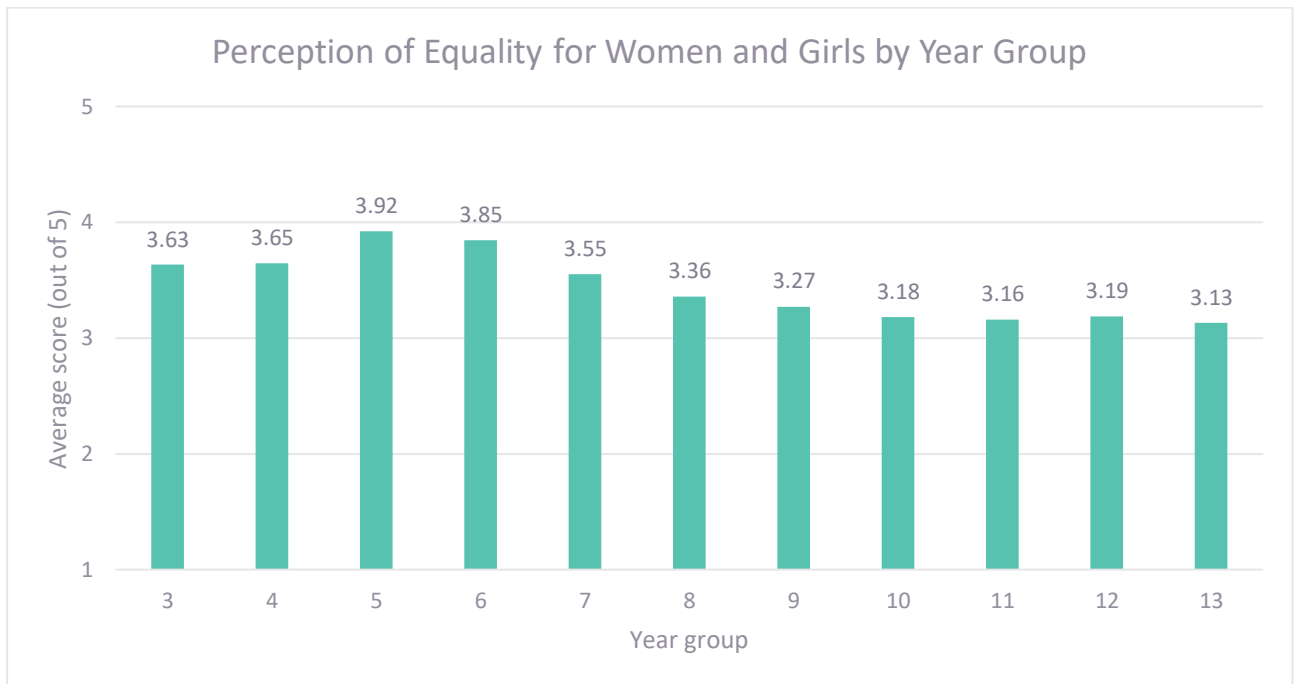


Figure 1 - Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

When considering the data by Key Stage, a clear pattern of a reduction in perception of equality for women and girls by age is demonstrated.

On average, at KS2, pupils recorded a score of 3.8 out of 5, compared to 3.16 out of 5 for those in KS5 – a difference of 16%.

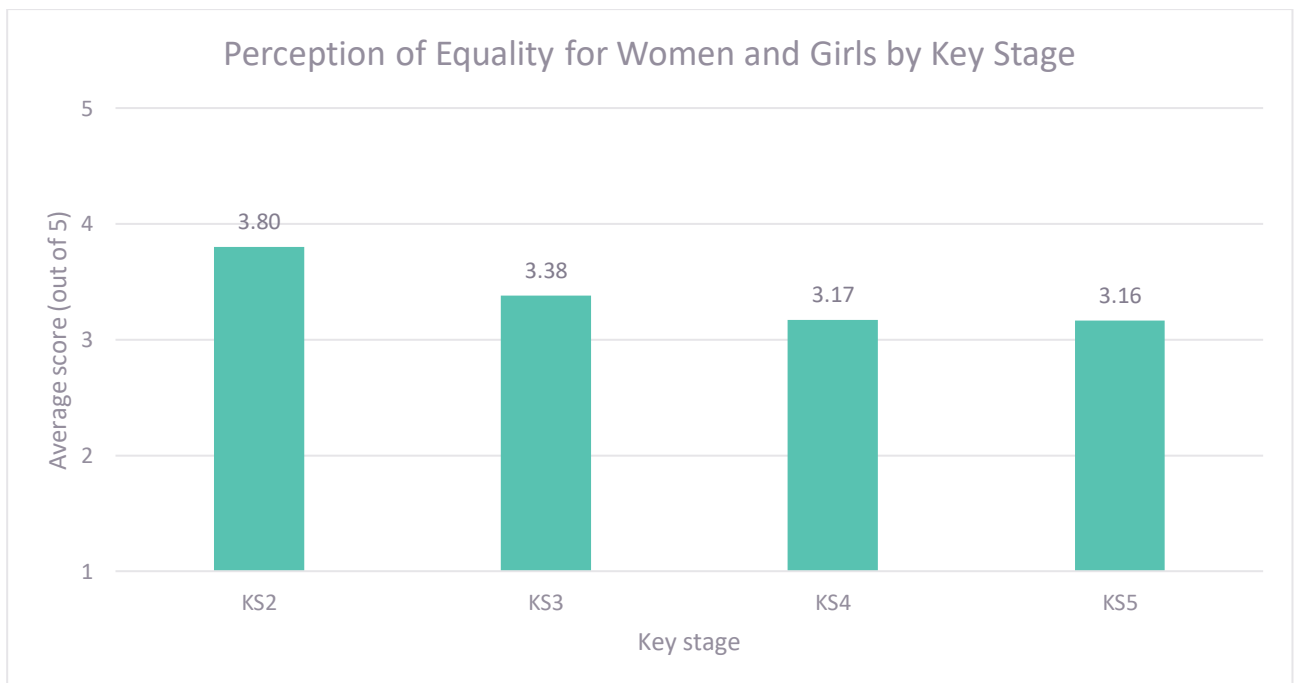


Figure 2- Sample size - KS2: 777; KS3: 3770; KS4: 2831; KS5: 1534

A small sample size of boys (41) also responded to the survey (it is important to note that this group was from one key stage, Key Stage 5, in one school). On average, these boys scored 3.15 on the perception of equality for women and girls measure. This was 3.3% higher than the average score provided by KS5 girls at the same school.

How did pupils understand gender equality and equality for women and girls?

Pupils were asked qualitative questions about how they would define two statements. First, they were asked 'what do you think gender equality is?'

When asked to define **gender equality**, pupils identified common themes regardless of age. In addition to the words asked in the question (which were regularly repeated in the answers), both age groups included the terms "everyone", "men", "women", "equally" and "rights" frequently.

KS2 pupils also frequently mentioned "girls" and "boys." These words were infrequently used by KS5 pupils. KS2 pupils also regularly included the word "matter" in their responses.

KS5 pupils' understanding of gender equality matured to include the terms "regardless" and "treatment" often. These words didn't feature for their younger, KS2 peers.

Pupils were then asked about what they think equality for women and girls means. When asked to define **equality for women and girls**, it was striking how similar responses were to the previous question that asked pupils to define **gender equality**. Pupils interpreted equality for women and girls to be about gender and, in their response, made regular direct comparison with the "rights", "opportunities" and "treatment" of both genders.

Equality for women and girls at school

Further questions were asked of pupils about their experience of learning about and discussing equality for women and girls at school. 80% of all pupils surveyed said they had been taught about equality for women and girls at school. 82% of pupils said they did have an adult at school to talk to if they had concerns about equality for women and girls.

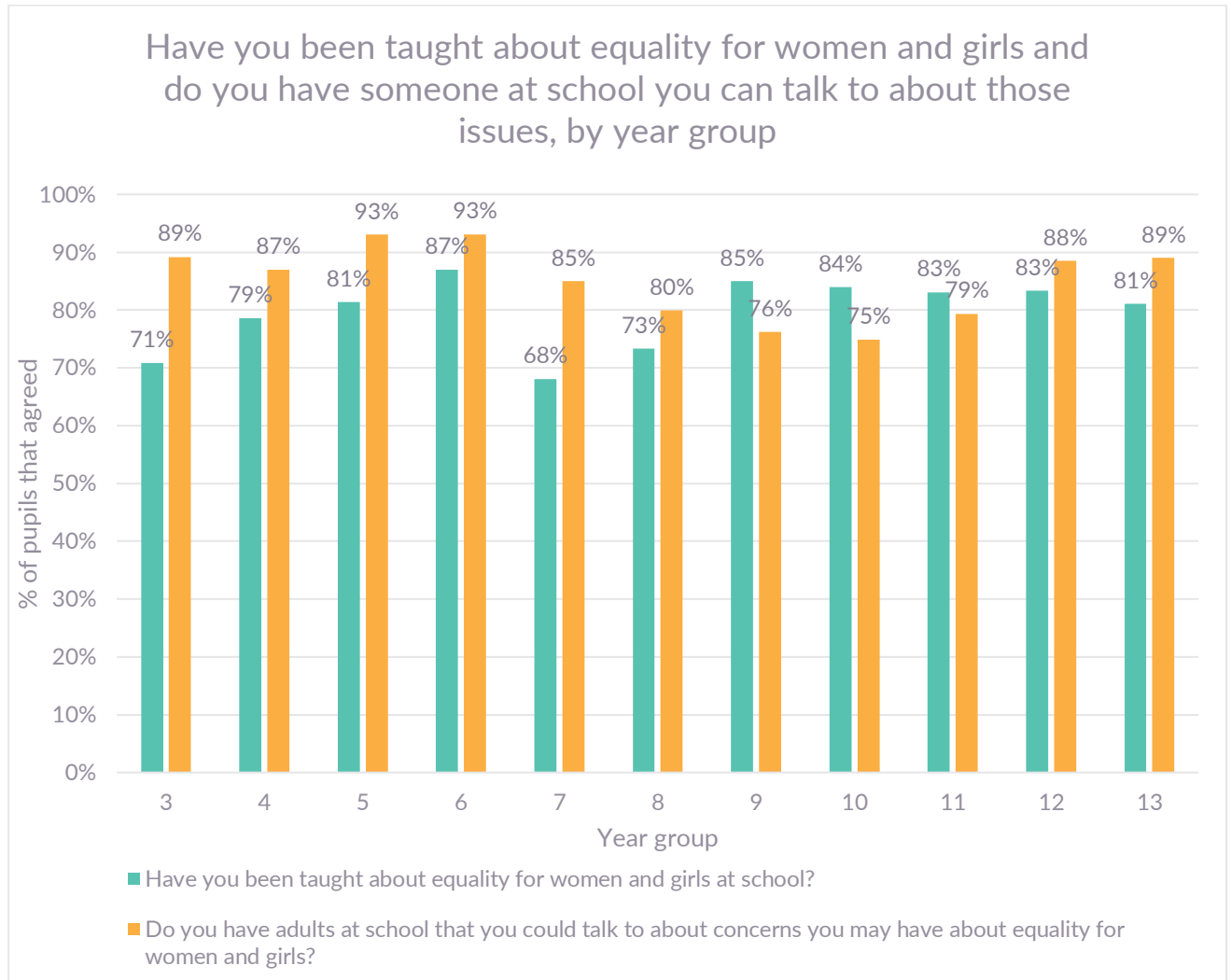


Figure 3 - Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

When responses to those questions were considered by year group, 93% of pupils in year 5 and year 6 felt that they had someone they could speak to regarding equality for women and girls – the highest responses to this question by year group. Year 9 (76%) and year 10 (75%) represented the lowest responses to this question by year group.

87% of year 6 pupils and 85% of year 9 pupils responded to say that they had been taught about equality for women and girls at school – the two highest responses by year group. The two lowest responses by year group were in year 7 (68%) and year 8 (73%).

In response to the question, “How well does your school cover the topic of equality for women and girls?”, there were variations by year group. In this question, 5 represents ‘very well,’ whereas 1 represents ‘not very well.’ Again, scores were highest in year 5 (3.83 out of 5), 11% higher than in year 8, which was the lowest scoring year group (3.39 out of 5).

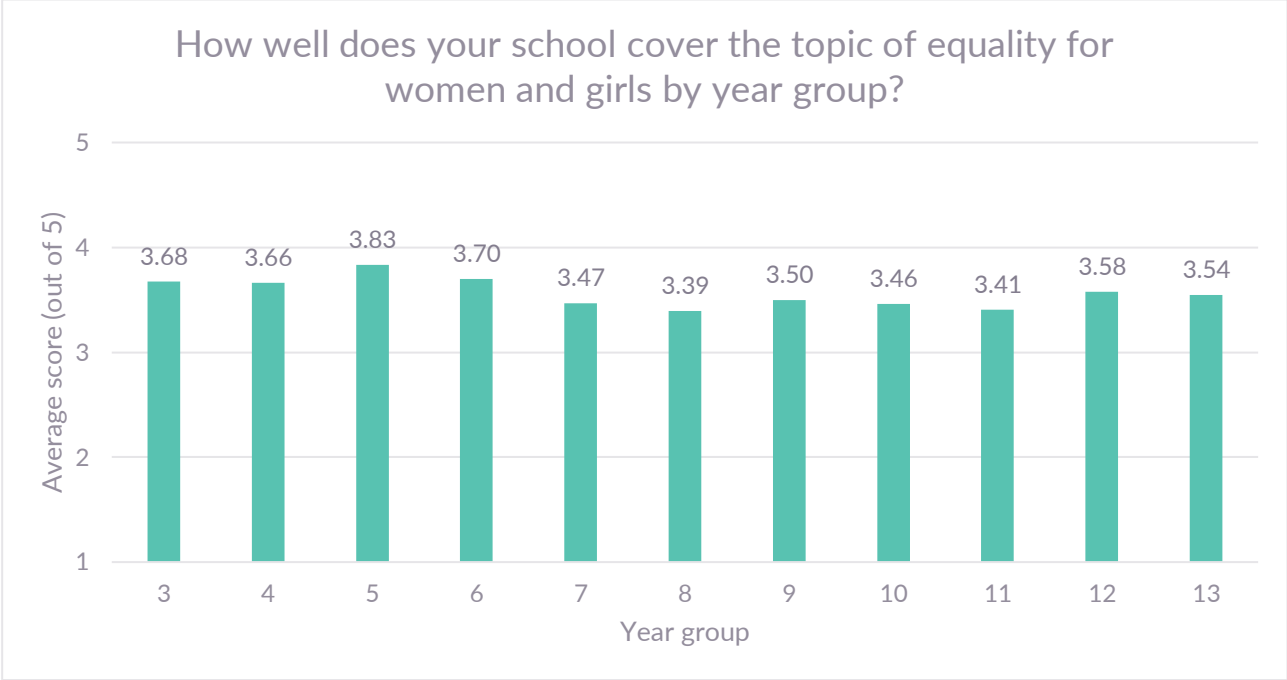


Figure 4 - Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

Pupils were also asked about how much they learn about men and women at school. Pupils in year 3 felt most strongly that they learn the same amount about women as they do about men (4.06 out of 5). This sense decreased steadily by age (apart from a 9.3 % rise between year 4 and year 5). By year 13, the average response by pupils was 2.6 out of 5, 36.5% lower than the response given by those year 3 pupils. This result was statistically significant (p-value of 0.00).

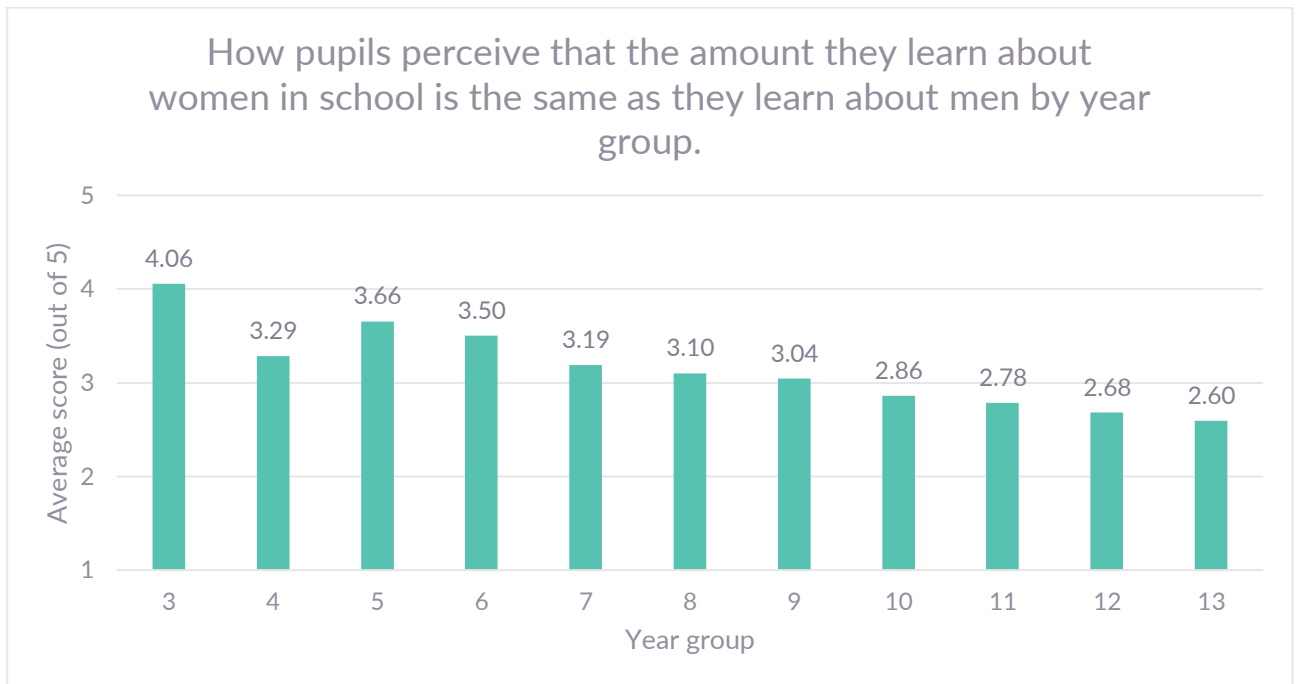


Figure 5- Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

Pupils were asked what the most useful topics taught in relation to women and girls were. Analysis of the data revealed the most referenced topics were in History, relating to human rights, The Suffragettes, and feminism as well as in Personal, Social, Health and Economic (PSHE) education, with work on careers. In Biology, work on periods and puberty in general was referenced. This reflects the wide variety of ways that girls are learning about equality for women and girls, studying this topic both in History and Science lessons, and learning about how it may impact upon them in PSHE lessons.

When asked about areas that pupils felt were not currently covered in relation to equality for women and girls, there was not the same consistency in response. Indeed, "nothing" was the most frequently used term. Of the positive suggestions given, many responses related to general themes of inequality that were also given in our focus groups. There was reference to the gender pay gap, economic inequalities (the price difference in health products was referenced), and some pupils wanted to know more about ways to join more "masculine" careers. As one pupil put it: "I just want to know more about real world inequality". Wanting to know more about how to advocate for equality for women and girls in the future also came through, as did a want for an increase in access to information (specifically through assemblies).

Impact of gender on pupils' lives

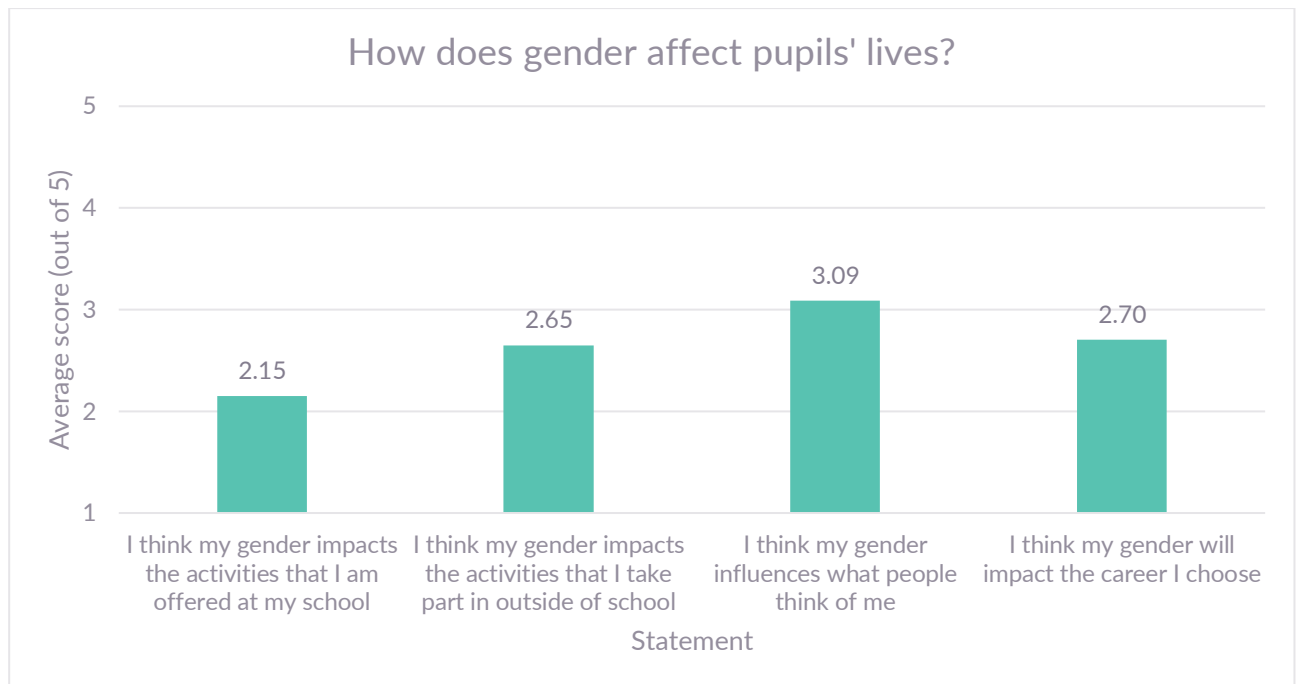


Figure 6 - Sample size: 8912

When asked about how their gender affects their lives, pupils, on average, felt that the impact of what people thought about them was most considerable (3.09 out of 5). The impact of gender on the activities that pupils were offered at school was least (2.15 out of 5). Pupils felt, on average, that activities outside of school (2.65 out of 5) were 12.5% more affected by their gender, than those inside of school (2.15 out of 5). Pupils' average response to whether their gender would affect their career was 2.7 out of 5, where 1 represents strongly disagree and 5 represents strongly agree.

Regarding how their gender affected the activities offered to them at school, pupils in year 3 thought it was most likely (2.73 out of 5), although even this highest score was below a 3, indicating that pupils were more likely to disagree with this statement. Their response was 23.5% higher than that of their year 5 counterparts (1.79 out of 5 – the lowest average figure by year group).

Year 13 pupils, on average, felt most strongly (2.89 out of 5) that their gender affected activities that take place outside of school. Their responses were 22.3% higher than pupils in year 6, the year group who felt the least influence of gender on their activities outside of school (2 out of 5). Again, year 13 pupils still scored below a 3, indicating that they were more likely to disagree that their gender affects the activities they take part in outside of school.

In terms of the role of their gender in influencing what others think about them, those in year 13 felt most strongly that this was true (3.59 out of 5). Their response was 34.5% higher than that of year 6 pupils, who represented the lowest average scoring year group to this question (2.21 out of 5).

Pupils in year 5 responded, on average, to say that they felt least strongly that their gender would affect their later career (1.84 out of 5). Pupils in year 11 felt most strongly that their gender would affect their future career (2.95 out of 5) – a response that was 27.8% higher than those in year 5.

Impact of gender on pupils' lives by year group

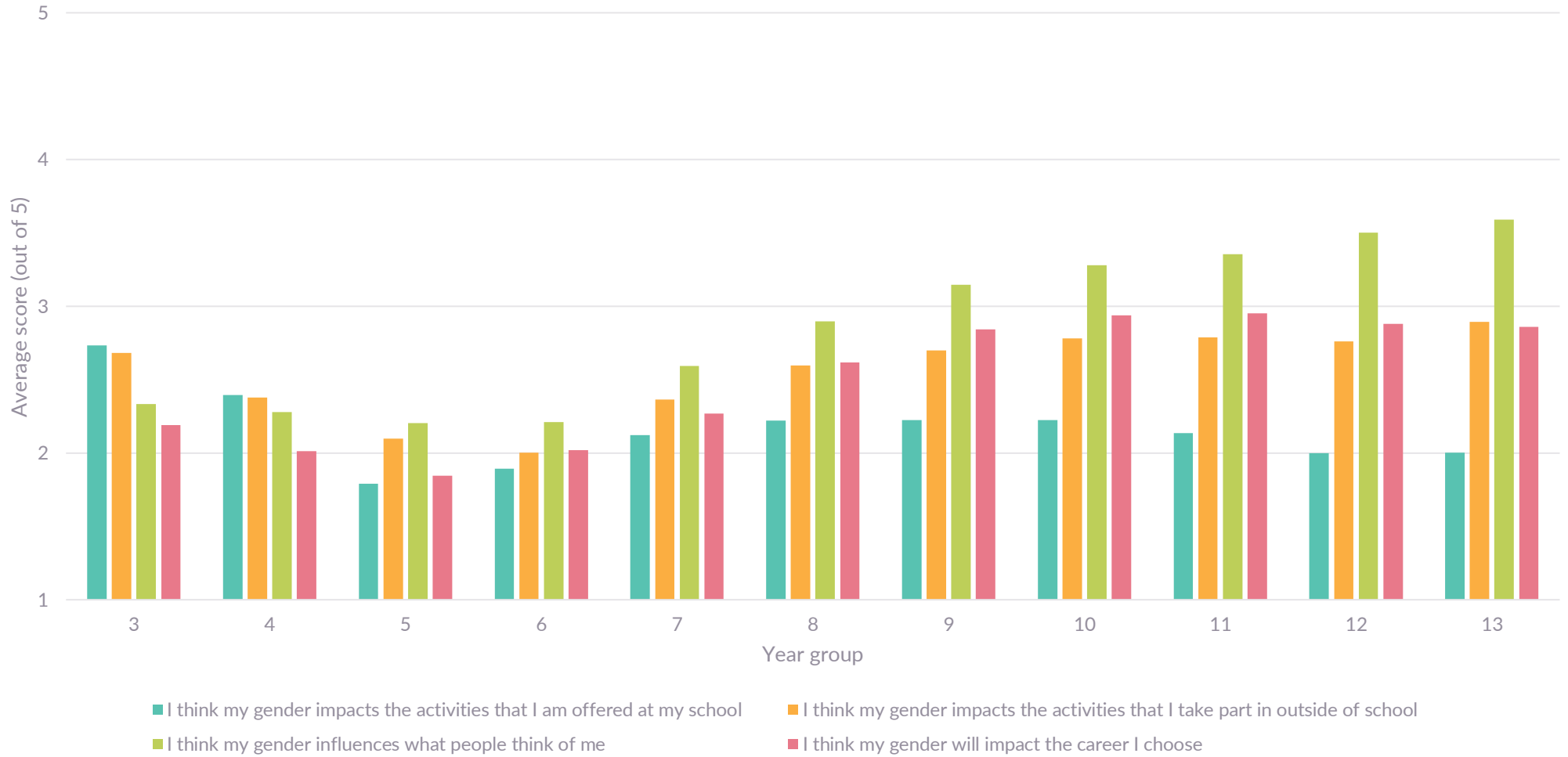


Figure 7 - Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

What was the perception of power and status in business, politics, and the home?

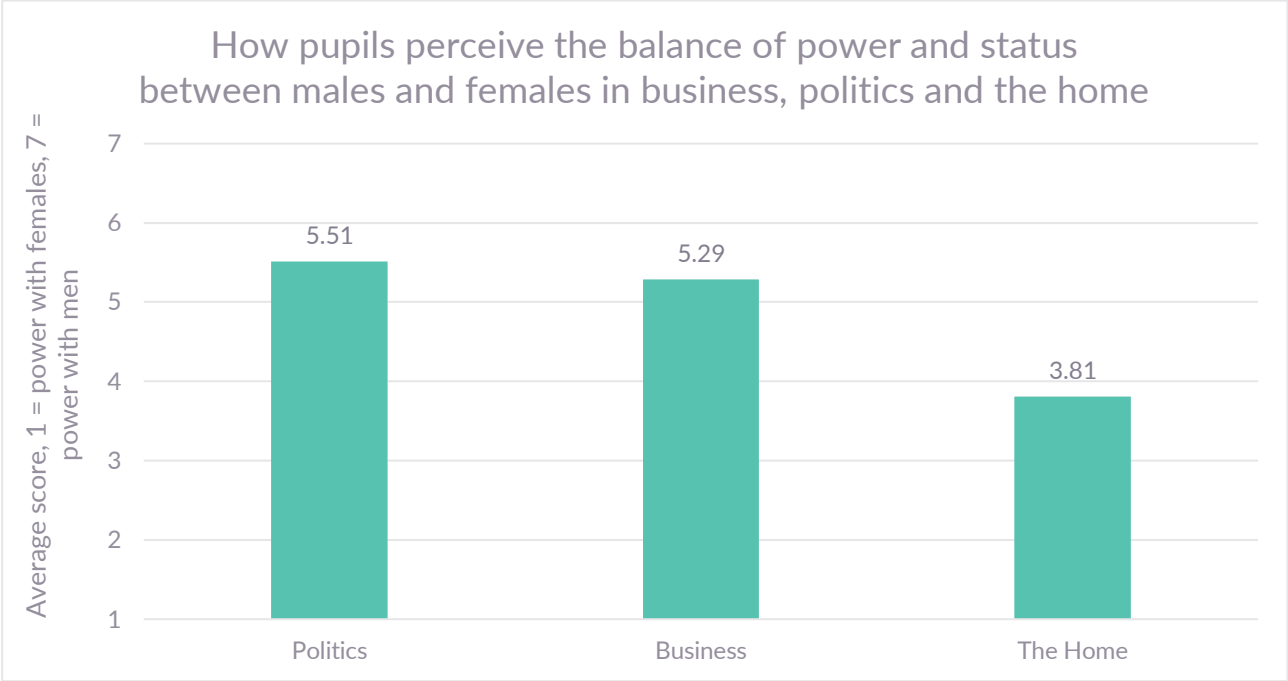


Figure 8- Sample size: 8912

For this question, 1 represented all power and status being with females, 7 represented all power and status being with men, whilst 4 represented power and status being held equally. Power and status in politics (5.51 out of 7) was generally seen to be held by men. Business (5.29 out of 7) was also seen as a setting that men had more power and status than women, but not to the same extent as politics. In the home, power and status was seen to be with women (3.81 out of 7).

How did the perception of power and status in business, politics and the home vary by year group?

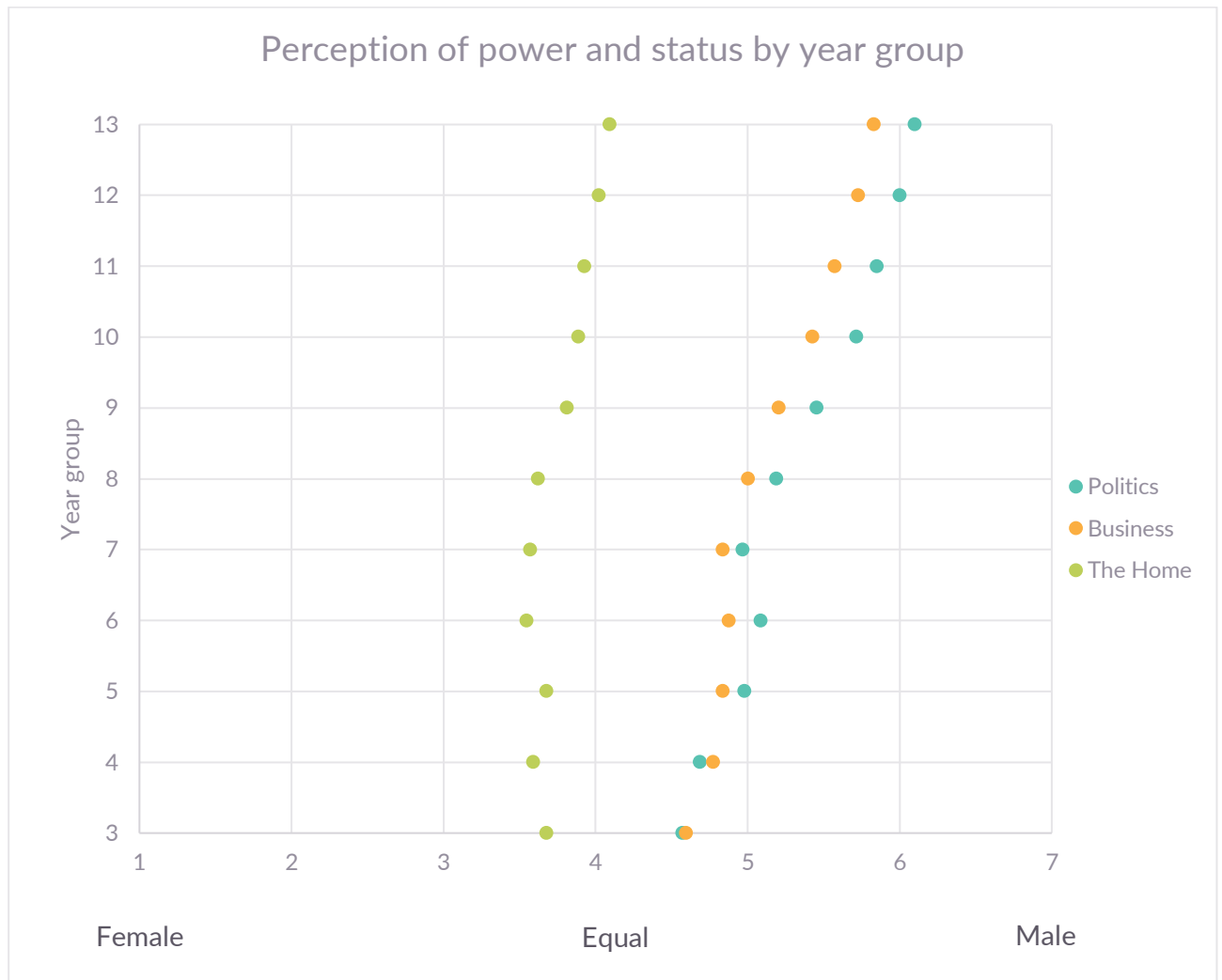


Figure 9 - Sample size - Year 3: 120; Year 4: 154; Year 5: 258; Year 6: 245; Year 7: 1124; Year 8: 1150; Year 9: 1496; Year 10: 1455; Year 11: 1376; Year 12: 852; Year 13: 682

Perception of power and status in business, politics and the home varied by the age of pupils responding. Similarly to the responses to earlier questions regarding equality for women and girls, as pupils became older, they were more likely to perceive men as having more power and status in business and politics. Generally, the home was seen as a setting in which females possessed more power and status. As pupils got older, pupils perceived this as being more equal between men and women as can be seen in the graph above (4 indicates equality between men and women). In the 2007 study conducted by Neff et. al., the same pattern was found; the older pupils were, the more they thought that power and status was held by men in the above domains. This research was conducted with American pupils in the American school system so is not directly comparable to the pupils in this study, but it is interesting, nonetheless.

The group of boys that responded (from KS5 within one school), generally had similar scores. They also believed that power and status within politics was predominantly with men, scoring 5.35 in politics and 5.40 in business. It's interesting to note that they don't think that power is as strongly with men as female pupils in KS5 do. Whilst boys did think that power and status was more equal in

the home, they did lean slightly more towards power and status in the home lying with men, scoring an average of 4.40. Female pupils in Year 13 scored this measure as 4.09.



2

How do perceptions of equality for women and girls vary by demographic (pupils with SEND, pupils from a disadvantaged background, and pupils with EAL)?

Key Findings

- Pupils from more disadvantaged backgrounds reported a perception of equality for women and girls that was 3% lower than those from a more advantaged background. With a p-value of 0.00, this difference is statistically significant. This difference was not seen in their perception of power and status in politics, business and the home – pupils from a disadvantaged background’s responses were in line with those from a more advantaged background.
- Pupils with EAL (-1.5%) and pupils with SEND (-1.3%) also reported a lower perception of equality for women and girls than their peers, but to a lesser extent than pupils from disadvantaged backgrounds. With a p-value of 0.00, these differences are also statistically significant.

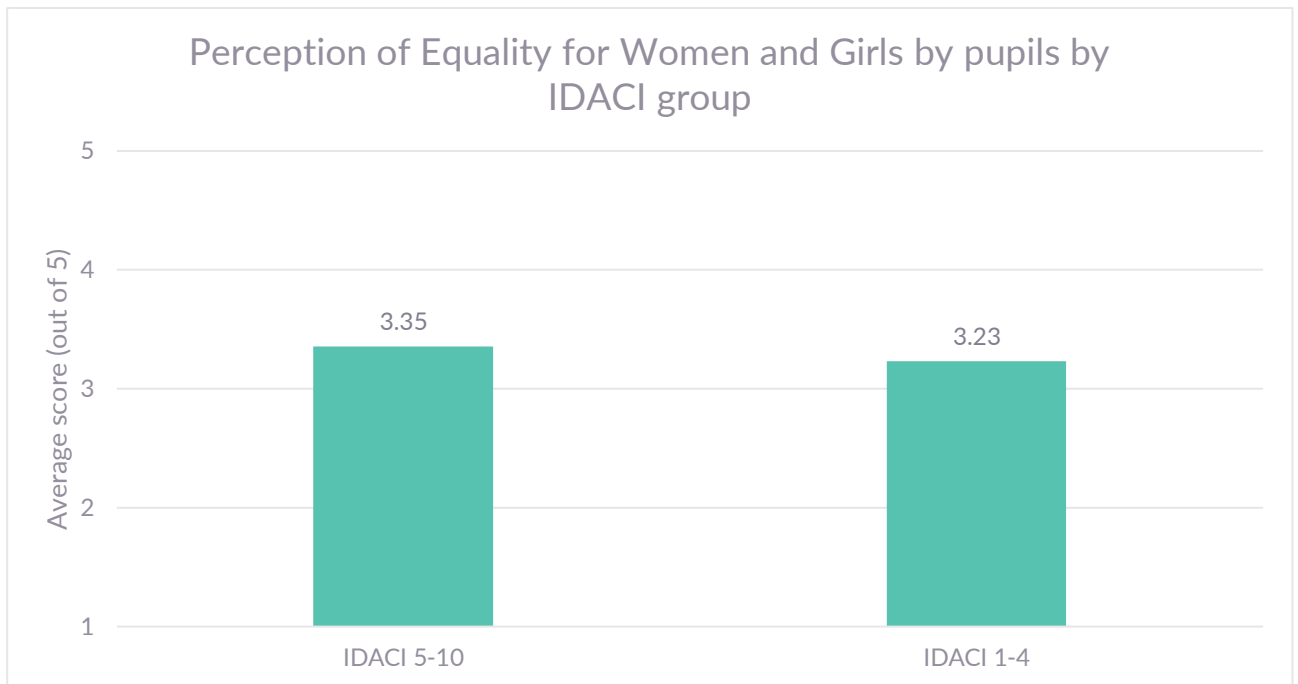


Figure 10 - Sample size – IDACI 5-10: 5448; IDACI 1-4: 2819

Pupils from more disadvantaged backgrounds reported a perception of equality for women and girls (3.23 out of 5) that was 3% lower than those from a more advantaged background (3.35 out of 5). With a p-value of 0.00, this difference is statistically significant. When looking in more detail at how results to questions about power and status in business, politics and the home varied by pupils IDACI groups, there were minimal differences between disadvantaged pupils and their peers. Minimal differences were also seen when breaking down this data by year group, with no clear trend appearing for disadvantaged pupils or pupils from more advantaged backgrounds.

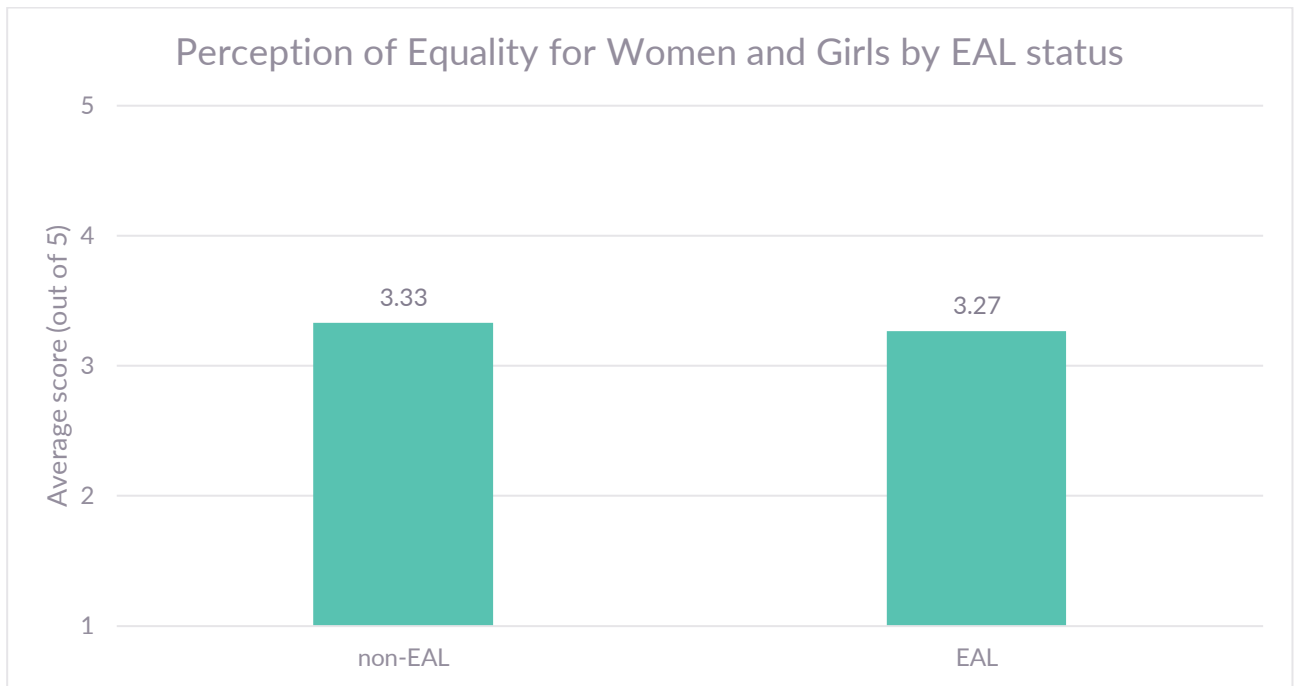


Figure 11 - Sample size - non EAL: 6560; EAL: 2352

EAL pupils, on average, had a perception of equality for women and girls that was 1.5% lower than their non-EAL peers. With a p-value of 0.00, this difference is statistically significant.

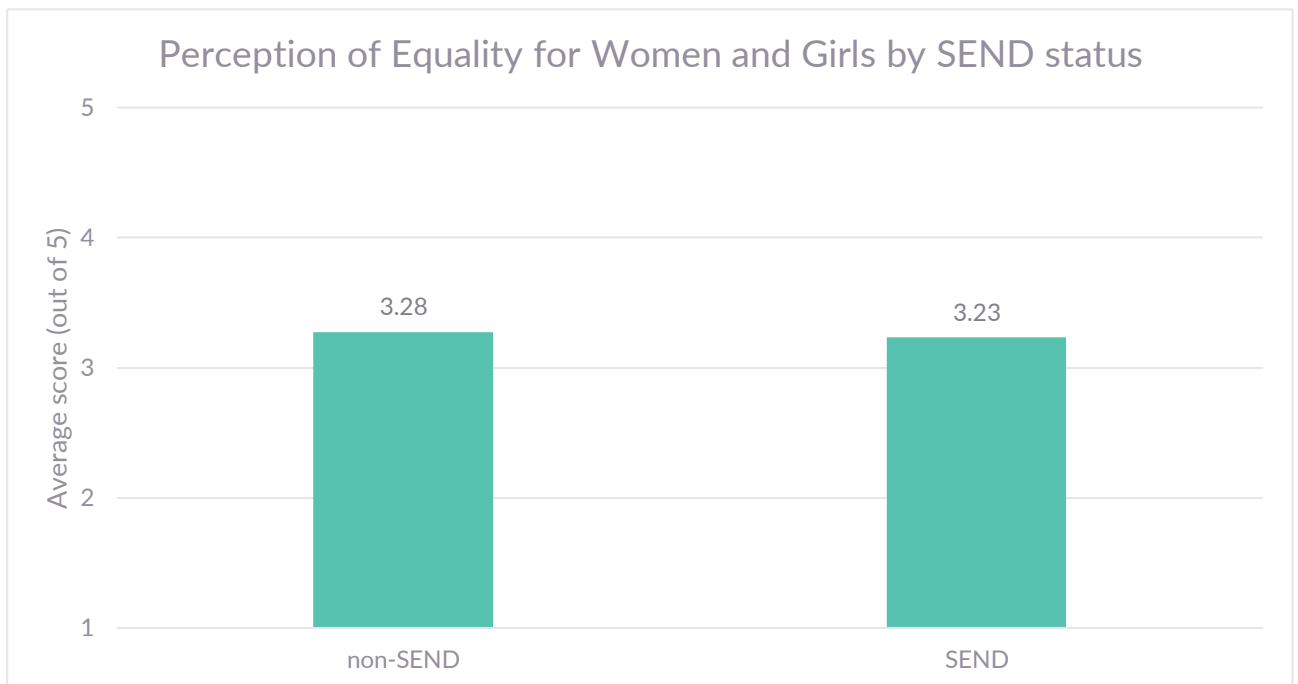


Figure 12 - Sample size - SEND: 511; non-SEND: 6746

Pupils with SEND, on average, had a perception of equality for women and girls that was 1.3% lower than their non-SEND peers. With a p-value of 0.00, this difference is statistically significant.

How did pupil focus groups give context and possible explanation for the quantitative findings?

Key Findings

- Results from focus groups were consistent with our findings from the quantitative pupil survey. Specifically, older pupils had a more negative perception of equality for women and girls than their younger peers.
- Younger pupils' responses were based upon, perhaps, more idealistic teaching from both their experience at school and at home, with older pupils reporting more negative experiences and influences for society.
- Whilst older pupils reported negative perceptions of equality for women and girls, these weren't necessarily reflected in their own experiences. Instead, the examples they gave were largely societal, with their own personal experiences, particularly at school, more positive.

Focus groups gave interesting and eloquent insight into the views of pupils in year 3, year 8, year 9 and year 10 and their perception of equality for women and girls. Their responses have been separated by theme and collated below.

Equality for women and girls

When asked about their understanding of equality for women and girls, all age groups referenced fairness, equal rights, equal opportunity, and specifically how these factors contrast with how men are treated.

A year 3 pupil shared that they “think gender equality for girls means that girls should be able to do what boys do and there's nothing you can't do because you're a girl.”

Girls in year 10 referenced that inequality was less now than it used to be (pupils spoke about their learning in school on this topic- what it had “been like” to be a girl historically) but went on to explain that they did still feel that gender inequality existed.

One year 8 pupil thought that “in England, everything's quite fair” and contrasted this with a perception that this was not the case in “other countries”.

Another year 8 pupils recognised that further to just providing equal opportunities, equality for women and girls also means getting rid “of the stereotypes and prejudices, which had been in our society for so long.” They made the point that this would move from “defining equality, to actually implementing it”.

Year 9 were, perhaps, the most passionate in describing the need for equality for women and girls, describing women as the “backbone of humanity”.

Their responses suggested that although the words used to describe equality for women and girls differ, the fundamental understanding is consistent across age groups. Year 3 pupils were most positive regarding the existence of equality for girls, with older groups less so. This is consistent with the findings from the online survey.

School life

When talking specifically about school, year 3 pupils referred to girls and boys having “different personalities” and interests, but that the opportunities at school were the same. They were particularly interested in how opportunities for girls at school were much improved in recent history and referenced their work in class about how girls’ opportunities were much limited in “the olden days”.

Year 3 pupils made a clear link between education and future jobs, describing how “girls weren’t allowed to go to school, so when they’re older, they weren’t allowed to have jobs”. They made the point that they did not feel this was the case now.

Year 8 pupils also believed that their gender hadn’t affected their school experiences – but did note that they had attended single-sex schools in that time.

Year 9 pupils did note that their schooling was different than other pupils (meaning single-sex), citing experiences at primary school instead (where some pupils attended co-educational schools). One pupil felt that girls were “taught to be elegant” and were “expected to have good manners” in a way that boys were not. The phrase “boys will be boys” was highlighted as a double standard, an “excuse” for poor behaviour that wouldn’t be tolerated if performed by girls.

Another year 10 pupil said that “computer science is seen as a boy thing” and that whilst she was educated in a single-sex school and therefore this wasn’t relevant to her personally, she felt that this was a societal issue. Further inequalities regarding the attribution of credit for inventions in the past when women’s work was instrumental in their production were sources of frustration to one year 10 pupil.

The increasing reference by older pupils to a wider knowledge of societal inequalities specifically for women and girls, correlates with the results of the pupil survey, where a trend for a reduced perception of equality for women and girls was present amongst older pupils.

Negative responses here were reserved for previous schooling, or societal inequalities; pupils were consistently positive regarding the environment and their treatment in their current schools, regardless of age.

Careers and future earnings

Pupils were asked to describe whether they felt being a girl would affect their future career and earnings. Responses here were more varied by age.

Girls in year 10 spoke about the effect of going on maternity leave on a woman’s career. They said that the prospect of a woman going on maternity leave “can affect interviewers’ decisions and whether they want to give you a job”. Another added that you are therefore “less likely to get a job if your competitor is a man”.

Another year 10 pupil spoke about “physical” jobs and that because women were “physically weaker” than men, employers may favour them. Law, medicine, and dentistry were all referenced by year 10 pupils as industries that pupils were interested in, in the future. One pupil described these careers as being difficult for women to enter as “men are seen as more competitive”.

In year 3, pupils were more positive, referencing how “men used to have the lead role - for example, doctors would be the men and the nurses would be the women helping. Well now it doesn't have to be like that.” Another added that, “girls have the right to do anything they want now.”

In year 8, pupils again pointed to societal change regarding the jobs that women are expected to do – stating that, “it's changed a lot in the past few years.”

Pupils in year 10 referenced hearing that men are paid more than women for doing the same job but made the point that it depended on the job. In year 3, too, pupils referenced that, “sometimes girls don't get as much money as other people”. Further context was added when year 3 pupils spoke about how their mums earned less than their dads, “because she needs to have time to look after me and my two other siblings”. That pupil interpreted that to be a positive – that she could get the same job as a man and be paid accordingly but may choose not to.

A year 8 pupil stated that women are “starting to get paid a lot, getting to the same level that men are, which is really good.” Most year 8 pupils involved in the focus group believed that “gender pay gaps will have evened out” by the time they reach working age. However, one pupil disagreed, questioning whether “it will actually get to a stage where it's the same”.

In year 9, one pupil remarked that, “if you're a girl or a boy, that shouldn't matter for whatever job you're taking.... respect should be for everyone”. They noted that men and women “were different”, but that equality would mean “walking into a room and not immediately classing people as a man or a woman.”

Year 9 pupils were expressive regarding inequalities in careers and future earnings. One pupil referenced an expectation for women to do more “artsy stuff”, and not have the same expectation to do “advanced things like computer science”. Interestingly, when asked if there were any particular jobs this group were considering, “STEM jobs” were identified, suggesting that their concerns were about society, rather than their own personal situation or experience.

Role models were also referenced by year 9 pupils, citing stereotypes still present in society such as “pilots always being male”.

Again, younger pupils expressed the more optimistic and positive view of equality for women and girls, mirroring quantitative findings in our pupil survey.

Sport, clubs, and activities

When asked how being a girls has affected the sport, clubs, and activities pupils take part in, pupils in year 10 referenced that “football is usually seen as a male sport”. One pupil mentioned that the future disparity between professional male and female football players' wages would discourage females to play the game.

Year 3 pupils felt that their access to sport was more equal, describing experiences at sports camps where “everybody got to do everything”.

Girls in year 8 spoke about how the situation has changed in recent years with sport: “boys got a lot more opportunities, there were so many boys' teams for cricket... there were boys' tournaments and leagues in tennis, and there were no girls groups or anything. But it's changed now - there's quite a lot more”. Others in the group also recognised the opportunities they now have – “there's so many girls that are good at football, and other sports as well, like tennis and cricket and hockey. There are more opportunities here as a girl in comparison to primary school.” Another year 8 girl

recognised the change in women playing football, attributing that change to, “I feel like women's football is very inspiring to young girls.”

When describing how girls are treated when playing with the boys in sport, one year 8 pupil described the difficulties she had experienced. “When you play with them, they don't pass to you. So, you don't really get a chance because they just don't really see you as a really good player.” Another added that, “they're not very understanding if you mess up.”

A year 8 pupil stated that she felt that the same opportunities were given to both boys and girls, but that, “there are some disciplines where there would be a lot more boys.” She felt that “boys tend to go for STEM a lot more than girls do.” When asked why, she pointed to historical expectations, saying that “just generally, through history, this has been sort of viewed as something that a man would do.”

Despite the sorts of frustrations mentioned above with previous experiences in and out of school, all pupils spoke positively about the sport, clubs and activities that were offered in their own school.

Power and respect

The online pupil survey showed pupils believe that power and status are held by men in both business and politics and that the extent to which this is seen increased by the age of the pupil.

Year 10 pupils all agreed that there are more powerful male than female people recognised in society. They were less forceful in their thoughts regarding respect and the role of women, but they did, however, still think that men were more respected than women and referenced “doctors and dentists” as well-respected and male-dominated professions. “Women are still respected, but I think it's harder for women to earn respect” was a noteworthy quote.

“People have higher expectations of women than men. They must work harder to reach the same level,” said another. “You might have to prove yourself twice as hard”, said a year 9 pupil on the issue.

Year 9 pupils, too, felt strongly that men had more power and respect in society. They referenced sayings such as “the man of the house” perpetuating stereotypes of men being in charge.

When told that our research has showed that as pupils get older, their perception of equality for women and girls is reduced, no pupils were surprised by these findings. Year 10 pupils cited “not being taught about inequality until you're at high school” as being an explanation. Simply growing up had given year 10 pupils “insight into how the world isn't equal”.

Year 9 pupils agreed, articulating that, given that, in their view, power and respect is given more to men than women, that this is expressed more by pupils as they get older as it is part of a natural learning process. Year 10 pupils stated that as they got older, they became aware of new opportunities (such as being a professional football player), but with this awareness came knowledge that “it still isn't fair in terms of how much women are paid when taking advantage of these opportunities”.

Summary of pupil focus groups

In conclusion, pupils across all focus groups and age groups had a good understanding of equality for women and girls, frequently referencing ‘fairness’ and having the same opportunities as men and boys. Pupils spoke positively about their experience at single-sex schools but referenced societal

inequalities around how boys might be offered different opportunities to girls at co-educational schools. For example, they noted that there is a perception that some subjects are better suited to boys, or that boys got away with worse behaviour than girls at school because ‘boys will be boys.’

Younger pupils were positive when asked about their future, with many referencing how the world of work had changed, now offering many more opportunities for women. Older pupils had a more negative view towards equality in careers, referencing how men were often paid more than women for the same role, and how going on maternity leave could impact a woman’s career. Similarly, the amount that professional female sports players are paid compared to their male counterparts was seen as something that might discourage girls from pursuing sport as a career.

Pupils, however, spoke positively about the increased interest in women’s sports in the past few years, and noted how this had been inspiring to them. Pupils also spoke positively about the sports and activities that they are offered at school, and listed several sports that they were encouraged to play at school.

Generally, pupils believe that power and status are held by men in both business and politics and the extent to which this is seen increased by the age of the pupil. Pupils spoke about how as they grew up, they had a stronger understanding of societal inequality, but didn’t speak about personal experiences that may have affected on their beliefs in this area.

The focus groups with pupils provided further insight into our key research questions, and supported many trends seen in the quantitative data set.



4

How confident do teachers feel when discussing equality for women and girls, and how could they be further supported?

Key Findings

- 24.2 % of class teachers were confident or very confident about tackling issues related to equality for women and girls, compared to 37.6% of middle leaders and 50.9% of senior leaders.
- More experience in teaching did not necessarily mean more confidence in addressing issues related to equality for women and girls. 32.1% of teachers with 10 or more years' experience were confident or very confident about tackling issues related to equality for women and girls, compared to 42.9% of teachers with 1 year experience.
- Discussing issues related to gender/sexism with parents of different religious or cultural backgrounds was identified as an area in which teachers would appreciate further support. Only 35% of teachers felt confident or very confident in this area.
- Teachers were able to share pride and specific examples of where they felt their schools were addressing issues of equality for women and girls in their schools.

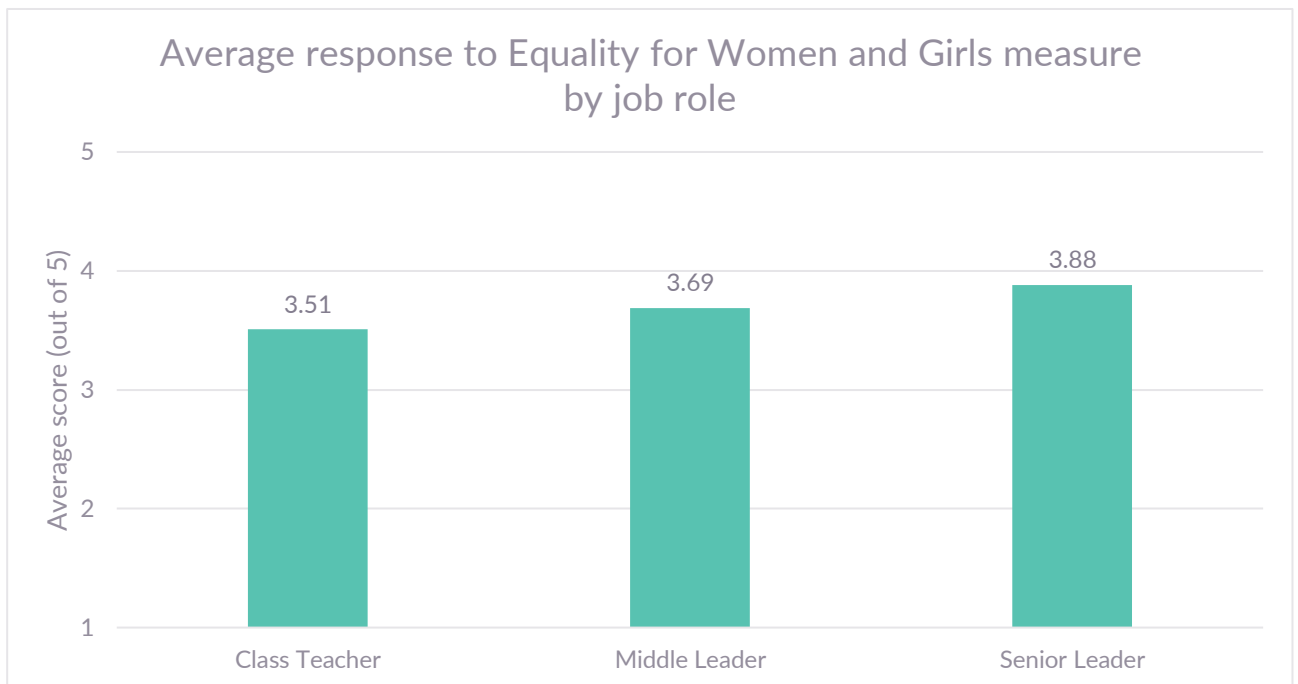


Figure 13 - Sample size - Class teacher: 289 ; Middle leader: 170 ; Senior leader: 57

Class teachers were less confident (3.51 out of 5) in dealing with the issues involved in equality for women and girls than their middle leader (3.69 out of 5), and senior leader (3.88 out of 5) counterparts. This represents a 9.3% difference between senior leaders' and class teachers' responses.

24.2 % of class teachers were confident or very confident about tackling issues related to equality for women and girls, compared to 37.6% of middle leaders and 50.9% of senior leaders.

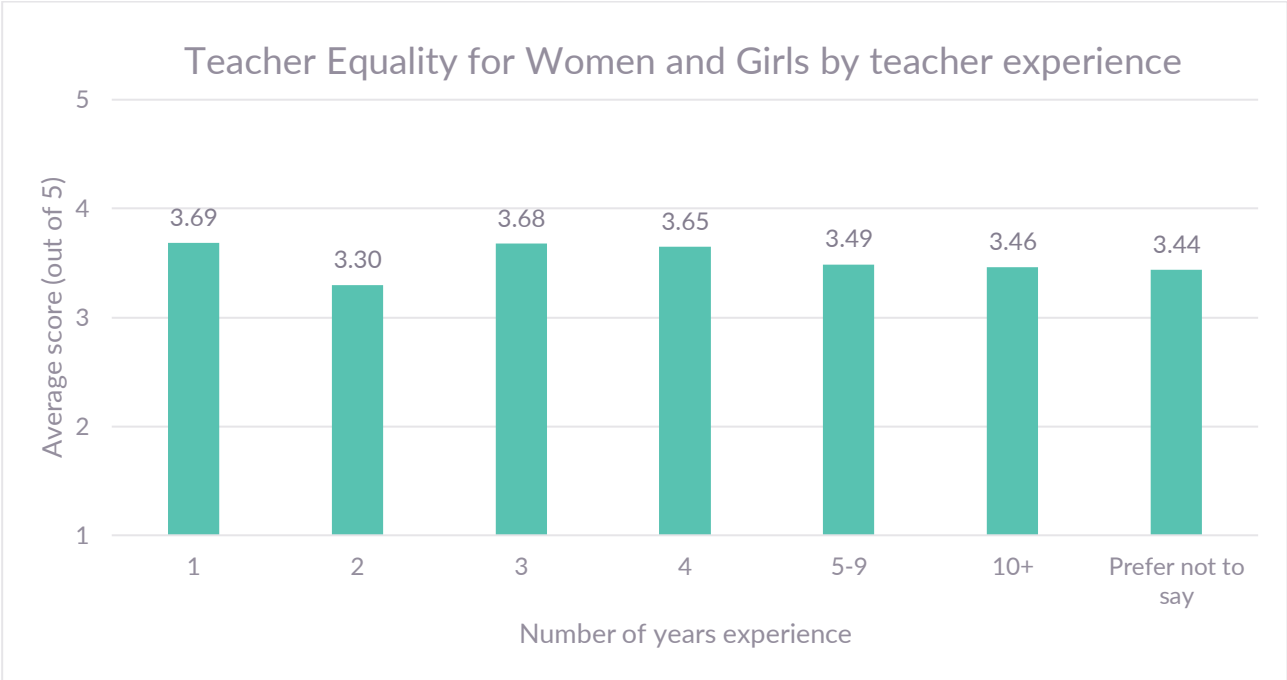


Figure 14 - Sample size - 1 year experience: 21; 2 years' experience: 11; 3 years' experience: 12; 4 years' experience: 18; 5-9 years' experience: 78; 10+ years' experience: 346; Prefer not to say: 30

Teachers with 1-, 3- and 4-years' experience reported highest confidence in dealing with issues regarding equality for women and girls. Teachers with 10+ years' experience scored themselves 5.8% lower on these issues than their counterparts with 1 year experience.

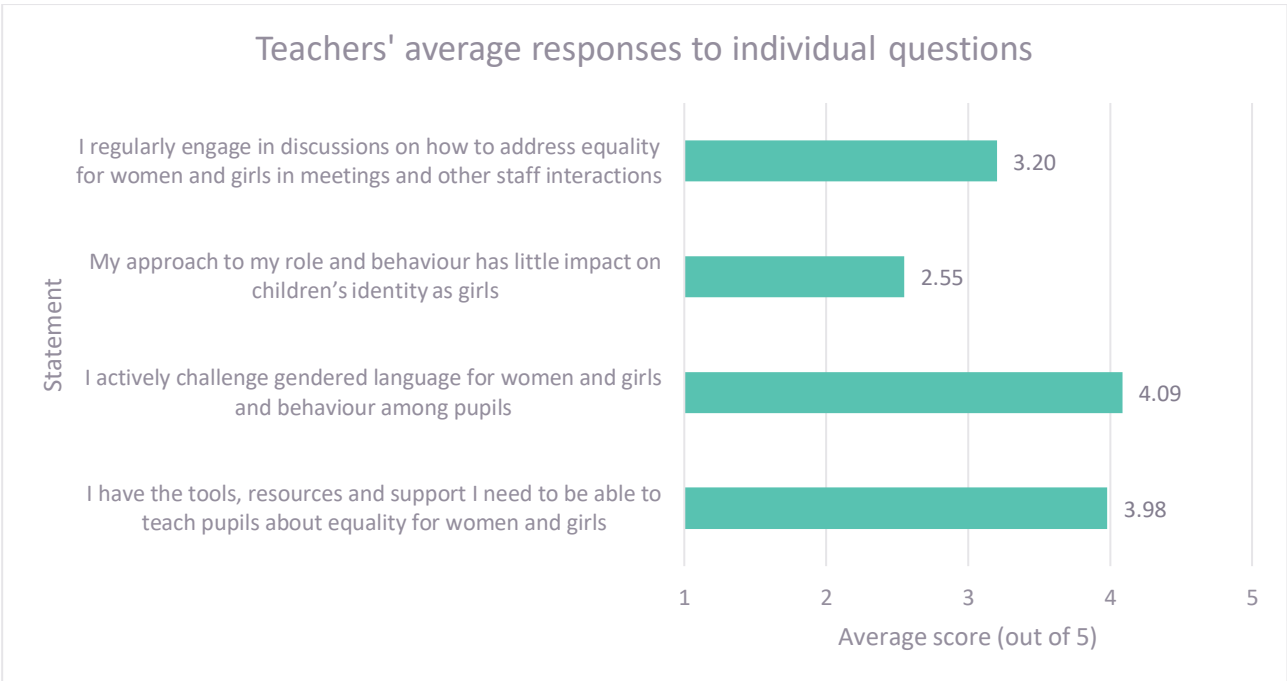


Figure 15 - Sample size: 516

There were positive responses to individual teacher questions. Teachers agreed with the statement, "I actively challenge gendered language for women and girls and behaviour among pupils", scoring it,

on average, 4.09 out of 5, where 1 represents strongly disagree and 5 represents strongly agree. Teachers also responded that they agreed that they did have the tools, resources and support they need to be able to teach pupils about equality for women and girls (3.98 out of 5). Teachers disagreed with the statement, “My approach to my role and behaviour has little impact on children’s identity as girls” (2.55 out of 5), suggesting teachers felt their approach to teaching does impact on children’s identity as girls. Whilst still in agreement, teachers were less certain in response to the statement, “I regularly engage in discussion on how to address equality for women and girls in meetings and other staff interactions” (3.2 out of 5).

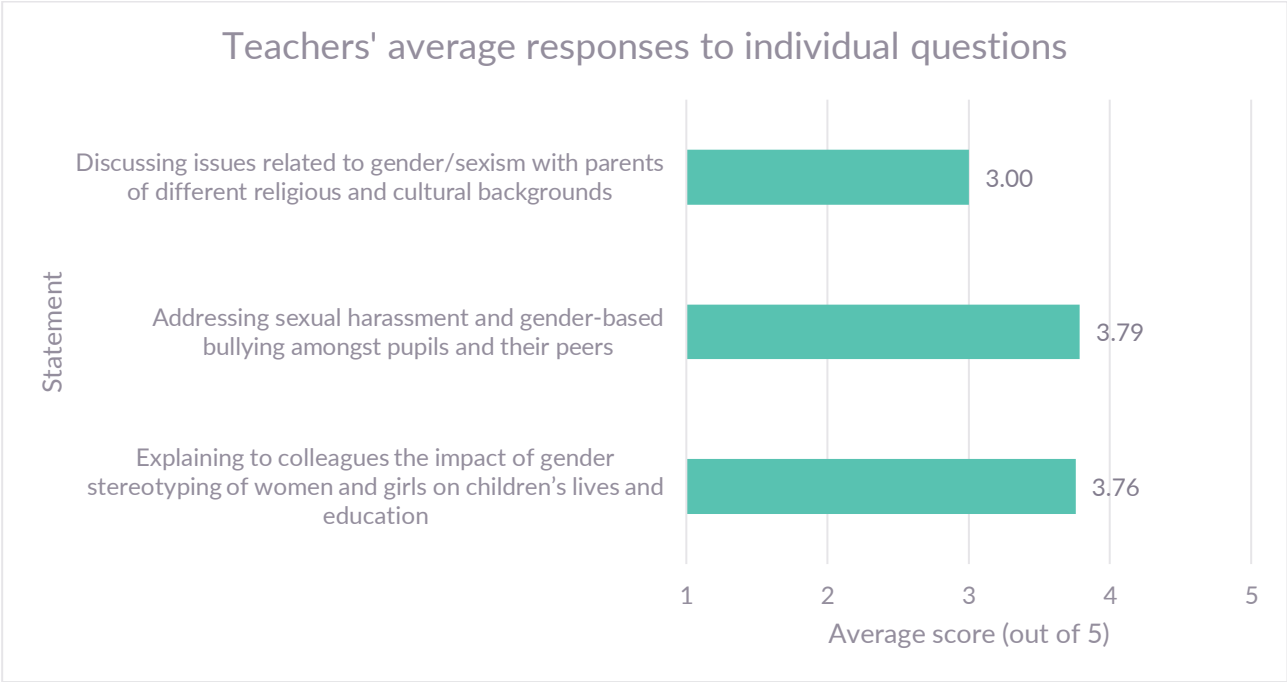


Figure 16 - Sample size: 516

When asked specifically about their confidence in dealing with issues of equality for women and girls, teachers scored “discussing issues related to gender/sexism with parents of different religious and cultural backgrounds” at 3 out of 5, where 1 equals not at all confident, and 5 equals very confident. Only 35% of all teachers felt confident or very confident in this area (31% of class teachers).

Teachers were more confident regarding “addressing sexual harassment and gender-based bullying amongst pupils and their peers” (3.79 out of 5), and “explaining to colleagues the impact of gender stereotyping of women and girls on children’s lives and education” (3.76 out of 5).

What are schools currently doing and how could they further support teachers in this area?

When asked to identify what schools could do to increase teacher confidence on issues of equality for women and girls and how it may affect pupils and their life chances, further training was the most common answer. One teacher spoke about how their school had recently established a “central file of information that teachers could access on this topic” which had been really beneficial for them. Further training in dealing with parents on these issues was a regular response when asked what type of support they would need, as was the request for further guidance in supporting

pupils of different religious or cultural backgrounds. Multiple teachers suggested dedicating INSET day time to this issue.

Another teacher recommended schools “provide relevant books within the classroom to be used for discussions and which showcase women in stereotypically male roles to increase exposure.”

“Increased assemblies... classroom sessions with guest speakers who can challenge these stereotypes” was another suggestion from a teacher that completed the survey. As was “hearing from 'ordinary' working women about their experiences, not just 'high-powered' women as role models.”

Some teachers were really proud of their work in this area: “Our school is strong in this area – we need to continue what we’re doing.” Another described how equality for women and girls was firmly embedded in the “school’s ethos” and that lots is done within school to promote this. Teachers also spoke about times when women and girls were celebrated within their school such as International Women’s Day, where there was frequently positive promotion and engagement with the event, or posters and displays that celebrate women and girls around their school.

Closing note

This report has looked to provide evidence to answer key questions around the perception of equality for women and girls at GSA schools in England.

It highlights some interesting findings about how this perception changes by age and investigates whether pupils with SEND, pupils with EAL and pupils who are from a disadvantaged background may perceive equality for women and girls differently to their peers.

Qualitative data from both pupils and teachers give insight into ways in which schools could potentially address and mitigate the issue of pupils' perception of equality for women girls reducing by age. Pupils thought they learned less about women in school as they got older - schools in this study may wish to focus on specifically including women in the curriculum for older pupils. On a similar theme, both teachers and pupils felt that featuring more female role models would be beneficial going forward. Teachers also spoke about how additional support would be helpful when speaking to parents about equality for women and girls, and particularly supporting pupils from different religious or cultural backgrounds with this topic.

GSA should reflect positively on the time that they have invested into investigating this area in more detail. Previous research has shown that it is important to obtain a better understanding of children's and adolescents' developing awareness of equality, as it is likely that such knowledge affects the way that males and females interact, how they think about themselves, and the types of choices that they make (Ruble & Martin, 1998; Serbin, Powlishta, & Gulko, 1993). We hope that this research can allow GSA and their schools to support pupils and teachers within their communities, with a strong understanding of equality for women and girls, and target areas where further resources on this topic could be beneficial.



Appendix

Please find the questions sets for the online pupil and teacher surveys, below:

Equality for Women and Girls

This question set was developed with the GSA Research Committee to get to the heart of equality for women and girls to quantify pupils' attitudes towards this subject.

Section 1: How your school helps you understand equality for women and girls

1. What do you think gender equality is?
2. What do you think equality for women and girls is?
3. Have you been taught about equality for women and girls at school?
4. How well does your school cover the topic of equality for women and girls?
5. What are the most useful topics taught in relation to women and girls?
6. What is currently not covered that you would like included (in relation to equality for women and girls)?
7. Do you have adults at school that you could talk to about concerns you may have about equality for women and girls?

Section 2: Your view on equality

Please indicate the extent to which you agree with the following statements:

Likert scale - 1: Strongly disagree - 5: Strongly agree

8. I think my gender impacts the activities that I am offered at my school
9. I think my gender impacts the activities that I take part in outside of school
10. I think my gender influences what people think of me
11. I think my gender will impact the career I choose
12. I learn as much about women in school (such as in History or Science lessons) as I do about men

Power and status in business, politics and the home

This measure was developed from the research from Neff (2007). Pupils were asked to respond to the following questions:

Power questions:

1. 'Who tends to have more power to make decisions in (politics/the business world/the home), men or women?'
2. 'Who tends to have more influence in (politics/the business world/the home), men or women?'
3. 'Who tends to be in charge more often in (politics/the business world/the home), men or women?'

Status questions:

1. 'Who tends to have more status in (politics/the business world/the home), men or women?'
2. 'Who tends to get more respect in (politics/the business world/the home), men or women?'
3. 'Who tends to be honoured more highly in (politics/the business world/the home), men or women?'

Responses were placed on a 7-point scale that range from (1) women a lot more to (4) both equal to (7) men a lot more. The mean of the questions was then calculated in order to obtain an overall score for that area of inequality (e.g., power in politics).

Pupil focus groups

Semi structured pupil focus groups were completed with groups of 4-8 year 3, year 8, year 9 and year 10 pupils.

The following structure was followed:

1. What do you think "equality for women and girls" means?
2. Do you think being a girl has impacted you in your education (learning)? Why?
3. Do you think being a girl affects which job you might one day get? Do you think there are jobs you can't get because you are a girl?
4. Do you think being a girl will mean you earn less money in the future? Why?
5. Do you think being a girl impacts the type of sport you take part in? Why?
6. Do you think being a girl affects the clubs and activities you take part in? Why?
7. In general, who do you think has more power to make important decisions and tell other people what to do, women or men—or do both have the same amount of power? Why?
8. In general, who do people respect more and think of as being more important, women or men—or are they respected the same amount? Why?

For secondary pupils only:

- ▶ Our research so far has shown that as pupils get older, they are less likely to think that the world is equal for women and girls. Does this surprise you? Why/why not?
- ▶ (If relevant) Can you remember thinking that the world was more equal for women and girls when you were younger? How and why did your opinion change as you got older?

**Teacher
online survey**

How confident do teachers at GSA schools feel about discussing equality for women and girls with their pupils, and supporting them to overcome barriers?
How could teacher confidence be further increased?

Likert scale - 1: Strongly disagree - 5: Strongly agree.

1. I have the tools, resources and support I need to be able to teach pupils about equality for women and girls.
2. I actively challenge gendered language and behaviour among pupils.
3. My approach to my role and behaviour has little impact on children's identity in relation to gender (inverse measure).
4. I regularly engage in discussions on how to address equality for women and girls in meetings and other staff interactions.

Please indicate the extent to which you feel confident undertaking the following activities:

Likert scale - 1: Not at all confident - 5: Very confident

1. Explaining to colleagues the impact of gender stereotyping on children's lives and education.
2. Addressing sexual harassment and gender-based bullying amongst pupils and their peers.
3. Discussing issues related to gender/sexism with parents of different religious and cultural backgrounds.
4. Is there anything specific that your school could do to build your confidence on issues of equality and how it may affect pupils and their life chances?

Equality for women and girls - pupils

Average scores for each measure

Subgroup	Equality	Politics	Business	The Home	Sample size
Overall	3.31	5.51	5.29	3.81	8912
EAL	3.27	5.49	5.26	3.80	2352
Non-EAL	3.33	5.52	5.30	3.81	6560
SEND	3.23	5.33	5.17	3.74	511
Non-SEND	3.28	5.56	5.32	3.83	6746
Low IDACI	3.23	5.52	5.28	3.85	2819

High IDACI	3.35	5.50	5.29	3.80	5448
Boys*	3.11	5.35	5.40	4.40	46

*Boys' data was collected from KS5 pupils, from three participating schools. The small sample size should be noted here.

Equality for women and girls - teachers

Subgroup	Average score	Sample size
Overall	3.61	516
Class teacher	3.51	289
Middle leader	3.69	170
Senior leader	3.88	57
1 years' experience	3.80	21
2 years' experience	3.32	11
3 years' experience	3.44	12
4 years' experience	3.65	18
5-9 years' experience	3.66	78
10+ years' experience	3.61	346
Prefer not to say	3.52	30

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