

### The problem:

Whilst overall female pupils tend to out-perform their male counterparts (both in school and nationally) there are a number of areas that they are drastically underperforming at GCSE, and under-represented at A-level. Science, Music, Latin and ICT data showed that boys were achieving up to 1.5 grades higher than girls, compared to their indicator grades. In these subjects we've also noticed a disparity in the numbers of students continuing the subject on at KS5

### What challenges did I face?

Time is always going to be a barrier, and putting this as priority. Many teachers weren't aware of the gender gap in their subject; those that were, weren't sure what to do about it. There aren't many successful case studies, so much of the research is simply ideas.

### What did I do?

- Surveys of successful women in STEM to get a better understanding of their inspirations and barriers.
- Organised girls only STEM trips and visits
- Identified and addressed the minority of girls in physics
- Rearranged the A level classes so that there is no minority
- Presented a T&L workshop on gender balance to teachers across the school, during inset day
- Provided ideas and facilitated the formation of action plans in different departments
- Signed up to become a IGB (improving gender balance) school with the IOP
- Attended gender balance webinar
- Identified a IGB representative and provided allocated time
- Running inspirational road show to visit the middle schools and engage females in STEM activities early on.

### What were the outcomes?

Too often it is a student's confidence, or perception of a subject, which can influence how they feel about it. By being aware of gender preferences; by ensuring that females are not in the minority; and by encouraging female study groups we've seen an improvement in confidence and lesson involvement

It was clear from the surveys that an inspirational teacher, who was passionate and explored the context around the topic, was what many credited with their success in STEM. Teachers have been encouraged to include relevant career aspirations in taught lessons, and on displays around the faculty.



## Addressing and improving the gender balance across the school especially aimed at subjects which appear to have a large gender gap in performance



### What impact did it have on the school and teachers?

Whilst I expected some reluctance, actually most teachers were keen to implement some suggested strategies into their teaching.

Many teachers have added it to their subject development plan for next year, and it will become a whole-school focus in 2020 due to the IGB initiative.

### How can I measure the impact on students?

Data I will be collecting at the end of the year will include male/female performance against indicator, and percentage of students taking A-level subjects. I hoping to see a better balance between genders, and a closer gap between results. I'm sure it will take a few years to see the effects, and to ensure that we have a positive improvement in both.

### Next steps...

This poster only captures a small part of the work I have been doing this year and it will continue to grow and develop next year. We are now an IGB (improving gender balance) school with the IOP, which is a project that lasts 3-5 years. My NQT and I will be leading this, and I'm excited to see where it can go.

As well as collecting data, I'd like to collect responses from the students to see if there are aware of the disparity between genders. We have a control group at AS level so I can compare responses and build on the feedback.