

Investigating the role of girls-only schools in preparing students for their future endeavours

Girls' Schools Association / ImpactEd Evaluation

November 2024

www.evaluation.impactgroup.uk



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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

As the Girls' Schools Association (GSA) celebrates its 150th year, ImpactEd Evaluation and the Girls' Schools Association (GSA) partnered to ask all those involved with girls' schools – pupils, teachers, alumnae, and parents – what is their experience of girls' schools? As it enters its 151st Year as experts in girls' education, what more can GSA do for all girls and young women?

Surveys addressed to each stakeholder (pupils, parents, teachers and alumnae) were designed to capture stakeholders' experience of same-sex girls' schools. They were aimed at shedding light on the benefits that same-sex education offers to young women. We were particularly interested in understanding in what ways attending a same-sex school equips girls for success in both their personal and professional lives beyond their academic years. Finally, survey questions explored how same sex schools could better prepare pupils for their future endeavours.

What were our research questions?

Below are the **three research questions (RQs)** for this research project.

1. What are the benefits of single-sex girls' schools through the eyes of those who are involved with them?
2. To what extent do girls' schools equip students for future success, both professional and personal?
3. What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?

The RQs were measured through five stakeholder surveys; **survey responses from teachers, parents, alumnae and current pupils from both primary and secondary schools**. The full questionnaires per stakeholder can be found in Appendix 1.

Key findings

Research question 1: What are the benefits of single-sex girls' schools through the eyes of those who are involved with them?

- 1 The majority of parents choose to send their daughters to single-sex schools because of their reputation for good academic performance.
- 2 More than half of teachers indicated they enjoyed being a role model to girls (58%) and can focus more effectively on the individual needs of girls (53%) as what they value most about teaching at a girls-only school.
- 3 There have been fewer stereotypes associated with girls and girls' subjects over time within single-sex girls' schools.
- 4 Across all stakeholders, 51-73% agreed with the statement "Pupils are more comfortable in a same-sex school than they would have been attending a school that both boys and girls attended".
- 5 80% of teachers in girls-only schools agreed that teaching methods are tailored to pupils' needs and preferences.
- 6 The majority of primary school pupils enjoy that there are only girls in their lessons and during lunch time, and prefer playing only with girls.
- 7 When asked "What type of school do you think is more beneficial?" across stakeholders, the majority selected girls-only schools.

Research question 2: To what extent do girls' schools equip students for future success, both professional and personal?

- 1 Volunteers and unpaid interns, university students and full-time employed alumnae considered the positive influence of same sex girls' schools on their life path most often.
- 2 84% of parents agreed with the statement "My child/children is/are empowered to access information about all subjects equally so that they can make informed choices for their future".
- 3 Teachers and parents are more likely to suggest that career support is suited to pupils' needs compared to alumnae and secondary school pupils.
- 4 Teachers, parents, alumnae who graduated in 2000 or after and secondary school pupils agreed that female role models are highlighted in girls-only schools.

5

55%-60% of teachers and alumnae disagreed with the statement “Pupils would have developed the same confidence, regardless of whether they attended a single-sex or co-ed school”

Research question 3: What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?

1

While extra-curricular activities and career talks were common amongst girls-only schools, it was felt that work experiences and having alumnae role models were less frequently offered.

2

Teachers were consistently more likely than the other stakeholders to indicate that these strategies were frequently offered in their school. This suggests that where these are available, it is not as widely known amongst those who may benefit from them. An alternative interpretation is that, as 97% of teachers had taught in a co-ed school and/or a boys-only school in addition to a girls-only school, the inconsistency in answers stems from teachers answering this question in light of (and in comparison to) their experience in other schools.

3

Extra-curricular activities, work experiences, career talks and having alumnae role models were all considered effective in preparing pupils for their future endeavours by teachers, parents, alumnae and secondary school pupils.

4

According to teachers and alumnae, more opportunities for interactions with co-ed schools would be welcomed for preparing pupils for their lives after school.

5

The largest challenge reported by teachers within same-sex girls' schools was pupils' relationship to social media and mental health issues. Psychoeducational training would be a useful strategy helping pupils build higher resilience to handle challenges faced in the future.

Data collection and analysis

The research project targeted all girls' schools in the UK (400+). A select number of Australian schools expressed interest in participating and were invited to the research to extend its reach. We aimed to get responses from approximately **150 same-sex girls' schools per survey in honour of GSA's 150-year anniversary.**

How much data was collected?

Data was collected from 560 teachers, 1128 parents, 1425 alumnae, 4679 secondary school pupils and 868 primary school pupils (only year 5 and year 6 pupils). Of the secondary school pupils, 61% were in KS3, 29% were in KS4 and 10% were in KS5. Respondents were from 165 different same-sex schools in the U.K. (95%) and Australia (5%).

The majority of respondents were from all-through and independent same-sex schools. Exact numbers of surveys by primary vs secondary schools, independent vs state schools and by region can be found in Appendix 2. It is worth noting that exact numbers (which can be seen below each graph) of quantitative data vary by each question.

How was the data analysed?

- ▶ Each survey question was **analysed individually** instead of being grouped together with other questions.
- ▶ Descriptive statistics were used to analyse the data. Data was primarily presented using **frequency distributions and percentages** e.g. 90% of teachers agreed with the statement and 10% disagreed.
- ▶ Where there were **interesting sub-demographic trends** i.e when noticeable differences were observed within the data, these were reported, e.g. alumnae who graduated before 2000 were separated to those who graduated in 2000 or after.
- ▶ **Answers to open-ended questions** were analysed **thematically**.

Limitations

- ▶ Respondents are already integrated within same-sex schools, so their opinions are predisposed towards favouring them. This often leads to a "**ceiling effect**" wherein most responses are favourable, and no variation exists within the trends in the data. Introducing surveys to stakeholders in co-educational schools could counterbalance this limitation. Whilst not currently in scope for this evaluation, this may be something to consider in future years.
- ▶ **Bespoke surveys** were designed to answer the research questions posed by GSA. These are not academically validated, so they are **more susceptible to bias**. Additionally, the surveys may lack reliability and validity, meaning that they may not consistently measure what they intend to measure. In order to mitigate this, ImpactEd Evaluation has explored respondents' level of agreement or disagreement with the statements from 1 to 5. This offers more flexibility to participants to express their opinions. Also, **a similar number of statements has been positively and negatively worded**, meaning that for some questions higher levels of agreement indicate a positive answer, whereas for other questions higher levels of disagreement indicate a positive answer.
- ▶ Unlike teachers – who may have experience in co-educational and all-boys schools – **pupils in girls-only schools typically lack such exposure**. This may limit their ability to reliably evaluate the frequency and effectiveness of strategies adopted by schools. Indeed, 97% of teachers in the sample have experience of teaching in co-educational environments and/or all-boys schools in addition to an all-girls school.

RQ1: What are the benefits of single-sex girls' schools through the eyes of those who are involved with them?

Teachers and parents were asked about their reasons for choosing to work for and send their pupils to girls-only schools.

Also, teachers, parents, alumnae, secondary school pupils and, where appropriate, primary school pupils were presented with a list of statements regarding their experience of single-sex girls' schools. They were asked to indicate the extent to which they agree with those statements.

- 1 The majority of parents (68%) choose to send their daughters to single-sex schools because for their reputation of good academic performance.
- 2 More than half of teachers indicated they enjoyed being a role model to girls (58%) and can focus more effectively on the individual needs of girls (53%) as what they value most about teaching at a girls-only school.
- 3 There have been fewer stereotypes associated with girls and girls' subjects over time within single-sex girls' schools.
- 4 Across all stakeholders, 51-73% agreed with the statement "Pupils are more comfortable in a same-sex school than they would have been attending a school that both boys and girls attended".
- 5 80% of teachers in girls-only schools agreed that teaching methods are tailored to pupils' needs and preferences.
- 6 The majority of primary school pupils enjoy that there are only girls in their lessons and during lunch time, and prefer playing only with girls.
- 7 When asked "What type of school do you think is more beneficial?", across stakeholders, the majority selected girls-only schools.

Parents

Parents were asked what their main reasons were for deciding which school to send their daughter(s) to. Good academic performance and reputation were the most frequently selected answers by 68% and 48% of participants respectively (Figure 1). **The fact that the school was single-sex, positively influenced the decision of 35% of respondents.** When asked if there was a particular reason why they decided to send their daughter to a single-sex

school, 48% of parents said that their daughters were more likely to have higher academic success as a result of being in a same-sex school. It is therefore suggested that **parents choose to send their daughters to single-sex schools because of their reputation for good academic performance.**

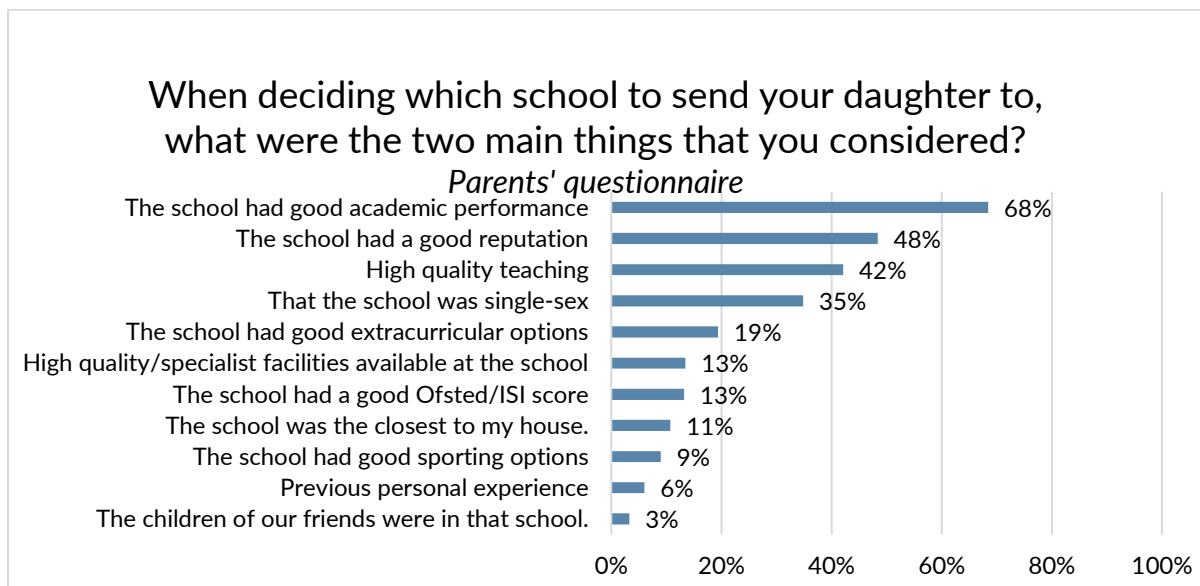


Figure 1. Factors influencing parents' decision to send their daughter to the school they are currently attending (n=1128).

Teachers

Looking at the experience of same-sex girls' schools from within the school, teachers were asked what they value most about teaching at an all-girls' school. More than half of them mentioned that they **enjoyed being a role model to girls** (58%) and that they can focus more effectively on the individual needs of girls (53%; Figure 2). Close to half of the teachers responding to the survey (47%) also selected '**There are fewer behavioural issues in girls' schools**' as one of the aspects of teaching at an all-girls' school they value the most.

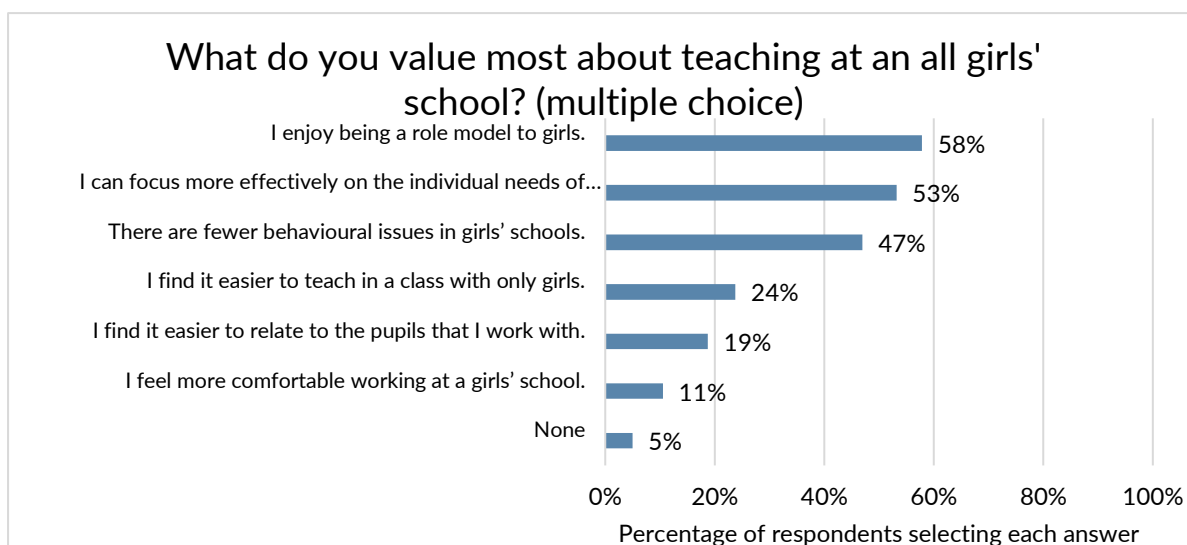


Figure 2. Most valuable aspect of teaching at an all girls' school according to teachers (n=560).

When asked about the challenges faced in girls-only schools, 67% of teachers selected the impact of social media on the pupils as one of the particularly pronounced challenges (Figure 3). In line with this, girls' mental health was selected as a primary challenge by 58% of teachers (Figure 3).

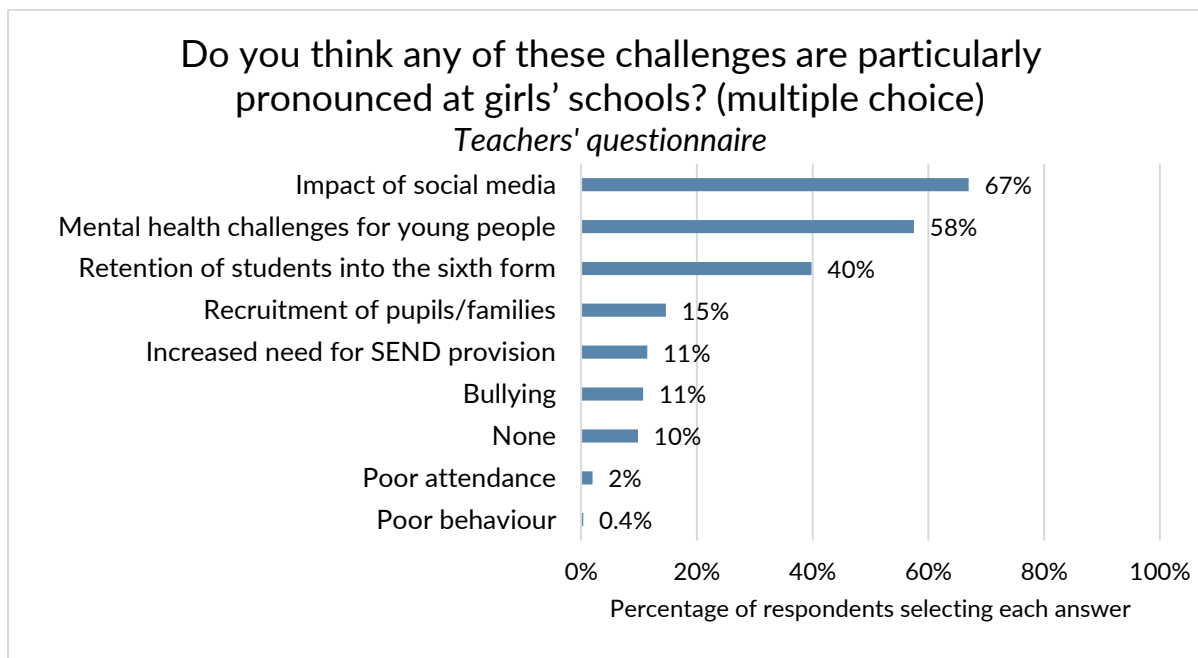


Figure 3. Most pronounced challenges faced in girls-only schools according to teachers (n=560).

All stakeholders

Over 60% of the teachers, parents and alumnae who graduated in 2000 or later agreed with the statement "In my (daughter's) school, there aren't/weren't stereotypes associated with girls and girls' subjects" (Figure 4). Interestingly, a lower percentage of secondary school pupils (49%) agreed with this statement. It is worth noting that while only 43% of alumnae of all-girls' schools who graduated before 2000 agreed with the statement, a noticeably higher percentage of more recent alumnae (64%) agreed with the statement, suggesting **there have been fewer stereotypes associated with girls and girls' subjects over time within single-sex girls' schools.**

Similarly, of the 829 primary school pupils that answered the question, 75% agreed with the statement "Girls who go to university are able to learn just as well as boys", indicating that at an earlier age, most pupils in girls-only schools do not have the aforementioned preconceived opinion.

It is also worth noting that one third (33%) of secondary school pupils selected 'Neither agree nor disagree'. This may reflect greater uncertainty among students who have only attended girls' schools and therefore lack a point of comparison. Additionally, lingering internalized biases may still play a role.

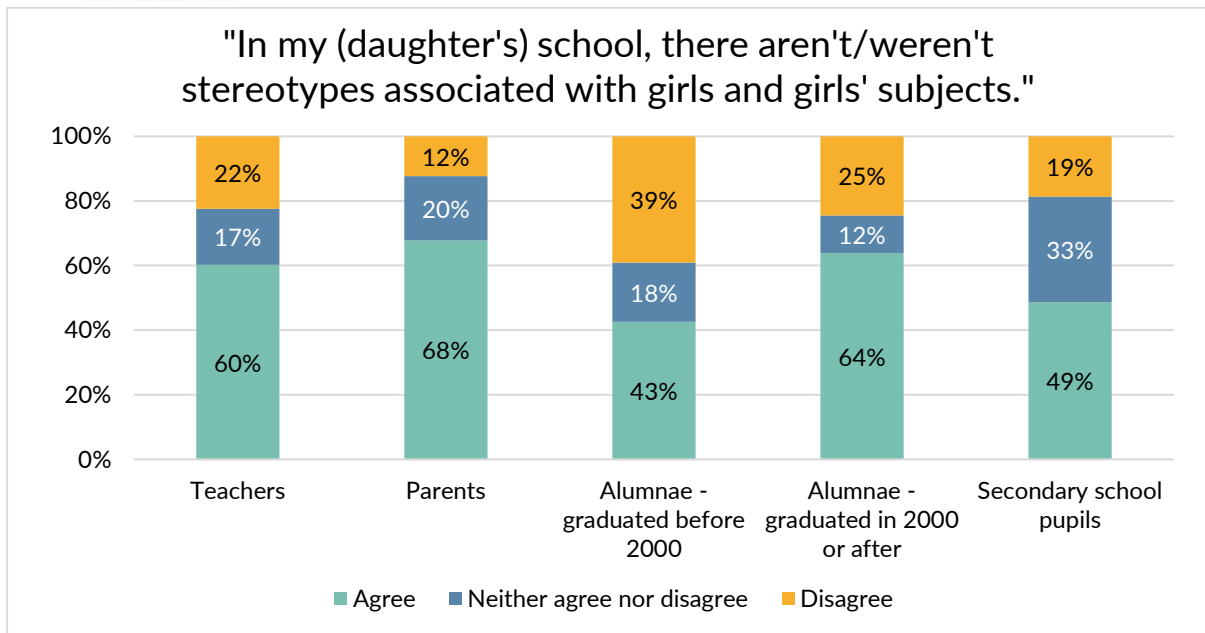


Figure 4. The prevalence of stereotypes associated with girls and girls' subjects according to teachers (n=553), parents (n=1016), alumnae who graduated before 2000 (n=665), alumnae who graduated in 2000 or after (n=695) and secondary school pupils (n=4553). Measured on a 5-point scale between Strongly disagree and Strongly agree.

In response to the statement 'Pupils are inspired to aim high because all pupil leadership positions are taken up by girls', 78% of teachers and 66% of parents agreed with the statement (Figure 5). Also, 48% of secondary school pupils agreed with the statement, while 37% of secondary school pupils neither agreed nor disagreed, indicating that a large proportion of secondary school pupils were unsure. It would be **interesting to explore why fewer secondary school pupils perceive this statement to be true.**

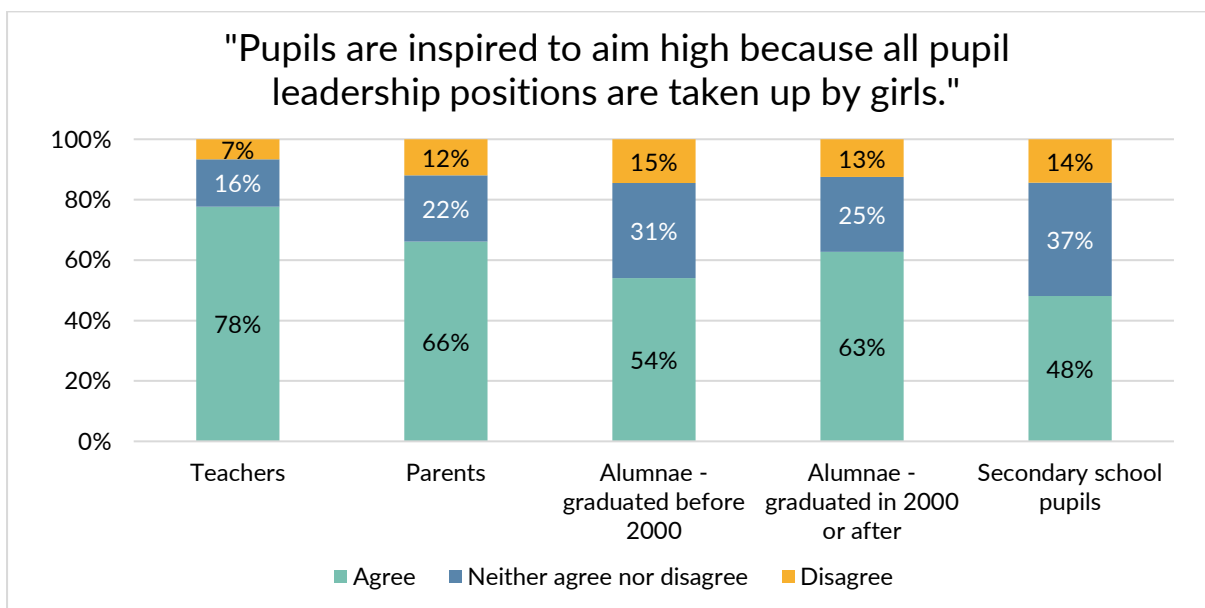


Figure 5. Opinions on whether pupils are inspired to aim high because all pupil leadership positions are taken up by girls, according to teachers (n=548), parents (n=1047), alumnae who graduated before 2000 (n=668), alumnae who graduated in 2000 (n=697) or after and secondary school pupils (n=4532). Measured on a 5-point scale between Strongly disagree and Strongly agree.

In line with previous trends, the majority of teachers (80%) agreed with the statement “Teaching methods in girls’ schools are tailored to pupils’ needs and preferences” (Figure 6). Those who have been on the receiving end of the teaching methods were less likely than teachers to agree with the statement, with 54% of alumnae who graduated in 2000 or after, 45% of secondary pupils and 39% of alumnae who graduated before 2000 agreeing with the statement.

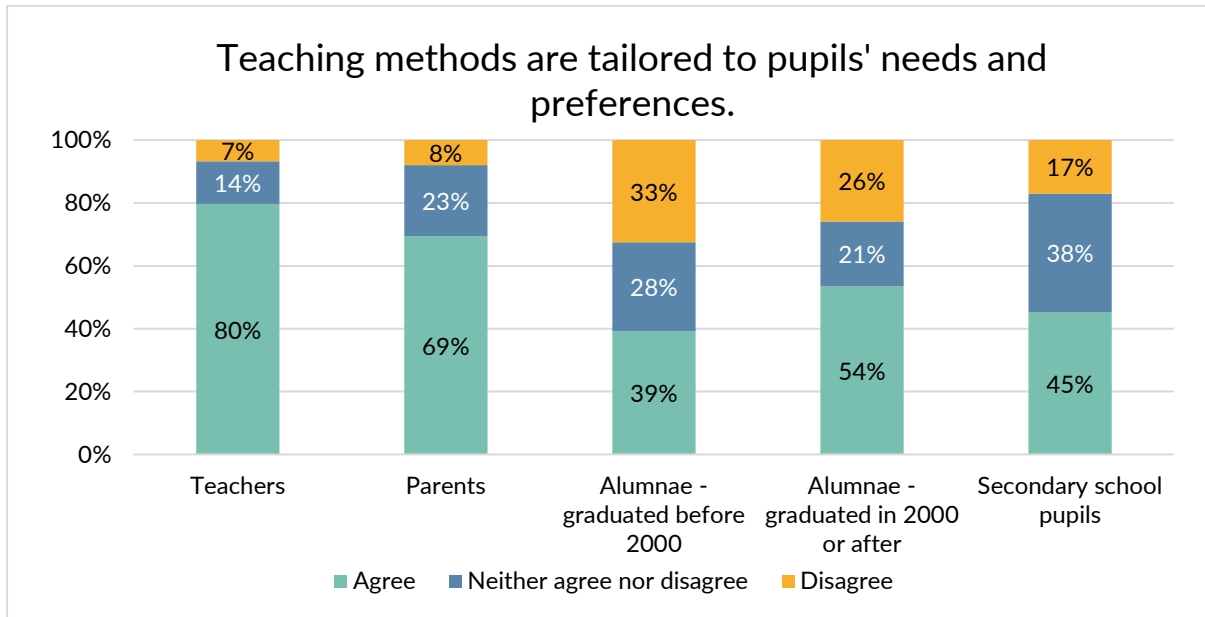


Figure.6. Opinions on whether teaching methods are tailored to pupils' needs and preferences, according to teachers (n=551), parents (n=1040), alumnae who graduated before 2000 (n=664), alumnae who graduated in 2000 (n=700) or after and secondary school pupils (n=4527). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Over 50% of all stakeholders agreed with the statement “Pupils are more comfortable in a same-sex school than they would have been attending a school that both boys and girls attended”. Alumnae who graduated more recently were more likely to agree with this statement than those who graduated before 2000, suggesting that **pupils’ perception of comfort within same sex girls’ schools as opposed to co-educational schools has increased over the years.**

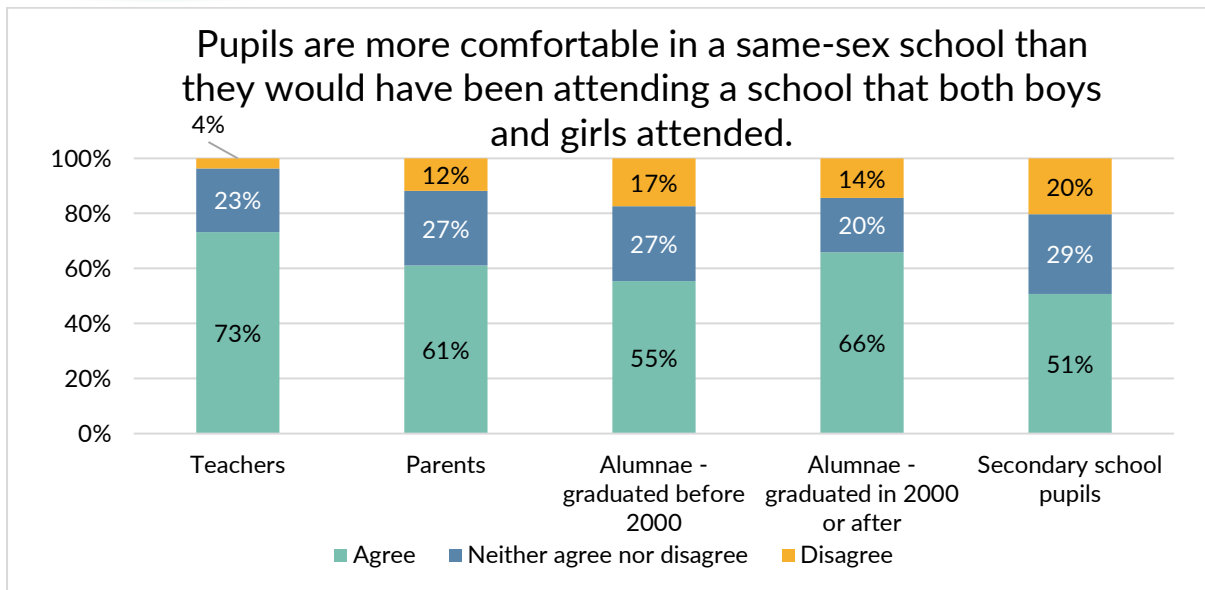


Figure 7. Opinions on whether pupils are more comfortable in a same-sex school than they would have been attending a school that both boys and girls attended, according to teachers (n=553), parents (n=1043), alumnae who graduated before 2000 (n=668), alumnae who graduated in 2000 (n=700) or after and secondary school pupils (n=4535). Measured on a 5-point scale between Strongly disagree and Strongly agree.

This is reflected in primary school pupils' answers, the majority of whom enjoy that there are only girls in their lessons and during lunch time and prefer playing only with girls.

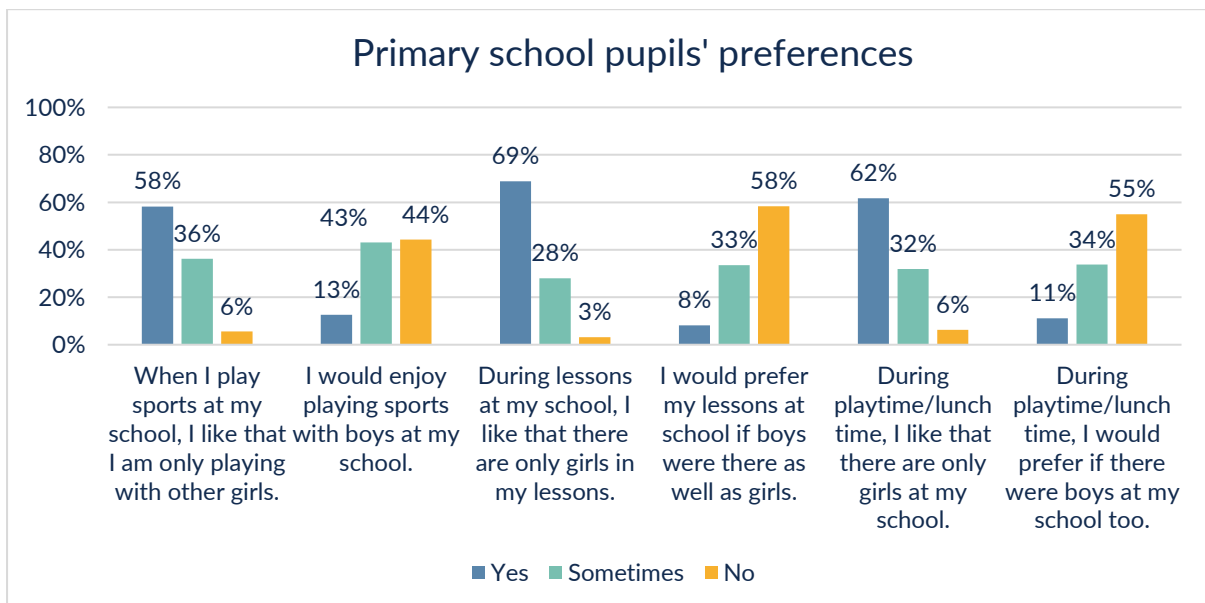


Figure 8. Primary school pupils' preferences regarding school activities with and without boys (n=876).

When asked “What type of school do you think is more beneficial?”, across stakeholders, the majority selected “Girls-only schools” (Figure 9). One quarter of secondary school pupils adopted a more balanced stance, suggesting there’s no difference. Of the 854 primary school pupils who were presented with the question “I like being in a school where there are only girls”, 62% of pupils selected ‘Yes’ and 35% selected ‘Sometimes’.

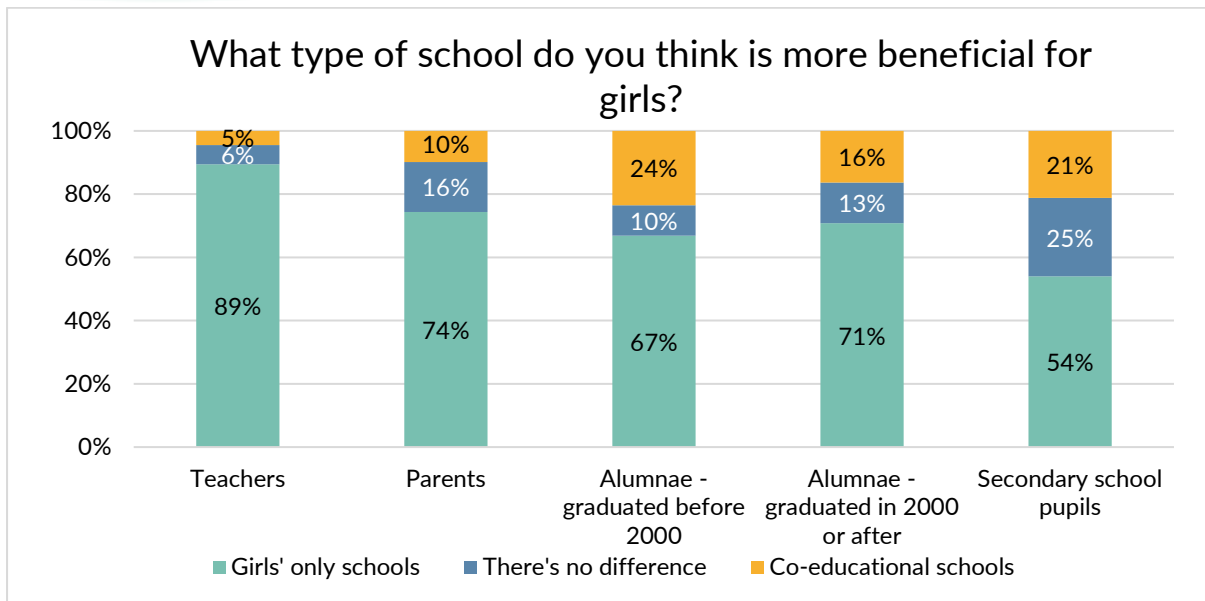


Figure 9. Opinions on whether girls-only schools or co-educational schools are more beneficial or not, according to teachers (n=559), parents (n=1062), alumnae who graduated before 2000 (n=676), alumnae who graduated in 2000 (n=699) or after and secondary school pupils (n=4515). Measured on a 5-point scale between Strongly disagree and Strongly agree.

RQ2: To what extent do girls' schools equip students for future success, both professional and personal?

- 1 Volunteers and unpaid interns, university students and full-time employed alumnae considered the positive influence of same sex girls' schools on their life path most often.
- 2 84% of parents agreed with the statement "My child/children is/are empowered to access information about all subjects equally so that they can make informed choices for their future".
- 3 Teachers and parents are more likely to suggest that career support is suited to pupils' needs compared to alumnae and secondary school pupils.
- 4 Teachers, parents, alumnae who graduated in 2000 or after and secondary school pupils agreed that female role models are highlighted in girls-only schools.
- 5 55%-60% of teachers and alumnae disagreed with the statement "Pupils would have developed the same confidence, regardless of whether they attended a single-sex or co-ed school."

Pupils' ambitions and alumnae's life path

Secondary school pupils and alumnae were asked about their ambition for the future and life path so far. Alumnae were also asked to what extent attending a same-sex girls' school has positively impacted their life path so far.

The majority of secondary school pupils (59%) indicated they want to be financially stable and 57% of secondary school pupils wanted to be successful in their career (Figure 10). This is suggestive of the fact that **pupils in girls' schools are ambitious about their professional career**. Having a career that helps other people and having lots of friends was selected by the minority of pupils as an ambition when they leave school.

It is worth noting that **84% of parents agreed with the statement "My child/children is/are empowered to access information about all subjects equally so that they can make informed choices for their future"**.

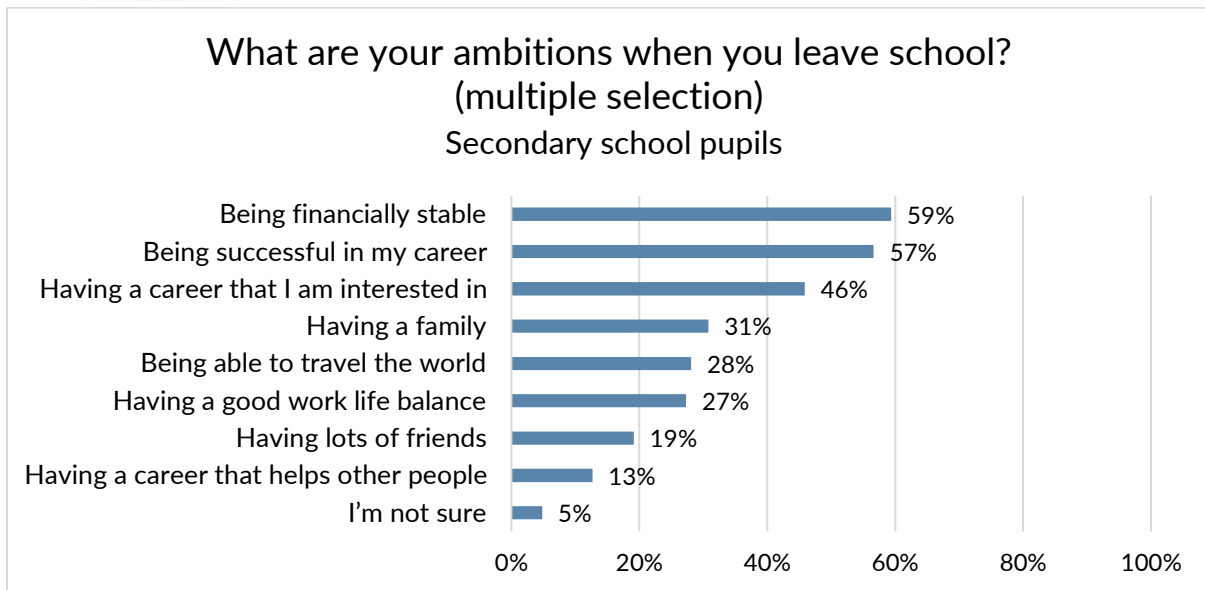


Figure 10. Secondary school pupils' ambitions when they leave school (n=4679).

Alumnae were asked to indicate their occupation and subsequently they were asked the extent to which attending a same sex girls' school positively affected the life path they have taken so far. Volunteers or unpaid interns and students considered the positive influence of same sex girls' schools on their life path most often (Figure 11). This potentially suggests that these alumnae have graduated from school more recently and have thus had fewer experiences outside of school that could influence their life path.

Employed and self-employed alumnae were also more likely than other subgroups to consider a positive influence of attending a same sex girls' school on their life path. Those unemployed and actively seeking work were the least likely to consider a positive influence of attending a same sex girls' school on their life path.

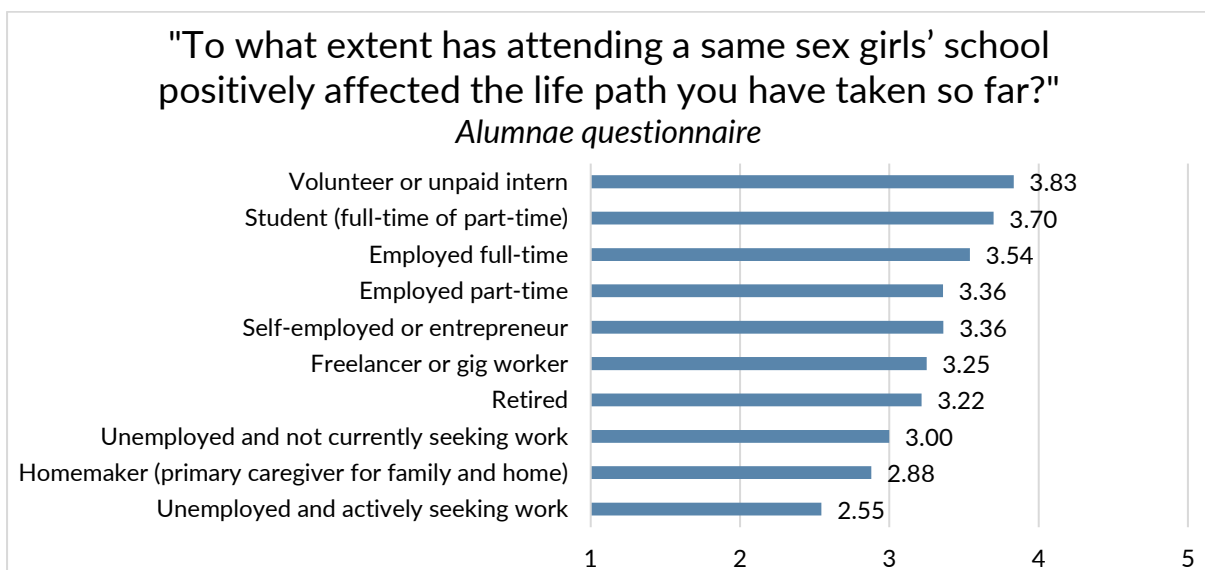


Figure 11. Alumnae's occupation in relation to the extent to which attending a same sex girls' school positively affected the life path they have taken so far between 1 (Strongly disagree) and 5 (Strongly agree; n=1437).

In terms of alumnae's qualitative statements, their experiences were mixed. On one hand, a large number of respondents explained how they adopted an "I can do anything ethos to life" and gave examples of working in male-dominated environments with ease;

“

I work in cyber security which is a male dominated field, my education gave me the mindset that I can break the mould and excel.”

- Alumna who graduated in 2002, Girls-only school

“

It provided opportunities that otherwise wouldn't have been open to me. These have enabled me to pursue a successful career.”

- Alumna who graduated in 2003, Girls-only school

Equally a number of alumnae's responses indicated that they do not necessarily attribute their life path to their experience of attending a same-sex school;

“

I have no idea if going to a girls' school made any difference to the path I ended up on.”

- Alumna who graduated in 1991, Girls-only school

“

I felt like I missed out on a lot of experiences, building relationships, learning social skills with mixing with the male sex.”

- Alumna who graduated in 2006, Girls-only school

It is important to note that alumnae who graduated after 2000 were more likely to argue that attending a same-sex school had a positive influence in their life path. Those alumnae who do not attribute aspects of their life path to attending a same-sex school show no clear patterns related to their graduation years.

Stakeholders' experience of schools' efforts to prepare pupils for their future

Teachers, parents, alumnae, secondary school pupils and where appropriate primary school pupils were asked about the ways in which their school prepared them for their future, personally and professionally.

Secondary school pupils' experience is reflected in parents' answers with 63% and 65% respectively agreeing with the statement "My (daughter's) school offers appropriate career support that will be relevant for pupils' future roles" (Figure 12). Also, a higher percentage of alumnae who have graduated more recently (43%) agreed with the statement, compared to only 21% of alumnae who graduated before 2000. **Teachers are noticeably more optimistic than the other stakeholders**, with 88% of them agreeing with the statement "My school offers appropriate career support that will be relevant for pupils' future roles".

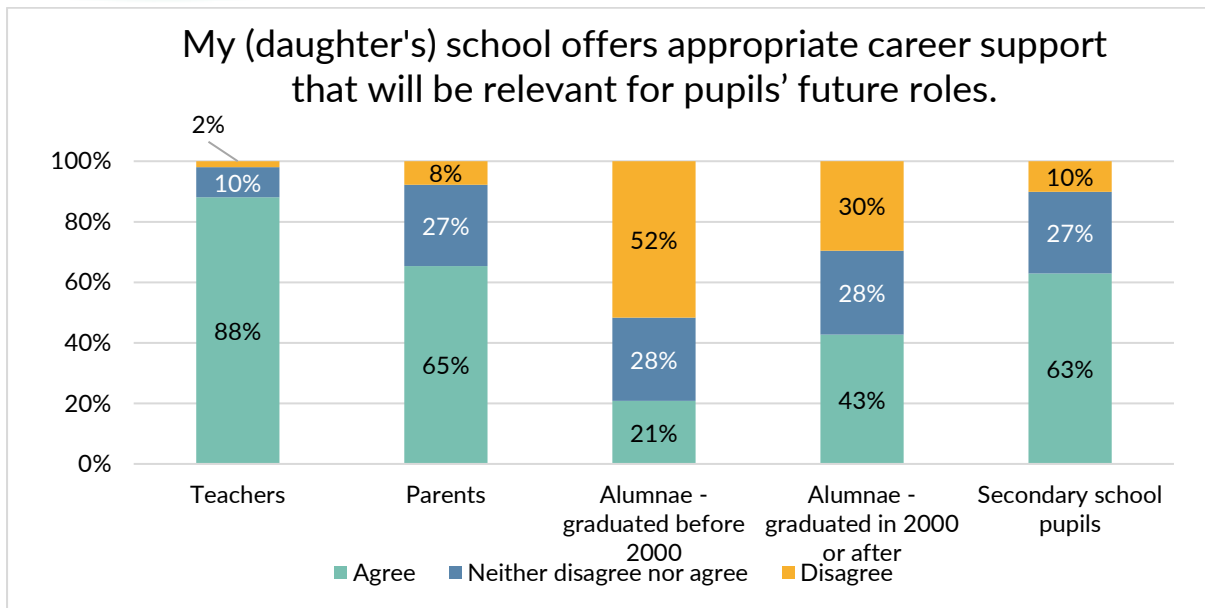


Figure 12. Opinions on whether girls-only schools offer appropriate career support that will be relevant for pupils' future roles, according to teachers (n=563), parents (n=820), alumnae who graduated before 2000 (n=711), alumnae who graduated in 2000 (n=726) or after and secondary school pupils (n=4552). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Surprisingly, there is a discrepancy between teachers' and parents' opinions and those of pupils and alumnae with regards to the statement "Career advice in my (daughter's) school is suited to what pupils want to learn about" (Figure 13). While the majority of teachers (73%) and parents (67%) agreed with the statement, the alumnae are more likely to disagree than to agree.

As 17% of secondary school pupils disagree and another 39% neither agree nor disagree about whether they receive suitable career advice, it would be interesting to explore what types of advice pupils would like to receive against what they actually receive.

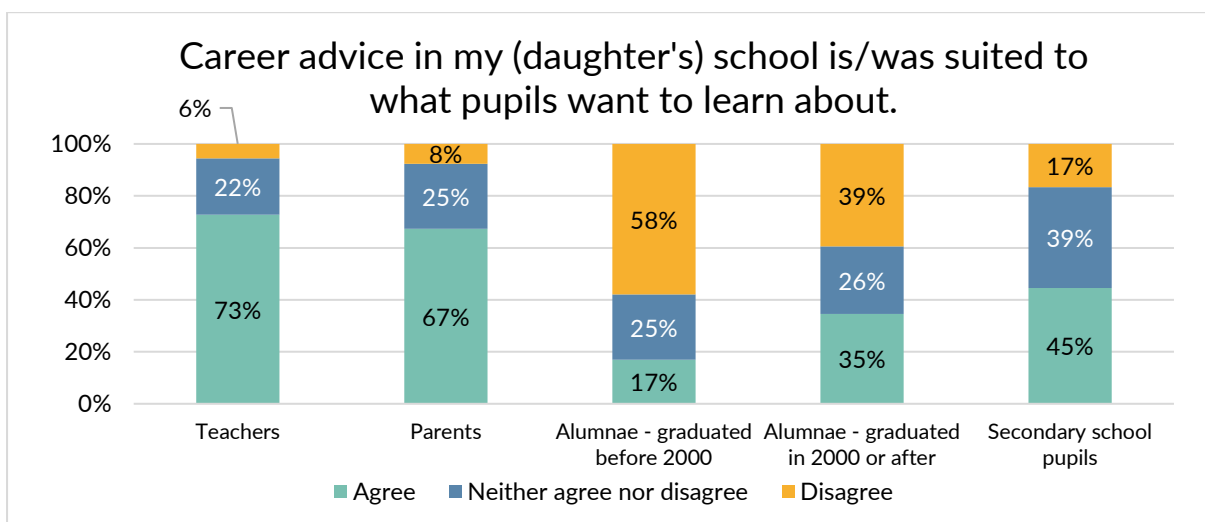


Figure 13. Opinions on whether career advice in girls-only schools is suited to what pupils want to learn about, according to teachers (n=563), parents (n=835), alumnae who graduated before 2000 (n=711), alumnae who graduated in 2000 (n=726) or after and secondary school pupils (n=4528). Measured on a 5-point scale between Strongly disagree and Strongly agree.

The graph below indicates an agreement between stakeholders with regards to female role models being highlighted in girls-only schools nowadays (Figure 14). Teachers (91%), parents (82%), alumnae who graduated in 2000 or after (69%) and secondary school pupils (67%) agreed that in their school there is a focus on highlighting female role models. Of the alumnae who graduated before 2000, 28% agreed and 30% neither agreed nor disagreed with the statement, suggesting that there was less of a focus on highlighting female role models before 2000.

Similarly, 53% of 565 primary school pupils indicated 'Yes' and 42% indicated 'Sometimes' to the statement "At my school, there is a focus on highlighting female role models (e.g., through career talks, in history classes)".

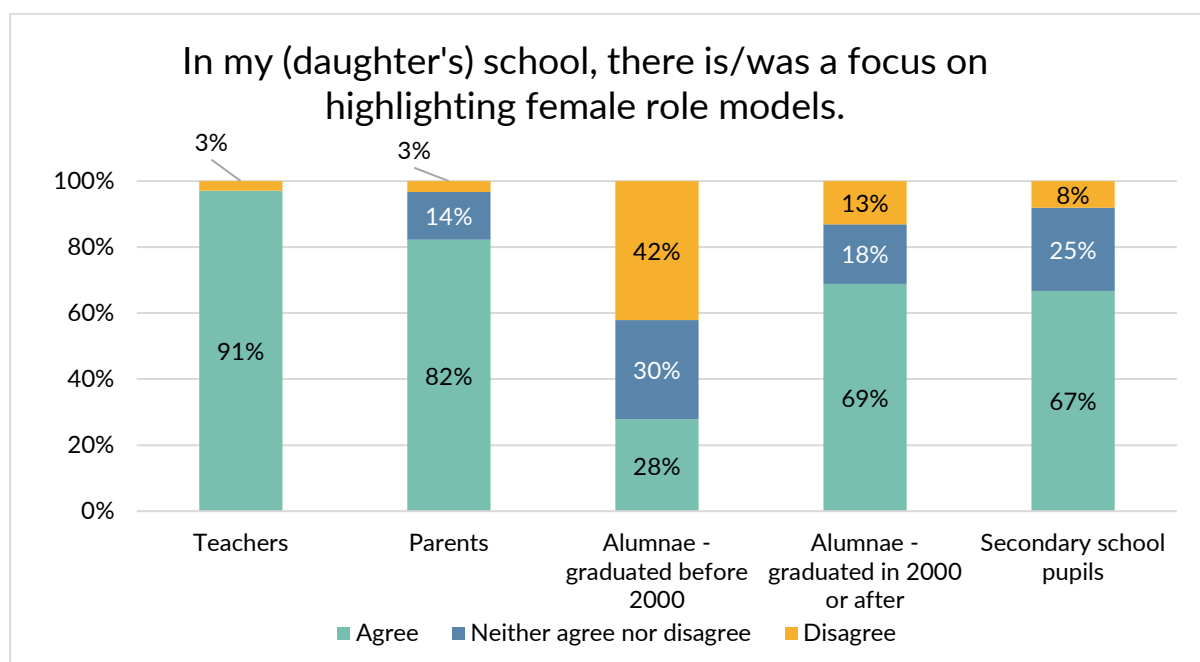


Figure 14. Opinions on whether there is a focus on highlighting female role models in girls-only schools, according to teachers (n=563), parents (n=1041), alumnae who graduated before 2000 (n=711), alumnae who graduated in 2000 (n=726) or after and secondary school pupils (n=4679). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Approximately 55%-60% of teachers and alumnae disagreed with the statement "Pupils would have developed the same confidence, regardless of whether they attended a single-sex or co-ed school" (Figure 15). A lower percentage of parents (46%) and secondary school pupils (47%) disagreed with the statement. Over a quarter of secondary school pupils believed that they would have developed the same confidence regardless of whether they attended a same-sex or co-educational school.

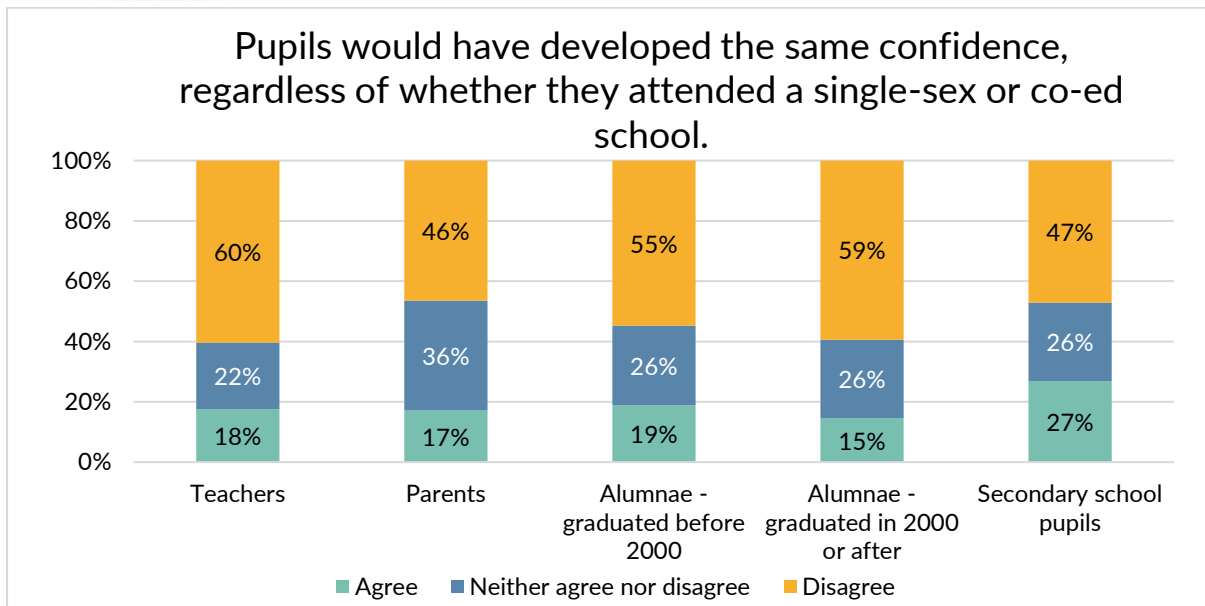


Figure 15. Opinions on whether pupils would have developed the same confidence regardless of whether they attended a single-sex or co-ed school, according to teachers (n=563), parents (n=1045), alumnae who graduated before 2000 (n=711), alumnae who graduated in 2000 (n=728) or after and secondary school pupils (n=4551). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Over 50% of alumnae disagree with the statement “Pupils would have developed the same social skills, regardless of whether they attended a single-sex or co-ed school”, the remainder of the stakeholders appear to be split between agreeing, disagreeing and neither agreeing nor disagreeing (Figure 16). Forty-one percent (41%) of secondary school pupils agreed.

Considering that socialisation between girls and boys takes place outside of schools, it would be interesting to investigate whether the stakeholders believe that pupils would have developed better or worse social skills if they attended a co-educational school and why.

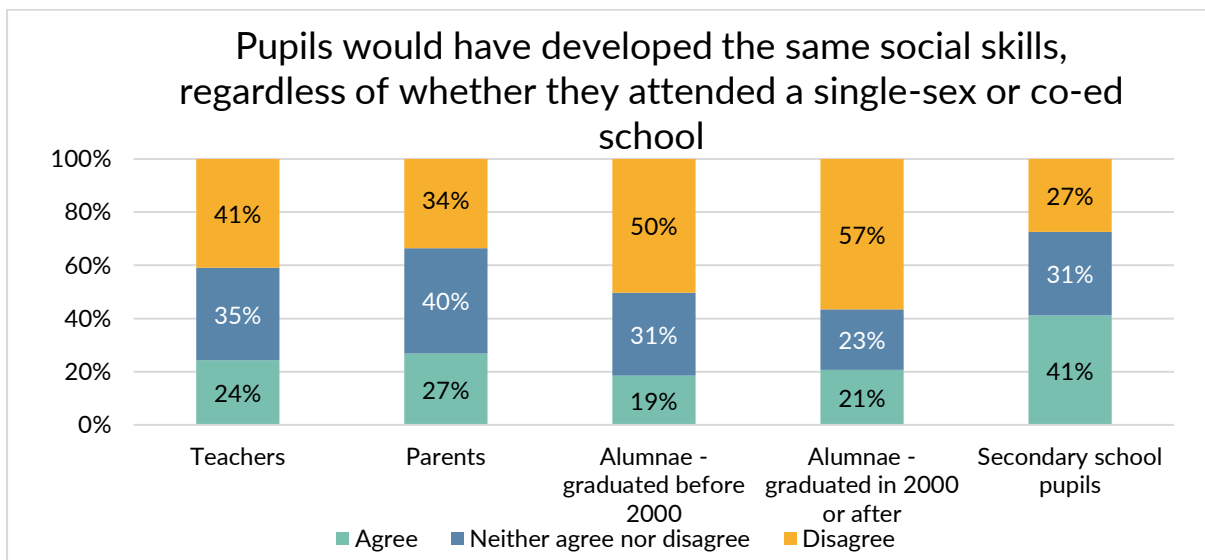


Figure 16. Opinions on whether pupils would have developed the same social skills regardless of whether they attended a single-sex or co-ed school, according to teachers (n=563), parents (n=1050), alumnae who graduated before 2000 (n=711), alumnae who graduated in 2000 (n=726) or after and secondary school pupils (n=4679). Measured on a 5-point scale between Strongly disagree and Strongly agree.

RQ3: What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?

- 1** While extra-curricular activities and career talks were common amongst girls-only schools, it was felt that work experiences and having alumnae role models was less frequently offered.
- 2** Teachers were consistently more likely than the other stakeholders to indicate that these strategies were frequently offered in their school. This suggests that where these are available, it is not as widely known amongst those who may benefit from them. An alternative interpretation is that, as 97% of teachers had taught in a co-ed school and/or a boys-only school in addition to a girls-only school, the inconsistency in answers stems from teachers answering this question in light of (and in comparison to) their experience in other schools.
- 3** Extra-curricular activities, work experiences, career talks and having alumnae role models were all considered effective in preparing pupils for their future endeavours by teachers, parents, alumnae and secondary school pupils.
- 4** According to statements by teachers and alumnae, more opportunities for interactions with co-ed schools would be welcomed for preparing pupils for their lives after school.
- 5** The largest challenge reported by teachers within same-sex girls' schools was pupils' relationship to social media and mental health issues. Psychoeducational training would be a useful strategy helping pupils build higher resilience to handle challenges faced in the future.

GSA's research committee identified strategies typically used by schools to better prepare pupils for their future endeavours; extra-curricular activities, work experiences, career talks and having alumnae role models. The last section of the survey asked participants to indicate how often their schools used the aforementioned methods, and subsequently asked them the extent to which they think these methods would be effective in preparing pupils for their future endeavours.

Extra-curricular activities

Evidently, girls' schools have been offering extra-curricular activities to their pupils frequently according to the stakeholders (Figure 17). This used to be less likely before 2000 based on less recent alumnae's perspective.

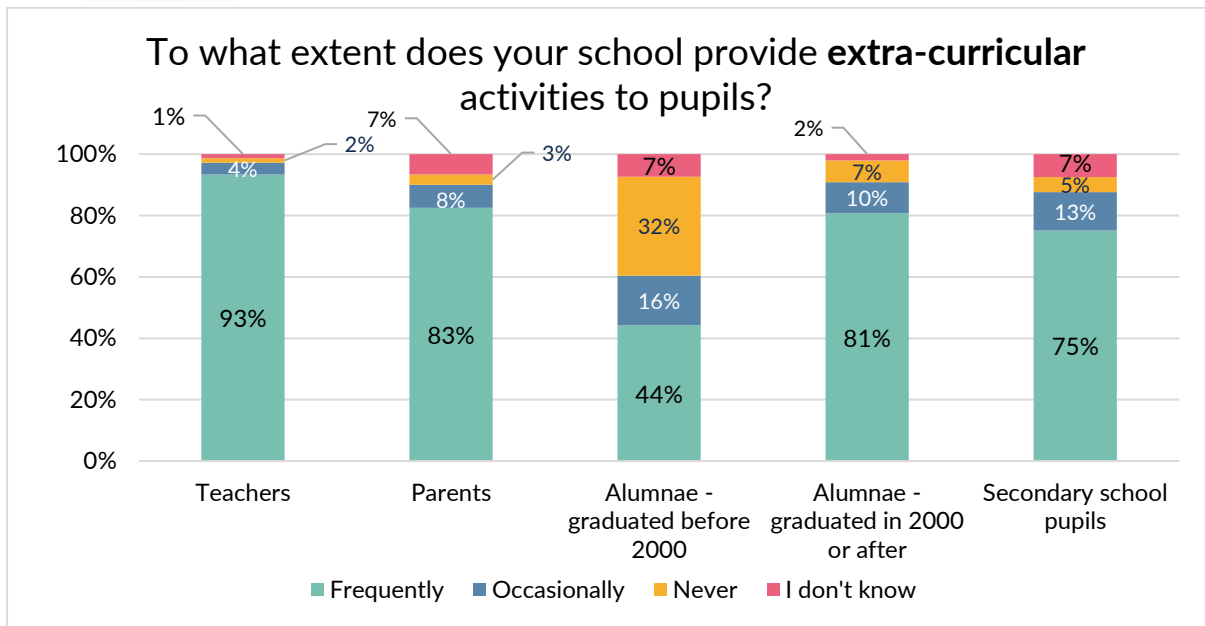


Figure 17. Experiences of the frequency of extra-curricular activities at school, according to teachers (n=547), parents (n=983), alumnae who graduated before 2000 (n=642), alumnae who graduated in 2000 (n=674) or after and secondary school pupils (n=4433). Measured on a 5-point scale between 'My school never does this' and 'My school frequently does this'.

Most respondents agreed that this is an effective method of preparing pupils for their future endeavours (Figure 18). Secondary school pupils were the least likely to agree with this (62%).

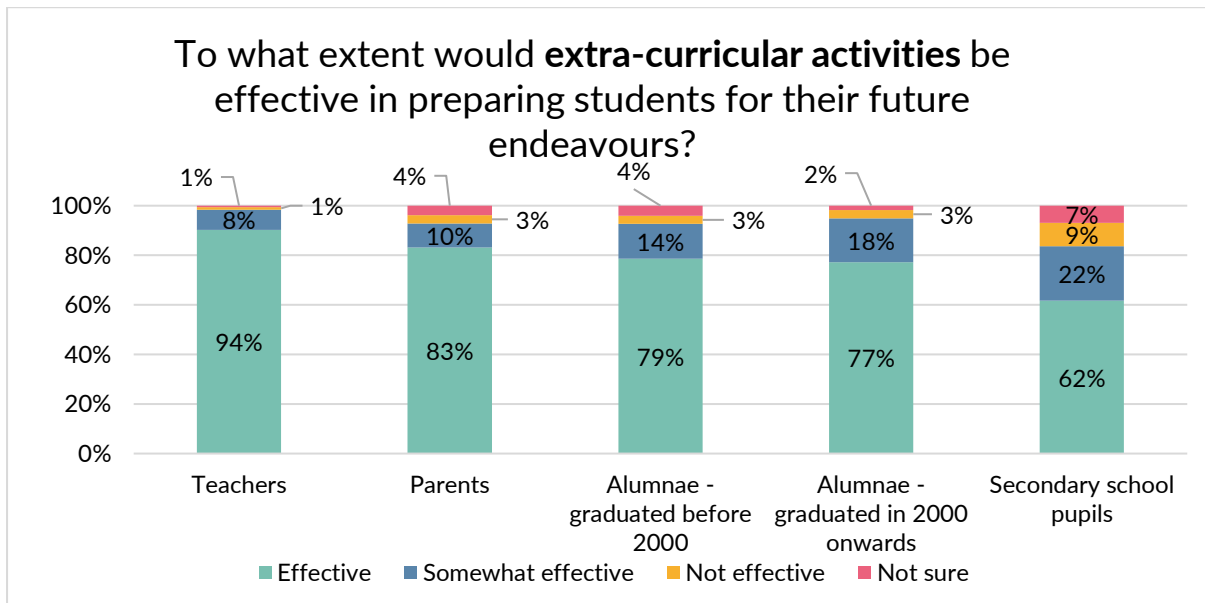


Figure 18. Opinions on whether extra-curricular activities would be effective in preparing students for their future endeavours, according to teachers (n=533), parents (n=1038), alumnae who graduated before 2000 (n=665), alumnae who graduated in 2000 (n=696) or after and secondary school pupils (n=4496). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Work experiences

Seventy nine percent (79%) of alumnae who graduated before 2000 indicated that offering work experiences never happened in their school, a percentage that drops to 61% when looking at the answers of alumnae who graduated in 2000 or later (Figure 19). Of the teachers and secondary school pupils completing the survey, 33% and 36% respectively indicated that this never happens. These trends are suggestive of a **fairly recent trend for schools to offer work experiences to their pupils**. It is worth noting that 37% of KS5 pupils indicated that their school provides work experience opportunities frequently, suggesting that younger pupils may not be aware of them yet.

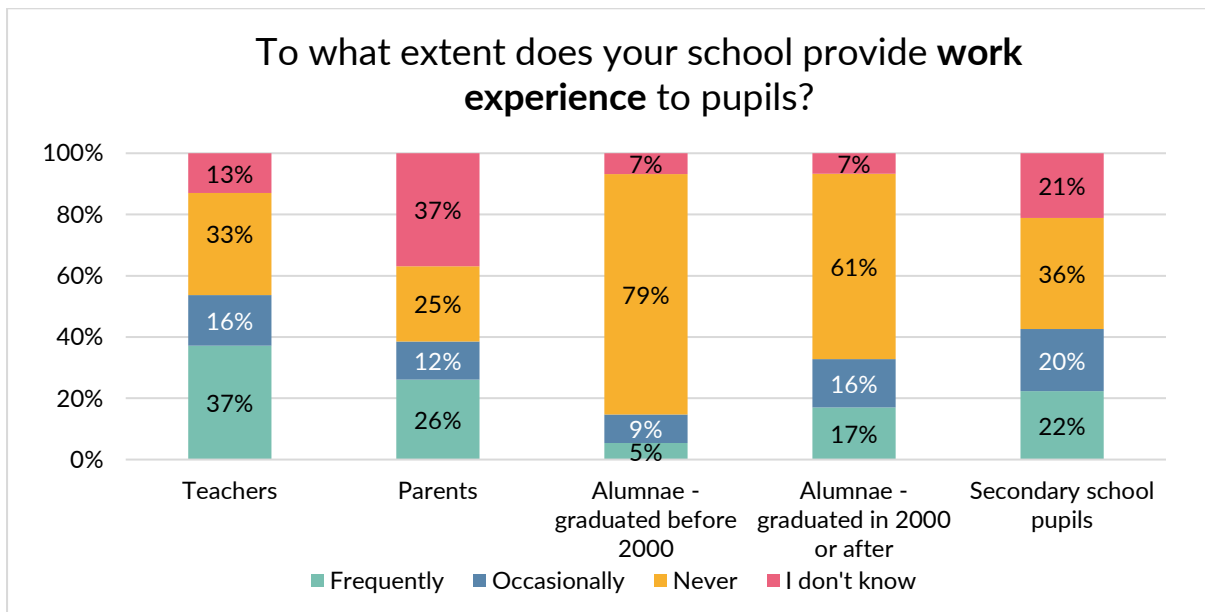


Figure 19. Experiences of the frequency of work experience at school, according to teachers (n=546), parents (n=969), alumnae who graduated before 2000 (n=633), alumnae who graduated in 2000 (n=672) or after and secondary school pupils (n=4416). Measured on a 5-point scale between Strongly disagree and Strongly agree.

The majority of respondents (teachers, parents, alumnae and secondary school pupils) suggested that offering pupils work experiences would be effective (Figure 20). More specifically, 85% of teachers, 83% of parents, 85% of alumnae who graduated before 2000 and 86% of alumnae who graduated in 2000 or after, and 65% of secondary pupils said that work experiences would be effective in preparing students for their future endeavours.

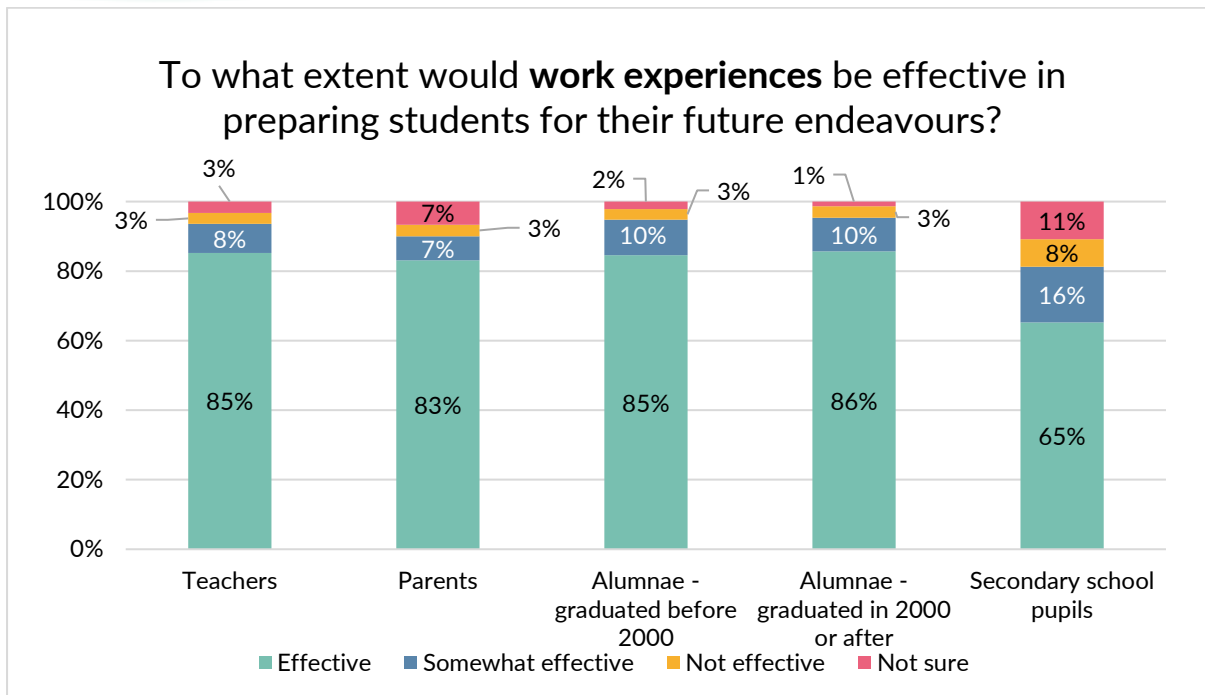


Figure 20. Opinions on whether work experiences would be effective in preparing students for their future endeavours, according to teachers (n=550), parents (n=1023), alumnae who graduated before 2000 (n=665), alumnae who graduated in 2000 (n=693) or after and secondary school pupils (n=4469). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Career talks

In terms of providing career talks to pupils, there is a discrepancy between teachers and secondary school pupils' experience, with 94% of teachers reporting they offer career talks, while only 72% of secondary school pupils reported they receive career talks (Figure 21). Similarly, 69% of alumnae who graduated in 2000 or later reported having received career talks in school.

This discrepancy is likely related to the key stage (KS) in which career talks are provided. Interestingly, 70% of KS3 pupils, 45% of KS4 pupils and 37% of KS5 pupils said they frequently receive career talks.

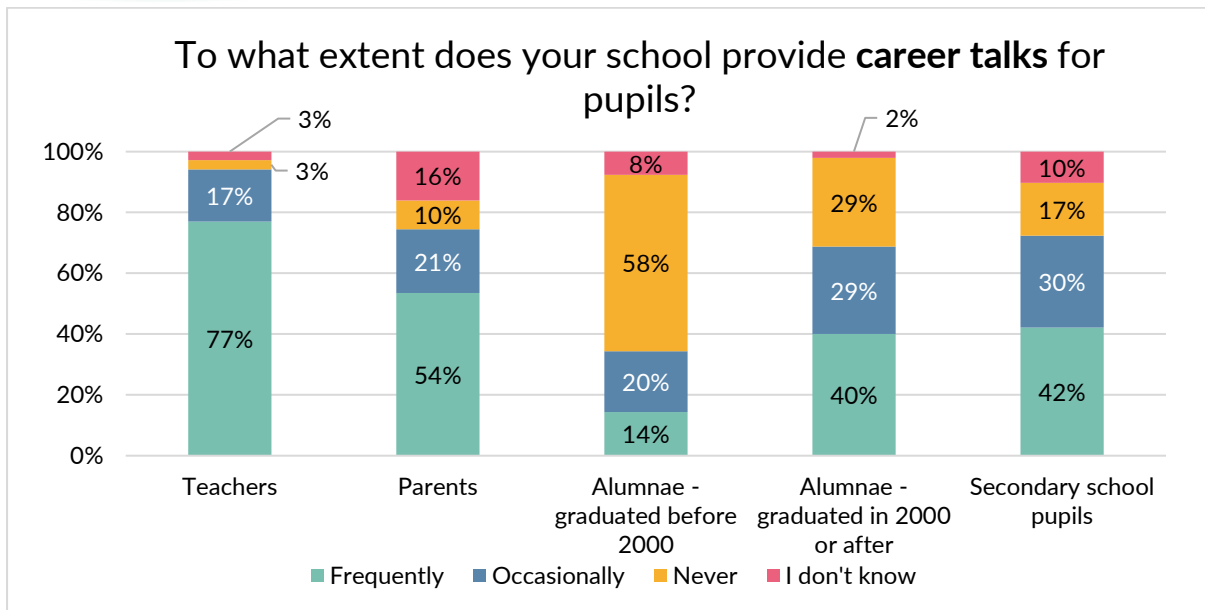


Figure 21. Experiences of the frequency of career talks at school, according to teachers (n=547), parents (n=968), alumnae who graduated before 2000 (n=627), alumnae who graduated in 2000 (n=673) or after and secondary school pupils (n=4387). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Similarly to extra-curricular activities and work experiences, the majority of respondents suggested that career talks would be effective in preparing students for their future endeavours (Figure 22).

A quarter of secondary school pupils suggested it would be somewhat effective and 13% of pupils suggested it would not be effective. This is potentially suggesting that as well as increasing opportunities for career talks, it is important for schools to ensure the quality of the opportunities they provide.

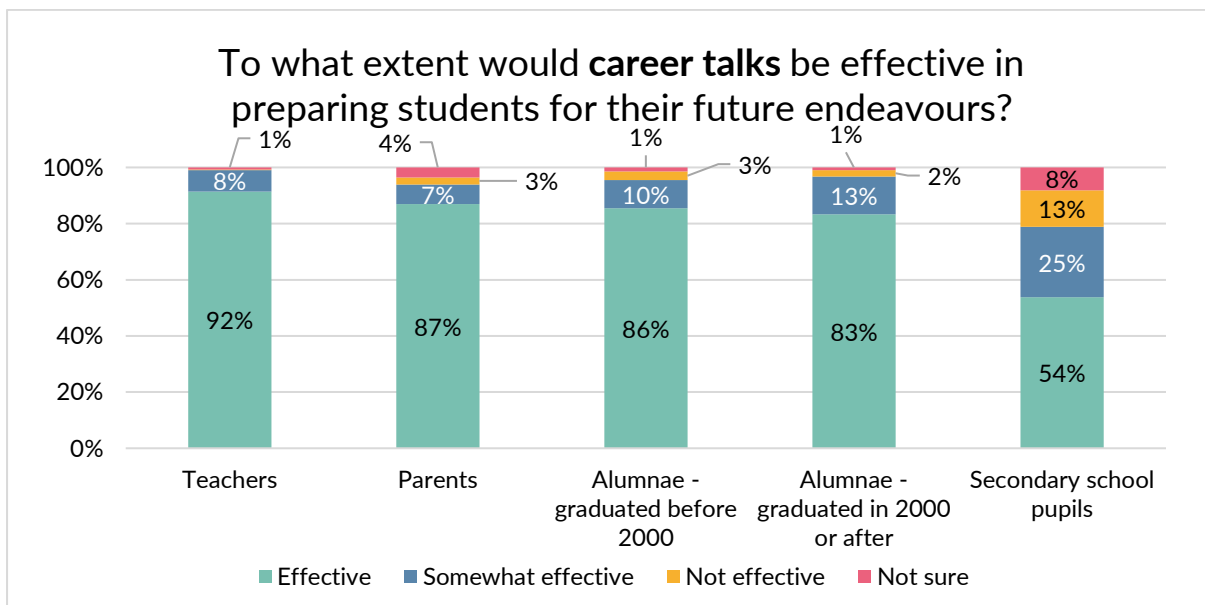


Figure 22. Opinions on whether career talks would be effective in preparing students for their future endeavours, according to teachers (n=551), parents (n=1018), alumnae who graduated before 2000 (n=642), alumnae who

graduated in 2000 (n=695) or after and secondary school pupils (n=4459). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Within open-ended questions in the surveys, many teachers emphasised the importance of speakers covering a wide range of job opportunities as well as more unusual paths. For example, a teacher mentioned;

“
Ensuring that the careers talks/alumni/career information cover a wide range of job opportunities - from bricklaying to hair and beauty, to computer scientists, to admin jobs etc.

- Teacher, Girls-only school

Another teacher said;

“
Schools could explore additional opportunities such as speakers from unusual career paths, e.g. agriculture or wine making”

- Teacher, Girls-only school

Alumnae's qualitative statements are in line with teachers' ones, suggesting they would have liked more focus on career talks;

“
I would have liked more emphasis on careers and career choices. That way, I would have a goal I could've worked towards.”

- Alumna who graduated in 1990, Girls-only school

Similar statements were made by alumnae who graduated in 2005 and 1988, suggesting that this belief is supported by alumnae throughout the years. It would be interesting to explore whether graduates in the last decade would still like a larger focus on career talks.

Alumnae role models

Alumnae role models appear to be offered less often in same-sex girls' schools compared to extra-curricular activities and career talks (Figure 23). Twenty-one percent (21%) of secondary school pupils have never experienced having alumnae role models and 30% don't know. **Interestingly, 62% of teachers suggested their school frequently has alumnae role models.**

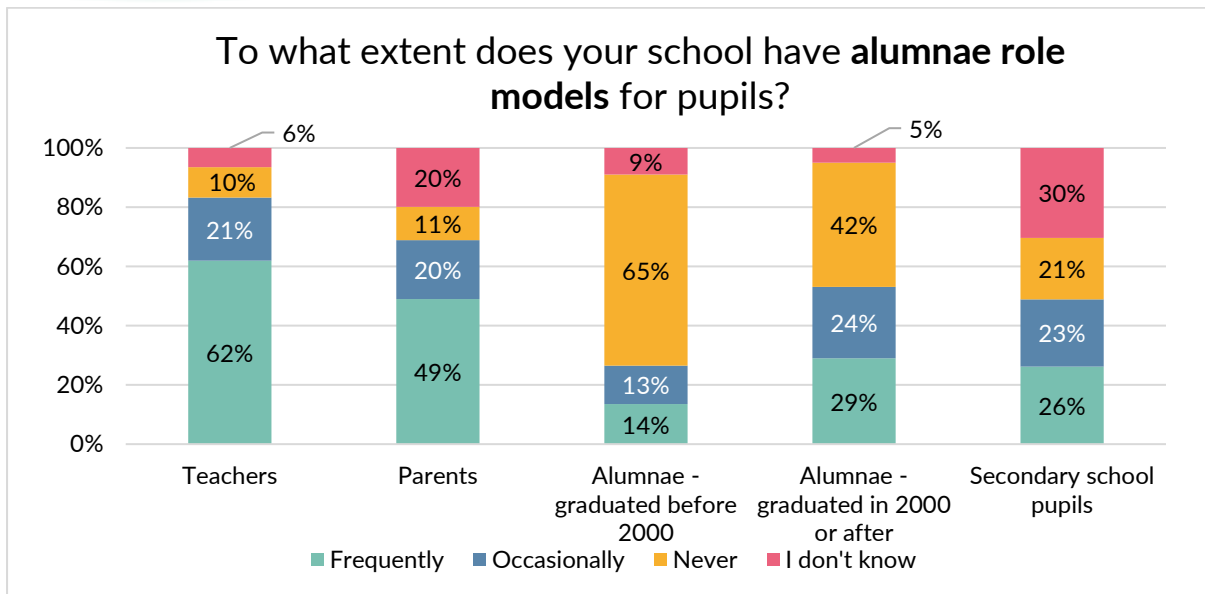


Figure 23. Experiences of the frequency of alumnae role models at school, according to teachers (n=544), parents (n=959), alumnae who graduated before 2000 (n=622), alumnae who graduated in 2000 (n=664) or after and secondary school pupils (n=4373). Measured on a 5-point scale between Strongly disagree and Strongly agree.

While the majority of all other stakeholders indicated that alumnae role models would be effective in preparing students for their future endeavours, 20% of secondary school pupils said it wouldn't be effective and 24% said they are not sure about whether it would be effective (Figure 24).

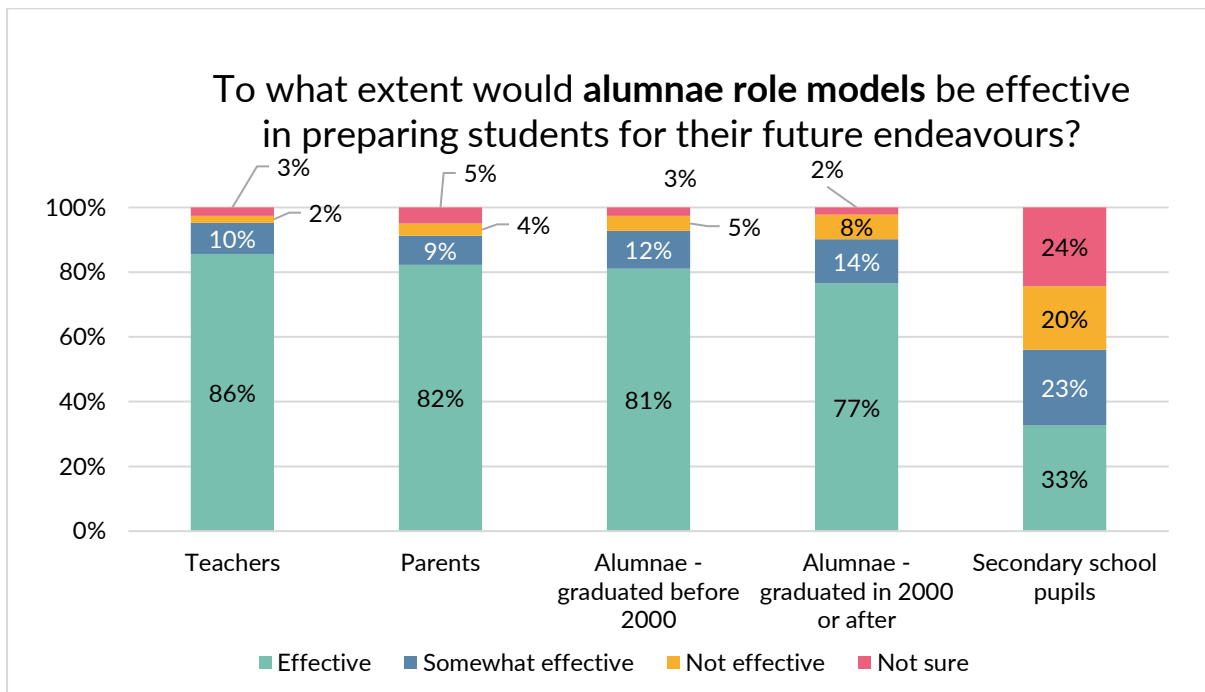


Figure 24. Opinions on whether alumnae role models would be effective in preparing students for their future endeavours, according to teachers (n=549), parents (n=1010), alumnae who graduated before 2000 (n=646), alumnae who graduated in 2000 (n=691) or after and secondary school pupils (n=4442). Measured on a 5-point scale between Strongly disagree and Strongly agree.

Teachers suggested a variety of other ideas that would be useful for girls' schools to implement so they can empower pupils to make informed choices about their future. These included providing pupils with more opportunities for exposure to co-educational environments. Below we have noted what some teachers suggested;

“
Include co-ed opportunities such as through co-curricular to still develop social skills in a co-ed setting.”

- Teacher, Girls-only school

Another teacher said;

“
Link with coed and boys schools so girls can make comparisons between what they experience and what happens elsewhere”

- Teacher, Girls-only school

Similarly, an alumna said;

“
It is important for girls' schools to engage with communities and provide some co-ed opportunities so that they are equipped for navigating the world outside of single-sex education. For me that wasn't a problem but for some girls it was.”

- Alumna who graduated in 2003, Girls-only school

The aforementioned suggestions for more opportunities for co-educational environments were also provided by the pupils' parents. Teachers also suggested improving pupils' psycho-education. One teacher mentioned;

“
Mental Health and Well-being education: Educating girls about mental health and their emotions to develop emotional resilience. How to manage stress and make balanced decisions.”

- Teacher, Girls only school

Another teacher suggested;

“
Better mental health provision. Better PSHE lessons. Better RSE resources/teaching.”

The aforementioned suggestions are especially important in light of the largest challenge reported by teachers within same-sex girls' schools being pupils' relationship to social media and mental health issues.

Overall, teachers were consistently more likely than the other stakeholders to indicate that extra-curricular activities, work experiences, career talks, and alumnae role models were frequently offered in their school. This suggests that where these are available, it is not as

widely known amongst those who may benefit from them. An alternative interpretation is that, as 97% of teachers had taught in a co-ed school and/or a boys-only school in addition to a girls-only school, the inconsistency in answers stems from teachers answering this question in light of (and in comparison with) their experience in other schools.

Summary and recommendations

What are the benefits of single-sex girls' schools through the eyes of those who are involved with them?

According to stakeholders' answers, single-sex girls' schools have a variety of benefits. Parents' main incentive for sending their children to girls' schools is their reputation for higher academic performance, and teachers' most common motivation for teaching in girls-only schools is being a role model to girls and being able to tailor their lessons more to the unique needs of girls.

Responses from teachers, parents, alumnae and secondary school pupils indicate that stereotypes with regards to girls and girls' subjects have been reduced and pupils' comfort in school has increased within girls-only schools overtime. Also, the majority of primary school pupils enjoy that there are only girls in their lessons and during lunch time and prefer playing only with girls.

Interestingly, while teachers are more likely to suggest that teaching methods in girls' schools are more tailored to pupils' needs and preferences, pupils are less likely to agree. It would be interesting to further explore this discrepancy, investigating whether it stems from a lack of communication between teachers and pupils or an overestimation of how tailored teachers' approaches are to pupils' needs. It is also worth noting that 97% of teachers in this sample have experience of other teaching environments. This means that they have other measures for comparison and can more confidently answer than pupils who have often received education within only one school.

To what extent do girls' schools equip students for future success, both professional and personal?

Most secondary school pupils and their parents agreed that the school offers appropriate career support that will be relevant for pupils' future roles. Also, 84% of parents believe that their children are empowered to access information about all subjects equally so that they can make informed choices for their future. Moreover, teachers, parents, alumnae who graduated in 2000 or after and secondary school pupils agreed that female role models are highlighted in girls-only schools.

Furthermore, volunteers and unpaid interns, university students and full-time employed alumnae considered the positive influence of same sex girls' schools on their life path most often.

Teachers and parents are more likely to suggest that career support is suited to pupils' needs compared to alumnae and secondary school pupils. It would be interesting to investigate the reason for this discrepancy.

What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?

While extra-curricular activities and career talks were common amongst girls-only schools, it was felt that work experiences and having alumnae role models were less frequently offered. Considering that all of the aforementioned strategies were considered effective in preparing pupils for their future endeavours, emphasis should be placed on increasing the opportunities for career talks and introducing alumnae role models. A case should also be made for ensuring the quality of such opportunities in order to sustain pupil engagement with them and perceived usefulness.

According to statements by teachers and alumnae, more opportunities for interactions with co-ed schools would be welcomed for preparing pupils for their lives after school.

The largest challenge reported by teachers within same-sex girls' schools was pupils' relationship to social media and mental health issues. Psychoeducational training would be a useful strategy helping pupils build higher resilience to handle challenges faced in the future.

Recommendations for future research projects

There is a discrepancy between teachers' and pupils' or alumnae's views on how well schools are addressing students' needs, particularly in tailoring lessons and providing career advice. It would be valuable to investigate the reasons for this difference and explore ways to align these perspectives more closely. This could be because the evaluation design may not fully capture the students' and alumnae's opinions and experiences, or because teachers and students have different perspectives on what constitutes effective support. Either way, this would be a great opportunity to further improve the opportunities provided by girls-only schools.

Additionally, teachers were more likely than pupils and alumnae to report that career-related activities were frequently offered. This suggests that while such opportunities may exist, they are not as well known or accessible to those who could benefit from them. Further investigation into this inconsistency could help identify solutions for schools to better promote these career-related opportunities.

Appendices

Appendix 1: Stakeholder questionnaires

All four stakeholder questionnaires are set out below along with the research questions they map onto and the scales through which the questions are measured.

A - Introduction to surveys

Preceding all four surveys, the opening page will outline the purpose of the evaluation and the reason for gathering this information (Privacy Notice). A following blurb asking for the respondent's consent would be followed by a "Yes"/ "No" option.

Opening page 1:

"As the Girls' Schools Association (GSA) celebrates its 150th year, we wanted to ask all those involved with girls' schools – pupils, teachers, alums, and parents – what does a girls' school really mean to them? And what more we can do as we enter our 151st Year as experts in girls' education for all girls and young women.

This survey is designed to capture **teachers'/parents'/alumnae's/pupils'** experience of same-sex girls' schools. The survey will help Girls' School Association (GSA) understand the benefits that same-sex education offers to young women. We are particularly interested in understanding how attending a same-sex school equips girls for success in both their personal and professional lives beyond their academic years."

Would you like to participate? Yes/No

*The text above will be adapted for primary school pupils.

Opening page 2:

The survey will take 10-15 minutes to complete.

Thank you for your time!"

B – Teacher questionnaire

Research Question	Number	Question	Answer scale
Section 1 - Experience of teaching at a same-sex girls' school.			
RQ1 - What benefits do girls and teachers derive from being in single-sex schools?	<i>To what extent do you agree with the following statements?</i>		
	Q1	What type of school do you think is more beneficial for girls?	1-5 Likert scale 1 – Co-educational schools
	Q2	There are more stereotypes associated with girls and girls' subjects at single-sex schools than co-ed schools.	3 – There's no difference 5 – Girls only schools

	Q3	The fact that all student leadership positions in girls' schools are held by girls, inspires girls to aim higher than they would in a co-educational school.	1-5 Likert scale 1 – Strongly disagree 3 – Neither agree nor disagree 5 – Strongly agree
	Q4	Teaching methods at a girls' school are less tailored to the needs and preferences of the pupils who attend compared to co-educational schools.	
	Q5	Girls in single sex schools feel more comfortable being taught in classrooms with only female students.	
	Q6	What do you value most from working at a girls' school? Please select up to 3 answers.	<ul style="list-style-type: none"> • I find it easier to teach in a class with only girls. • I find it easier to relate to the pupils that I work with. • I can focus more effectively on the individual needs of girls. • I feel more comfortable working at a girls' school. • There are fewer behavioural issues in girls' schools. • I enjoy being a role model to girls. • None • Other, please explain. (open text)
	Q7	Below is a list of some challenges reported by teachers in schools. Do you think any of these challenges are particularly pronounced at girls' schools?	<ul style="list-style-type: none"> • Poor behaviour • Bullying • Impact of social media • Increased need for SEND provision • Mental health challenges for young people • Recruitment of pupils/families • Retention of students into the sixth form • Poor attendance • Other, please explain (open text) • None

RQ2 - To what extent do girls' schools equip students for future success, both professional and personal?	<i>To what extent do you agree with the following statements?</i>		
	Q8	My school offers appropriate career support that will be relevant for pupils' future roles.	1-5 Likert scale 1 – Strongly disagree 3 – Neither agree nor disagree 5 – Strongly agree
	Q9	Career advice at a girls' school is more tailored to the needs and preferences of the girls who attend.	
	Q10	At our school, we focus on highlighting female role models (e.g., through career talks, in history classes)	
	Q11	Co-ed schools are better than single-sex schools (for girls) to develop pupils' confidence	
	Q12	Co-ed schools are better than single-sex schools (for girls) to develop social skills that will be useful for their future	
RQ3: What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?	<i>Below are some options for strategies that could be used by single sex girls' schools to empower girls to access information about future career/study options equally so that they can make informed choices for their future. Please indicate the extent to which your current school does the below measures.</i>		
	Q13	Extra curricular opportunities	1-5 Likert scale 1 – My school never does this 3 – My school does this occasionally (around once a term) 5 – My school frequently does this (several times a term) 6- I don't know
	Q14	Work experiences	
	Q15	Career talks and events	
	Q16	Alumnae role models	
		<i>Now please indicate the extent to which you think the below measures are/would be effective.</i>	
	Q17	Extra-curricular opportunities	1-5 Likert scale 1 – Not at all effective 3 – Somewhat effective 5 – Very effective 6 – Not sure
	Q18	Work experiences	
	Q19	Career talks and events	
	Q20	Alumnae role models	

	Q21	Is there anything else that you think would be useful for girls' schools to do to empower girls to make informed choices for their future?	Open text
	Q22	Recent research has suggested that girls in girls' schools do better academically, are significantly more likely to study STEM subjects, have higher levels of confidence and emotional intelligence, conquer stereotypes and play more sports (further details of this research here . Please add any further context to your answer above.	1-5 Likert scale 1 – Strongly disagree 3 – Neither agree nor disagree 5 – Strongly agree
Section 3 – Demographic information			
Demographic information	Q23	Please indicate your experience in teaching. Select only one answer	<ul style="list-style-type: none"> • I have only taught in single sex girls' schools. • I have taught in single sex girls' schools and co-educational schools. • I have taught in single sex boys' schools and co-educational schools. • I have taught in single sex boys and single sex girls' schools. • I have taught in single sex boys', single sex girls' and co-educational schools. • Other
	Q24	Which school do you currently teach at?	Dropdown of all schools
	Q25	As part of our research, we would like to explore the distribution of teachers' gender in girls' schools. What is your gender? <i>Select only one answer.</i>	<ul style="list-style-type: none"> • Male • Female • Non-binary • Transgender • Other • Prefer not to say

C- Alumnae questionnaire

Research Question	Number	Question	Answer scale
Section 1 – Experience of attending a same sex girls’ school			
RQ1 - What benefits do girls and teachers derive from being in single-sex schools?	Q1	In which year group did you start attending a girls’ school?	Select one answer between Nursery – Year 13
	Q2	In which year did you leave school? This question will be used to better understand if girls’ experiences at single-sex schools have changed over the years.	Select one answer between 1940-2024
	<i>To what extent do you agree with the following statements?</i>		
	Q3	What type of school do you think is more beneficial for girls?	1-5 Likert scale 1 – Co-educational schools
	Q4	In my school, there were stereotypes associated with girls and girls' subjects.	3 – There’s no difference 5 – Girls only schools
	Q5	In my school, I was inspired to aim high because all pupil leadership positions were taken up by girls.	1-5 Likert scale 1 – Strongly disagree
	Q6	Teaching methods in my school weren’t tailored to my needs and preferences.	3 – Neither agree nor disagree 5 – Strongly agree
	Q7	I felt more comfortable in my school than I would have been attending a school that both boys and girls attended.	
Section 2 – Same sex girls’ schools’ ability to equip girls for their life after finishing school			
RQ2 - To what extent do girls' schools equip students for future success, both professional and personal?	Q8	What is your occupation? <i>Select one.</i>	<ul style="list-style-type: none"> • Student (full-time or part-time) • Employed full-time • Employed part-time • Self-employed or entrepreneur • Homemaker (primary caregiver for family and home) • Retired • Unemployed and actively seeking work • Unemployed and not currently seeking work • Freelancer or gig worker • Volunteer or unpaid intern

	Q9	To what extent has attending a same sex girls' school positively affected the life path you have taken so far?	1-5 Likert scale - Not at all - To some extent - Completely
	Q10	Why did you select the previous response?	Open text
<i>To what extent do you agree with the following statements?</i>			
	Q11	My school offered me appropriate career support that was/will be relevant for my future roles.	1-5 Likert scale <i>Strongly disagree - Neither agree nor disagree - Strongly agree</i>
	Q12	Career advice in my school was tailored to my needs and preferences.	
	Q13	At my school, there was a focus on highlighting female role models (e.g., through career talks, in history classes)	
	Q14	I think I would have developed the same confidence, regardless of whether I attended a single-sex or co-ed school	
	Q15	I think I would have developed the same social skills for my future, regardless of whether I attended a single-sex or co-ed school	
RQ3 - What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?	<i>Below are some options for strategies that could be used by single sex girls' schools to empower girls to access information about all future career/study options equally so that they can make informed choices for their future. Please indicate the extent to which the school you attended did the below measures.</i>		
	Q16	Extra curricular opportunities	5-point Likert scale
	Q17	Work experiences	1 - My school never did this
	Q18	Career talks and events	2 - My school did this around once a year
	Q19	Alumnae role models	3 - My school did this occasionally (around once a term) 4 - My school did this more than once a term)

			<p>5 – My school frequently did this (more than once a term)</p> <p>6 – I don't know</p>
		Now please indicate the extent to which you think the below measures were/would have been effective.	
	Q20	Extra curricular opportunities	1-5 Likert scale
	Q21	Work experiences	1 – Not at all effective
	Q22	Career talks and events	3 – Somewhat effective
	Q23	Alumnae role models	5 – Very effective 6 – Not sure
	Q24	Is there anything else that you think would be useful for girls' schools to do to empower girls to make informed choices for their future?	Open text
	Q25	Recent research has suggested that girls in girls' schools do better academically, are significantly more likely to study STEM subjects, have higher levels of confidence and emotional intelligence, conquer stereotypes and play more sports (further details of this research here . Please add any further context to your answer above.	1-5 Likert scale <i>Strongly disagree - Neither agree nor disagree - Strongly agree</i>
Section 3 – Demographic information			
Demographic information	Q26	Please indicate below the statement that's true to you.	<ul style="list-style-type: none"> I have only attended single sex girls' schools. I attended single sex girls' schools and co-educational schools. Other
	Q27	Which same sex school did you attend? If you attended more than one, please indicate the one that you attended most recently	Dropdown of all schools
	Q28	In which year did you leave school?	Dropdown of years (with prefer not to say option)

		<i>This question will be used to better understand if girls' experiences at single-sex schools have changed over the years</i>	
	Q29	Would you be happy to be added to the GSA database for future research?	- Yes - No
	Q28	If you answered yes in the previous question, please write your email below.	Open text
Closing screen		Thank you for your time! If you would like to send this survey to a friend who also attended a girls' school, please send them this link: https://impacted.typeform.com/GSAalumnae#pupil_assessment_requirement_id=xxxxx	

D: Parents' questionnaire

Research Question	Number	Question	Answer scale
Section 1 - Experience of parents whose child/children are currently attending a same sex school.			
	Q1	When deciding which school to send your daughter to, what were the two main things that you considered? Please select up to 3 answers.	<ul style="list-style-type: none"> • The school was the closest to my house. • The children of our friends were in that school. • The school had good academic performance • Previous personal experience (e.g., having attended the school yourself) • The school had a good Ofsted/ISI score • The school had good extracurricular options • The school had good sporting options • That the school was single-sex • High quality teaching • High quality/specialist facilities available at the school • The school had a good reputation

	Q2	Was there a particular reason you decided to send your daughter to a single-sex school? Select up to 2 answers	<ul style="list-style-type: none"> • No particular reason • I thought my daughter would be more comfortable in a single-sex environment • I thought my daughter would see more female role models at a single-sex school • I thought my daughter would have more academic success in a single-sex environment • I thought my daughter would develop more life skills at a single-sex schools • I thought my daughter would make more friends at a single-sex school • I thought a single-sex environment would be safer for my daughter • I thought there would be more opportunities for my daughter at a single-sex school (e.g., in sports, or extracurricular activities) • I thought my daughter would be taught to be more independent • Previous personal experience (e.g., having attended a single-sex school yourself) • Other, please note (open text)
<i>To what extent do you agree with the following statements?</i>			
RQ1 - What benefits do girls and teachers derive from being in single-sex schools?	Q3	What type of school do you think is more beneficial for girls?	1-5 Likert scale
	Q4	Girls in single sex schools are free from stereotypes associated with girls and girls' subjects.	1 - Co-educational schools 3 - There's no difference 5 - Girls only schools
	Q5	Girls in single sex schools are inspired to aim high because all leadership positions in school are taken up by girls.	1-5 Likert scale
	Q6	Teaching methods at a girls' school are more tailored to the needs and	Strongly disagree - Neither agree nor disagree - Strongly agree

		preferences of the pupils who attend'	
	Q7	Girls in single sex schools feel more comfortable being taught in classrooms with only female students.	
Section 2 – Same sex girls' ability to equip girls for their life after finishing school			
RQ2 - To what extent do girls' schools equip students for future success, both professional and personal?	<i>To what extent do you agree with the following statements?</i>		
	Q8	My child's school has offered appropriate career support that will be relevant for her future roles. <i>If this isn't relevant to you (e.g., if your daughter is still in primary school), please skip this question.</i>	1-5 Likert scale Strongly disagree - Neither agree nor disagree - Strongly agree
	Q9	As a girls' school, my child's school is able to provide career advice that is tailored to her needs and preferences. <i>If this isn't relevant to you (e.g., if your daughter is still in primary school), please skip this question.</i>	
	Q10	At my daughter's school, there is a focus on highlighting female role models (e.g., through career talks, in history classes)	
	Q11	Co-ed schools are better than single-sex schools (for girls) to develop pupils' confidence	
	Q12	Co-ed schools are better than single-sex schools (for girls) to develop social skills that will be useful for their future	
RQ3 - What areas of improvement could girls' schools focus	Q13	My child/children is/are empowered to access information about all subjects equally so that they can make informed choices for their future.	

on to better prepare students for their future endeavours?	<p><i>Below are some options for strategies that could be used by single sex girls' schools to empower girls to access information about all future career/study options equally so that they can make informed choices for their future. Please indicate the extent to which your daughter's school currently do the below measures (to your knowledge).</i></p>		
	Q14	Extra curricular opportunities	5-point Likert scale
	Q15	Work experiences	1 – My daughter's school never do this
	Q16	Career talks and events	3 – My daughter's school do this occasionally (around once a term)
	Q17		5 – My daughter's school frequently do this (more than once a term)
		Alumnae role models	6-I don't know
	<p>Now please indicate the extent to which you think the below measures are/would be effective</p>		
	Q18	Extra curricular opportunities	1-5 Likert scale
	Q19	Work experiences	1 – Not at all effective
	Q20	Career talks and events	3 – Somewhat effective
Q21	Alumnae role models	5 – Very effective	
Q22	Is there anything else that you think would be useful for girls' schools to do to empower girls to make informed choices for their future?	6 – Not sure	
		Open text	
Section 3 – Demographic information			
Demographic information	Q23	Which school does your child / do your children currently attend?	Dropdown of all schools
	Q24	Which year is your eldest child in?	Select only one answer between Nursery and 13
	Q25	What is your relationship to the pupil?	<ul style="list-style-type: none"> • Mother • Father • Grandmother • Grandfather

			<ul style="list-style-type: none"> • Step-mother • Step-father • Guardian • Other
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E: Pupils' questionnaire – secondary school

Research Question	Number	Question	Answer scale
Section 1 - Experience of attending a same sex girls' school			
RQ1 - What benefits do girls and teachers derive from being in single-sex schools?	Q1	In which year group did you start attending a girls' school?	Select one answer between Nursery – Year 13
	<i>To what extent do you agree with the following statements?</i>		
	Q2	What type of school do you think is more beneficial for girls?	1-5 Likert scale
	Q3	In my school, there are stereotypes associated with girls and girls' subjects.	1-Co-educational schools – 3- There's no difference – 5-Girls only schools 1-5 Likert scale
	Q4	In my school, I am inspired to aim high because all student leadership positions are taken up by girls.	Strongly disagree - Neither agree nor disagree - Strongly agree
	Q5	Teaching in my school is not tailored to my needs and preferences.	
Q6	I feel more comfortable in my school than I would have been attending a school that both boys and girls attend.		
Section 2 - Same sex girls' ability to equip girls for their life after finishing school			
RQ2 - To what extent do girls' schools equip students for professional success and life satisfaction?	Q7	My school offers me appropriate career support that will be relevant for my future roles.	1-5 Likert scale Strongly disagree - Neither agree nor disagree - Strongly agree
	Q8	Career advice in my school is suited to what I want to learn about	
	Q9	I think attending an all-girls' school has helped me develop more confidence than if I attended a co-ed (boys and girls) school	

	Q10	I think attending an all-girls' school has helped me develop more social skills for the future, than if I attended a co-ed (boys and girls) school	
	Q11	What are your ambitions when you leave school? <i>Select up to 3.</i>	<ul style="list-style-type: none"> • Being financially stable • Having a good work life balance • Having a family • Having lots of friends • Being successful in my career • Having a career that I am interested in • Having a career that helps other people • Being able to travel the world • I'm not sure
RQ3 - What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?	<i>Please indicate the extent to which you agree with the following statement:</i>		
	Q12	At my school, there is a focus on highlighting female role models (e.g., through career talks, in history classes)	5-point Likert scale Strongly disagree - Neither agree nor disagree - Strongly agree
	<i>Below are some options for ways in which you could learn more about all future career/study options so that you can make an informed choice about your future. Please indicate the extent to which your school currently does the below.</i>		
	Q13	Extra curricular opportunities	5-point Likert scale
	Q14	Work experiences	1 - My school never does this
	Q15	Career talks and events	3 - My school do this occasionally (around once a term)
	Q16	Alumnae role models	5 - My school frequently do this (more than once a term)
<i>If your school does do these things, or you think they should, how helpful do you think they would be when thinking about your future?</i>			
Q17	Extra curricular opportunities		

	Q18	Work experiences	5-point Likert scale from Not helpful at all-Quite helpful -Very helpful.
	Q19	Career talks and events	
	Q20	Alumnae role models	
	Q21	Is there anything else that would help you make informed choices for your future?	Open text
Section 3 - Demographic information			
Demographic information	Q22	Please indicate below the statement that's true to you. <i>Select one answer only</i>	<ul style="list-style-type: none"> I have only attended all girls' schools. I have attended all girls' and mixed (boys and girls) schools.
	Q23	Which school are you attending?	Dropdown of all schools
	Q24	Which year group are you in?	Select one answer between 7 and 13.

F: Pupils' questionnaire – primary school

Research Question	Number	Question	Answer scale
Demographic information	Q1	I am in year group...	Select one answer between Year 3- Year 6.
Section 1 - Experience of attending a same sex girls' school			
RQ1 - What benefits do girls and teachers derive from being in single-sex schools?	<i>Please tick 'No', 'Sometimes' or 'Yes' for the following statements based on what you think.</i>		
	Q2	I like being in a school where there are only girls.	1-3 Likert scale No - Sometimes - Yes <i>For each one of these questions, a subheading will note 'If you are not sure, or haven't thought much about being in a girls' school, please skip this question.'</i>
	Q3	Girls who go to university are able to learn just as well as boys.	
	Q4	When I play sports at my school, I like that I am only playing with other girls.	
	Q5	I would enjoy playing sports with boys at my school	
	Q6	During lessons at my school, I like that there are only girls in my lessons	

	Q7	I would prefer my lessons at school if boys were there as well as girls	
	Q8	During playtime/lunch time, I like that there are only girls at my school	
	Q9	During playtime/lunch time, I would prefer if there were boys at my school too	
	Q10	Is there anything that you particularly like about being in a girls only school?	Open text
RQ3 - What areas of improvement could girls' schools focus on to better prepare students for their future endeavours?	Q11	<i>This question will only be asked of Year 5 & Year 6 pupils</i> At my school, there is a focus on highlighting female role models (e.g., through career talks, in history classes)	3-point Likert scale No – Sometimes – Yes
Section 3 – Demographic information			
Demographic information	Q12	Please tick the option that is true to you. <i>Select one answer only</i>	<ul style="list-style-type: none"> I have only been in schools with girls. I have been to a school with boys and girls.
	Q13	Please select your school.	Dropdown of all schools

Appendix 2: Demographics of respondents by school

The table below shows exact numbers and percentages of surveys by primary vs secondary school, independent vs state schools and by region.

		Teachers		Parents		Alumnae		Secondary school pupils		Primary school pupils	
Primary vs Secondary school	All-through	395	71%	632	56%	857	60%	2439	52%	738	86%
	Secondary	154	28%	457	41%	562	40%	2238	48%	-	-
	Primary	11	2%	37	3%	5	0.4%	-	-	125	14%
Independent vs state school	Independent	458	82%	864	77%	988	69%	2812	60%	872	100%
	State	102	18%	262	23%	436	31%	1866	40%	0	0%
Region	East of England	61	11%	130	12%	310	22%	569	12%	41	5%
	London	89	16%	187	17%	392	28%	1850	40%	319	37%
	Midlands and the Humber	46	8%	59	5%	93	7%	156	3%	91	10%
	North of England	13	2%	16	1%	14	1%	27	1%	4	0.5%
	Scotland	17	3%	33	3%	-	-	347	7%	16	2%
	South East England	78	14%	213	19%	209	15%	1478	32%	75	9%
	South-Central England	230	41%	314	28%	353	25%	22	0%	322	37%
	South-West England and Wales	6	1%	18	2%	12	1%	54	1%	-	-
	Sydney, NSW	12	2%	38	3%	5	0.4%	42	1%	4	0.5%
	New England, NSW	3	0.5%	39	3%	35	2%	8	0%	-	-
Guernsey and Jersey	5	0.9%	79	7%	2	0.1%	126	3%	-	-	

<i>Total number of surveys per stakeholder</i>		560		1128		1425		4679		872	
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Table 1. Number of surveys completed by stakeholder group and by type and region of school.



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