

National Context

- Girls out-perform boys in EVERY subject at GCSE, except Maths.
- The gap in attainment is **historic**. Girls have out performed boys for at least the last 40 years.
- Selective girls schools are the highest performing in the country.
- The gap between girls and boys in maths appears to be **narrowing**.

So what's wrong with our boys?

St Richard's Context

2012:

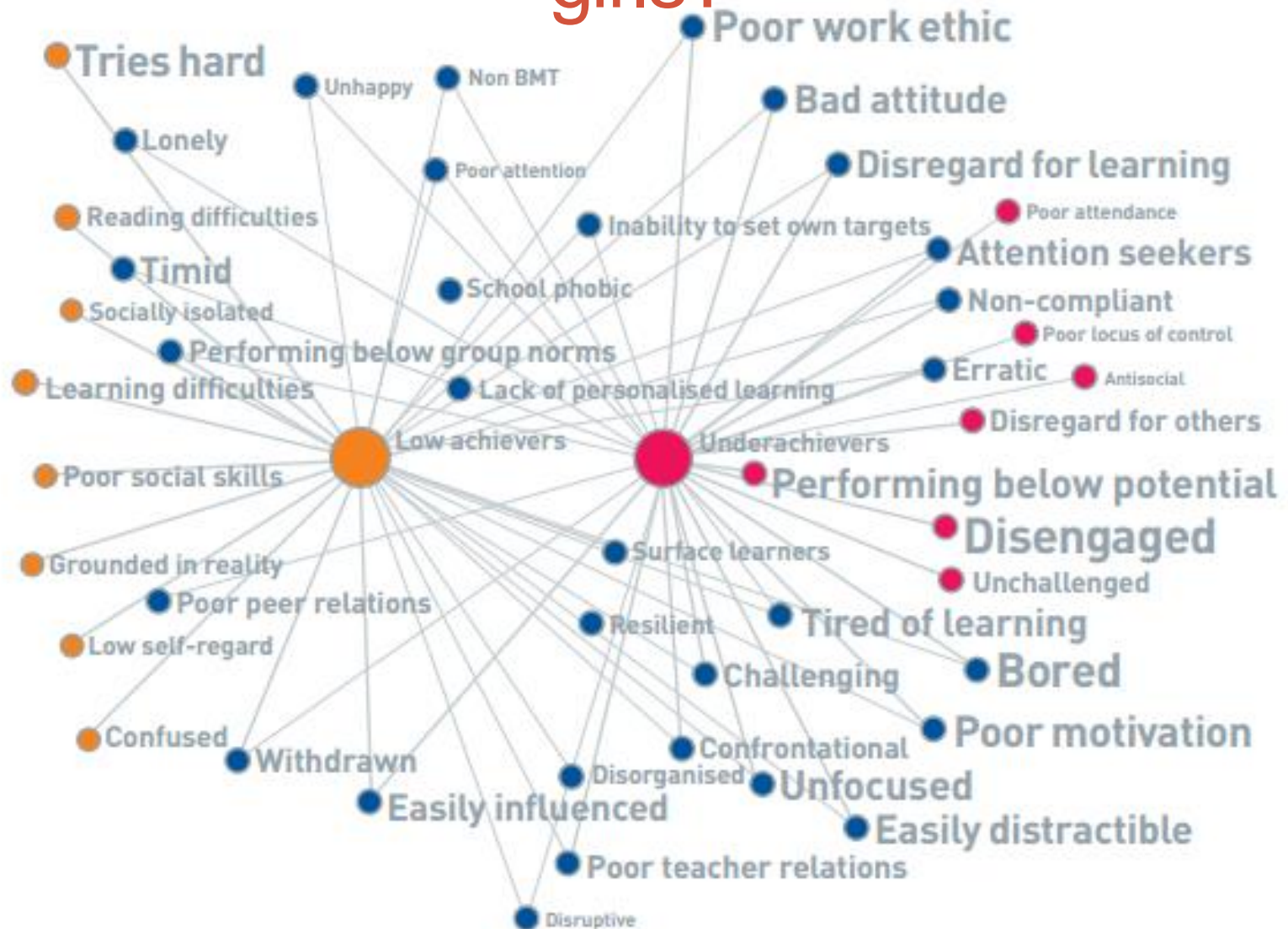
	Boys	Girls	All
%5A*-C inc EM	69	80.4	75
Av Pts	43.4	44.9	44.1
Av Tot pts	474	496	484
Av BEST 8	362	371.5	366
Av KS3 pts	39.2	39.6	39.3
Av KS2 Pts	28.9	28.8	28.8

2013:

	Boys	Girls	All
%5A*-C inc EM	78.2%	82.1%	82%
Av Pts	44.5	46.1	45.3
Av Tot pts	511	536	523
Av BEST 8	368	384	376
Av KS3 pts	40	40	40
Av KS2 Pts	30	30	30

So what's wrong with our boys?

What's the difference between boys and girls?



What boys will say...

“We’re better at sport and things we enjoy!”

Untrue.

Girls outperformed boys by 2.9% in P.E. in 2012.

“We’re better at practical stuff!”

Untrue.

Girls outperformed boys in Design and Technology, Construction, Manufacturing and Engineering.

“Girls are more organised and therefore more suited to coursework! I’d do much better if it was all based on an exam!”

Untrue.

Girls outperformed boys in most subjects at O Levels, before coursework became a major factor.

...excuses continued...

“I don’t really care that much, as long as I pass that’s all that matters.”

“I work better under pressure, I’ll be fine in the exam.”

“It’s not cool to work hard. I’d rather mess about with my mates.”

“Lessons are boring. School is boring. I’d do better if it was more interesting.”

“Girls like doing homework. I’d rather be doing something else.”

Excuses from the experts...

“The problem is the media.”

Look at male portrayals in the media:

Role models = sports stars, movie stars, super heroes.

Males portrayed as lazy, naughty, bumbling comedy characters in adverts.



“The problem is gender roles in society.”

Feminised educational workforce. Traditional gender roles assign educational duties to the female, e.g. reading stories, taking children to school, etc. Male children assigned negative roles from a young age.

“The problem is physical.”

Boys physically develop later than girls, and are not ready for school at age five. They are at an immediate cognitive disadvantage to girls and the gap is never recovered.”



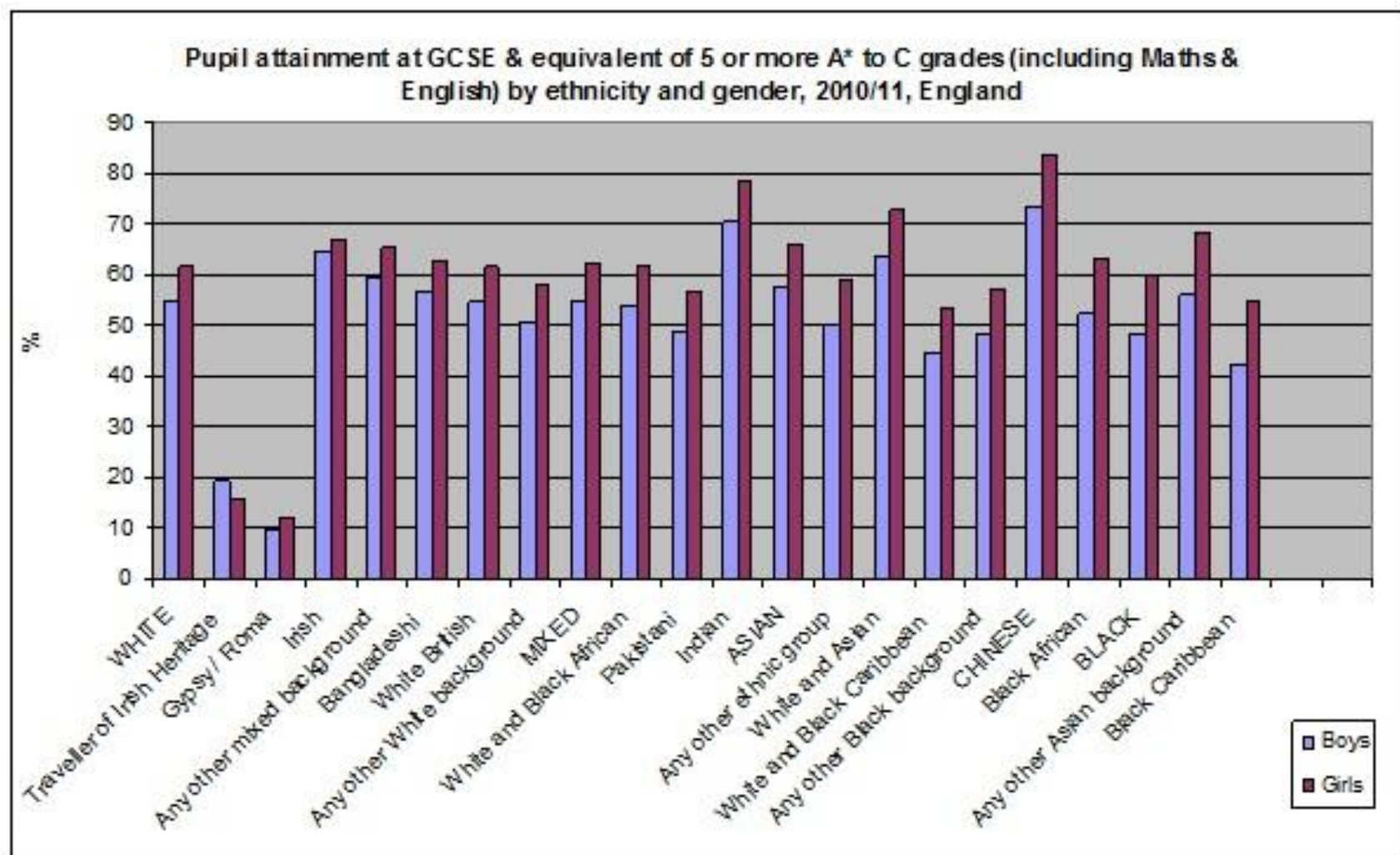
“The problem is psychological.”

“The problem is cultural.”

“The problem is class based.”

“The problem is... everything?”

Ethnicity is also relevant...



BOY'S ACHIEVEMENT NETWORK

St Richard's Catholic College

2013

RESULTS

Success.



	Before BAN activity			After BAN Test Results	
Name	Level	Sublevels behind expected progress	End of year 8 target	Level	Sublevel gain
WA	6c	3	7c	6a	2
DD	5c	1	5b	5b	1
TD	6c	1	6b	6a	2
ND	4a	2	5b	5b	2
DL	6c	1	6b	6a	2
HAM	5c	4	6b	6b	4
HM	5c	3	6c	5a	2
JO	5c	2	5a	5a	2



Results

Data Summary

- Average raise in attainment = 2.12
- Lowest sublevel increase = 1
- Highest sublevel increase = 4

Anecdotal Summary

- Greater engagement in the classroom
- Increased independence
- Improved attitude

master

Class



Master Class Day

What it involved...

- Range of boy friendly classes
- Year 8 boys given a leadership role
- Important to build a sense of importance



LA: School:

Subject / Group: Pupil Group:

Year: Estimate Basis:

Rank: Show Chances As:

Grade Options: Show KS2/3 Test As:

Pupil: Sort By:

<< SETS Home << **KS4 Pupil Estimates Report** >> H

Estimate Basis: PA - Rank: 50 (Type A) - Year: 2015/2016 >> [Export](#) >> St Richard's RC College (84

This report shows each pupil's probability of attaining individual KS4 Levels in a range of GCSE subject areas. Use the Est Basis option to select either PA or SE estimate models and select a rank to compare against schools at the 50th to 5th percentile. By selecting a rank of 10, for example, the estimates will be based on the progress made by pupils in schools at the 10th percentile. The higher the rank (5 highest, 50 lowest) the more challenging the estimates.

Pupil Group Selected: All Pupils - 1 of 192 pupils (1% of cohort)

Pupil Details			KS2 Results						KS4 Estimates													
Name	DoB	Sex	KS	Test			TA			Est Basis	Subject Group	% chance of achieving KS4 Grade							% chance			
				EN	MA	SC	EN	MA	SC			G+	F+	E+	D+	C+	B+	A+	A*	A*-C	Pass	EP
	03/03/00	M	2	5B	5B	Z	5	5	5	PA	English	99 %	99 %	99 %	99 %	99 %	91 %	60 %	20 %	99 %	99 %	91 %

Key Features That Worked...

“Business-like” approach.
Mentor meetings should not be overly friendly.



More mature attitude. Boys quickly see the purpose and drop pretences.

“No place to hide!” Mentors communicate with class teachers.



Sense that pupils are being monitored.

“Still no place to hide!” Data reinforces everything that is said.



Difficult to disagree with statistical and fact based evidence.

Boys highlight their own problems, and then think of **practical, measurable** solutions.



Skills acquired that are useful across all subjects.

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HAM	5c	4	6b	6b	4
HM	5c	3	6c	5a	2
JO	5c	2	5a	5a	2



So what works?

Do's

- Use data to challenge poor performance
- Give boys a leadership role
- Challenge stereotypical behaviour, including your own
- Give well placed praise
- Use competitiveness

Don'ts

- Accept lower standards
- Over-praise when it is undue
- Accept excuses. Failure is not an option, and is not even entertained
- Let them get away with it. Always follow up intervention

Remember...

Studies have shown that improvements in teaching for boys does not have a detrimental affect on girls' learning.

Do not be afraid to go for a more boy-friendly approach!