Opening Doors Charter
Pilot Project 2016/17

Institute of Physics and King’s College London

Outcomes Report for Publication

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31st August 2017
Evaluation of Opening Doors Charter Pilot Project 2016/17

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1 Introduction

1.4 Background

The Opening Doors charter pilot project was set up in 2016 by the Institute of Physics (IOP) in partnership with King’s College London to trial, evaluate and refine a gender equality charter scheme based on the Opening Doors\(^1\) guide to good practice in challenging gender stereotypes in schools.

The pilot was advised by a steering group that included representatives of the partner organisations and the Institute of Education and the Equalities Challenge Unit. It involved nine schools in London and the South East and had the following objectives:

- Assess how and why schools change practice around gender equality as a result of taking part in a charter scheme.
- Identify how and why barriers prevented schools from engaging with the project or changing practice.
- Establish a framework that can form the basis for a national project, based on the findings of the pilot.

IOP commissioned an external evaluation of the pilot and the evaluation findings form the basis of this report, which describes changes to practice that schools made as a result of being part of a charter scheme along with any factors that influenced those outcomes, including what they did to achieve them and any challenges they encountered.

1.5 Structure of the pilot project

School recruitment and project introduction

The pilot recruited nine secondary schools from the London region in two phases: five schools joined the project in second half of the 2016 autumn term and four schools joined in the first half of the 2017 spring term.

Each school was asked to nominate a project lead and senior leadership team (SLT) representative to be their main points of contact and a letter was sent to head teachers outlining their school’s involvement in the project.

The project lead and SLT representative from each participating school were invited to an introductory event at IOP where they received an outline of the pilot project; a presentation of previous research into Girls in Physics commissioned by the IOP; and a timeline and outline of their expected commitment within the pilot. They also received information about unconscious bias and undertook activities designed to help them develop a deeper understanding of this topic.

Applying the charter principles

The pilot project schools were expected to undertake their own activities to follow charter principles that were based on essential features and good practice highlighted in the Opening Doors guide.

The guide outlines nine principles\(^2\), however, following a review by the IOP five key principles were presented to schools, as summarised overleaf. (Full details of the five principles can be found in appendix A)

\(^1\) http://www.iop.org/publications/iop/2015/page_66430.html
\(^2\) http://www.iop.org/publications/iop/2015/page_66430.html
### Charter Principles for Schools

1. The School Leadership Team is fully committed to an evidence-based approach to combat gender inequality across the school, involving parents, governors and teachers at all levels.

2. Gender discrimination and sexist behaviour are considered as unacceptable as their racist and homophobic equivalents and both staff and students are made aware of the relevant issues.

3. The school is aspirational in its approach to equality of opportunity and achievement with a curriculum that strives to be gender equitable.

4. Students are at the heart of activities and actions to combat gender inequality.

5. All advice to students and their parents concerning careers and personal development is provided in a way to counter inequalities and stereotypes.

### Mentoring support

All schools were allocated a mentor to support them with the project. The mentor was a gender equality specialist employed on a part-time basis by the IOP. They visited each school twice during the pilot and offered information, help and support tailored to individual school circumstances and needs. The mentor was also available on an ad hoc basis for schools to contact as needed and ran a training session for participating schools at the IOP in May 2017.

### Provision for CPD training and other support

Each school received funding of up to £800 to be used towards quality and diversity CPD training. A ‘Talk Physics’ online community group was set up for participating schools to access resources provided by the IOP and to share thoughts and ideas with other schools as the project progressed. Schools were also asked to complete a self-evaluation form to report on progress (see appendix B).

### Evaluation methodology

Within the first month of joining the project, each school was sent a baseline survey (see appendix C) which they were asked to distribute to teaching staff, teaching assistants, learning mentors, SLT, administrative and support staff, and governors. This survey aimed to provide an overview of how staff were already engaging with gender or diversity matters within the school; where they saw gender equality in action; and what they thought were the particular challenges and opportunities to address gender equality within their school.

The evaluators provided schools with their own data from the survey so that each received a set of indicators demonstrating their own position with regard to Opening Doors principles. The survey was repeated in six schools at the end of the pilot in June 2017 to evaluate any changes in response over the course of the project.

School leads and SLT representatives were interviewed when they joined the pilot and at the end. They also completed short e-surveys after visits by the mentor or any training. The mentor also submitted reflective logs and was interviewed at the end of the pilot.

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3 [http://www.talkphysics.org](http://www.talkphysics.org)
2 Outcomes for participating schools

Although the pilot took place over a relatively short time period, all schools identified multiple outcomes that they attributed to their participation in the Opening Doors charter. The evaluators found that the reported outcomes did not map directly onto the main charter principles as each school had a different focus depending on their particular situation and motivations. They often found outcomes were wider than specific principles.

2.4 Deeper understanding of the specific situation in each school

Some schools reported that they used the charter principles as a way of helping them audit work they are good at and to identify the areas they need to concentrate on. In this way the Opening Doors charter pilot provided a framework for reflection by schools.

Most schools commented on the depth of the information uncovered about their school’s position regarding gender equality and all reported that without the Opening Doors charter they would not have done the gender equality work that they had carried out during the pilot period.

2.5 Raised staff awareness of gender equality

One of the main outcomes for many of the schools was increased awareness of gender equality within their staff. A comparison of survey responses at the start and end of the pilot found, in five out of six schools\(^4\), an increase of between 20.1% and 23.3% in the number of staff who agreed or strongly agreed with the statement I am aware of the school’s work in gender equality.

Baseline and end of pilot staff awareness of schools’ gender equality work

<table>
<thead>
<tr>
<th>School</th>
<th>‘I am aware’ baseline</th>
<th>‘I am aware’ end of pilot</th>
<th>Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>31.0% n=117</td>
<td>53.8% n=82</td>
<td>+22.8%</td>
</tr>
<tr>
<td>B</td>
<td>39.2% n=53</td>
<td>60.5% n=39</td>
<td>+21.3%</td>
</tr>
<tr>
<td>C</td>
<td>44.4% n=46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67.3% n=59</td>
<td>89.6% n=48</td>
<td>+22.3%</td>
</tr>
<tr>
<td>E</td>
<td>36.7% n=33</td>
<td>60.0% n=20</td>
<td>+23.3%</td>
</tr>
<tr>
<td>F</td>
<td>45.1% n=98</td>
<td>65.2% n=46</td>
<td>+20.1%</td>
</tr>
<tr>
<td>G</td>
<td>23.5% n=96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>52.2% n=57</td>
<td>47.0% n=15</td>
<td>-5.2%</td>
</tr>
<tr>
<td>I</td>
<td>28.9% n=52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^4\) The number of responses was substantially fewer at end of pilot than at baseline for the school where awareness did not increase, which may have had an effect on the end of pilot figure.
One school reported their main outcome from the pilot as increased awareness among staff of gender bias and its implications. At this school, the project lead teacher described how Opening Doors had raised their personal awareness of gender bias and meant that staff were now much more aware of their own language and behaviour when talking to this lead teacher and others.

Another school saw the work that they had done over two terms as an awareness raising exercise which had created a foundation for action in future.

One school described their main outcome as opening up a discussion around gender bias and explained how they were inviting staff to talk about it to other people throughout the school.

In another example, a school commented on how Opening Doors had raised awareness of both gender equality itself and the unconscious nature of much gender discrimination behaviour and gendered language.

2.6 Greater involvement of staff in gender equality work

In five of the six schools\(^5\) that provided survey data at the start and end of the pilot, the numbers of staff involved in gender equality work increased through the period by between 4.8% and 20.1%, based on percentages of respondents at the start and end who answered ‘strongly agree’ and ‘agree’ to the statement *I am involved in the school’s work in gender equality.*

Baseline and end of pilot staff involvement in schools’ gender equality work

<table>
<thead>
<tr>
<th>School</th>
<th>‘I am involved’ baseline</th>
<th>‘I am involved’ end of pilot</th>
<th>Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>24% n=117</td>
<td>20.3% n=82</td>
<td>-3.7%</td>
</tr>
<tr>
<td>B</td>
<td>26% n=53</td>
<td>30.8% n=39</td>
<td>+4.8%</td>
</tr>
<tr>
<td>C</td>
<td>30.6% n=46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>32% n=59</td>
<td>52.1% n=48</td>
<td>+20.1%</td>
</tr>
<tr>
<td>E</td>
<td>34.4% n=33</td>
<td>40% n=20</td>
<td>+5.6%</td>
</tr>
<tr>
<td>F</td>
<td>21% n=98</td>
<td>34.7% n=46</td>
<td>+13.7%</td>
</tr>
<tr>
<td>G</td>
<td>15.1% n=96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>36.2% n=57</td>
<td>47% n=15</td>
<td>+10.8%</td>
</tr>
<tr>
<td>I</td>
<td>24.6% n=52</td>
<td></td>
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</tr>
</tbody>
</table>

\(^5\) The school where the reported percentage fell was the largest school in the pilot with over 200 staff.
2.7 Improvements around girls in physics/STEM

Three schools had been motivated to participate in Opening Doors to increase their numbers for girls studying A-Level physics. At the end of the pilot two of these schools reported *increases in the number of female students recruited to A-Level physics, which they attributed to changes made as a result of participation in Opening Doors*. In both cases the project lead was a physics teacher.

One school described how 25% of the students who had chosen A-level physics for 2017/18 were female. A second school reported that their Year 12 female intake in physics jumped from 11% in 2016/17 to 40% in 2017/18, a level which had not been achieved before.

All schools who approached the charter with a focus on physics recognised gender equality as a wider school priority. They had also implemented changes that spanned across subjects and addressed the wider school culture, such as embedding careers guidance across all subjects with support from the school’s careers representative.

One of the schools that had girls in physics as a motivation for taking part in Opening Doors, and two others that didn’t, reported that the pilot had influenced wider work around girls in STEM.

At one of these schools *a girls group that is specially targeted at providing opportunities for girls* had been taken to see the films Hidden Figures and Wonder Woman. Another school also took a group of girls to see Hidden Figures with the aim of exploring STEM role models.

The third school had *focused its gender equality activities on females in STEM*. Outcomes included a self-esteem workshop delivered by school staff across all year groups; female students in Years 8, 9 and 10 attending IOP STEM junior ambassador training; and sessions for female students run by Fearless Futures⁶, who were selected from a list of trainers provided by the Opening Doors mentor.

2.8 Gender equality incorporated in School Development/Improvement Plans

Three schools described specific examples of how involvement in Opening Doors had led to the topic of *gender equality or CPD on gender equality being added to School Development Plans or School Improvement Plans*. Two of these schools mentioned engagement of governors in this context.

One school had included unconscious bias training and CPD for all teaching and associate staff in next year’s School Development Plan.

In another school, gender issues became part of the School Development Plan for the first time.

In a third example gender equality work was now in the School Improvement Plan, which involved the governors and meant this group were kept informed of gender equality work.

2.9 Changes to school policies

Through Opening Doors, some schools had *created new policies focused on gender or amended existing equalities policies to incorporate gender*. There were also examples where gender equality had been embedded in policies and systems related to other aspects of school operations.

A school that wanted to address gender as part of its wider equality initiatives had *updated their equality policy and summarised it on one A4 sheet*. This update had made the policy more relevant and useful for a variety of situations and across all areas of equality, including sexuality and race as well as gender.

In one school, the introduction of *a new uniform policy* meant that the uniform list now consisted of a single column whereas it was previously separated into a column for boys and a column for girls.

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⁶ [http://www.fearlessfutures.org/schools/](http://www.fearlessfutures.org/schools/)
As a result of Opening Doors, one school extended the scope of their **behaviour logging system** to incorporate sexist behaviour/language. Previously only racist and homophobic behaviour and language had been logged in this system. It was anticipated that logging sexist behaviour would act as a way of recording evidence of such behaviour and provide a means of tracking progress.

### 2.10 Enhancements to staff recruitment and staff responsibilities

One school reported how, during the pilot, they had made **gender equality an inherent part of staff recruitment** by introducing a question in their standard interview schedule for applicants to teaching posts which asks interviewees to explain how they would encourage girls to take up opportunities in their specific subject area.

In another school the **new post of Equality Coordinator** had been created with an additional pay award of £1500 per year.

### 2.11 Creation of gender equality working groups

Although the schools were asked to nominate a project lead and SLT representative at the outset of the pilot, the SLT representatives had varying degrees of involvement at different schools. However, several schools **created larger working groups to lead on implementation of the charter principles**, with others planning to introduce similar groups in the coming school year.

At one school, around eight to ten staff had been recruited to an **Action Research Group** tasked with creating change around gender equality across the school. This group identified opportunities to conduct research into gender bias and was aiming to ensure that students have access to resources that are not all male dominated. By the end of the pilot they had issued questionnaires to staff and students asking about individual experiences of gender bias in the school, and were planning to recruit students to make observations of gender bias behaviour in the school (e.g. when a teacher directs questions to boys but not girls).

Another school’s **Equalities Group** was formed of the Opening Doors project lead (responsible for gender and whole equalities picture up to 6th form); a 6th form representative; the LGBT lead; a member of SLT; staff representatives for careers, curricular matters and PHSE; and a student representative for PHSE. The Equalities Group brought together all aspects of equality work from across the school, which was deemed strategically important for the school as it aims to tackle gender, sexuality and race under a single equalities umbrella. This meant that the school had a cohesive approach to all aspects of equality and teachers were not overloaded with different initiatives tackling different equality subjects. The group shared best practice and ideas across all equality issues.

By the end of the pilot, one school’s project lead had recruited five or six volunteers to come together to form a **working party** to look at gender issues across the entire school during the next academic year. Another had put together a **team of four teachers representing different aspects of school life, i.e. SLT, curriculum matters, sport/PE and pastoral care** to lead on gender equality. Each member of the team was assigned a specific responsibility, e.g. CPD and action research.
2.12 Introduction of relevant training and CPD

Seven schools reported specific examples of gender equality training or other CPD as one of their outcomes from the Opening Doors pilot. This included in-house training delivered by project leads and courses delivered by external providers who had been signposted by the Opening Doors mentor.

Two schools that did not undertake any gender training or CPD activity during the pilot had plans to do so in the next school year.

Examples of gender equality training or CPD undertaken by schools

<table>
<thead>
<tr>
<th>Type of training/CPD</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house training delivered by project leads</td>
<td>In one school project co-leads delivered a 90 minute training session on unconscious bias to all members of teaching staff. As a result of this another teacher volunteered to help and was assigned the role of leading on CPD around equality. This individual researched further CPD on the specific topic of ‘do we treat boys and girls differently’. The lead in another school ran one formal session for teachers on unconscious bias and also spoke individually to teachers.</td>
</tr>
<tr>
<td>Externally provided CPD</td>
<td>A school brought in equality and diversity specialists Equaliteach(^7) to deliver a bespoke course on unconscious bias for all staff, including support staff e.g. finance staff. In one school the Opening Doors funding was used to support training around all aspects of equality, specifically for two Stonewall(^8) training courses for the project lead (one was a train the teachers course so the lead could cascade learning to other staff) and one Fearless Futures(^9) training course for 8 teachers. All members of one school’s Equalities Working Group were trained by Equaliteach using the school’s revised equalities policy summary as a framework. There were concrete plans to cascade this training to all teaching staff during a twilight CPD session. Equaliteach ran two different training courses at one school. The first was a compulsory training session on unconscious bias for all staff. The second was compulsory for all SLT and Middle Leadership team members and focused on tackling sexist behaviour. For one school a staff INSET session planned for September 2017 was deemed to be one of the main outcomes. Fearless Futures will be running a two-hour gender equality workshop for 20 members of staff and the same provider had also run sessions on self-esteem for female students at this school.</td>
</tr>
<tr>
<td>Bespoke training run by Opening Doors Mentor</td>
<td>Seven schools were represented at a bespoke training event, which covered: \bullet How to be a gender equality champion \bullet Sharing and networking of challenges and ideas between schools \bullet Training on how to deliver unconscious bias /gender equality training within the school \bullet Tools and resources including information on data collection and analysis</td>
</tr>
</tbody>
</table>

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\(^7\) [http://www.equaliteach.co.uk/](http://www.equaliteach.co.uk/)

\(^8\) [http://www.stonewall.org.uk/get-involved/education/teacher-training](http://www.stonewall.org.uk/get-involved/education/teacher-training)

\(^9\) [http://www.fearlessfutures.org/schools/](http://www.fearlessfutures.org/schools/)
2.13 A gender-equal school environment

Three schools had reviewed school materials and activities that influence the general school environment. Reviewed materials had included prospectuses, careers and display resources, and schemes of work. Activities included assemblies and citizenship classes.

At one school, the academic team had reviewed all school documents to identify and remove gendered phrasing and gendered terms. The same school was also producing new marketing materials and a new prospectus and the Opening Doors lead was responsible for ensuring gender neutrality in all these materials.

At the end of the pilot, another school was in the process of reviewing class materials and schemes of work to ensure they include counter-stereotypical case studies of people. They had also examined the visible school environment, such as posters and other display material, to ensure inclusion of more diverse images.

At one Catholic school, equality had been added to Citizenship schemes of work and the Chaplin had introduced actions to address gender stereotyping in all areas of their responsibility. Notably for one month all the weekly assemblies were focussed on women and equality.

2.14 Inclusion of the student voice

Student involvement is a main principle of Opening Doors and five schools described outcomes where students had been placed at the forefront of gender equality activities or where specific initiatives had been introduced to capture student feedback and opinions.

One school’s student equalities team, made up of female students from across the Year groups, had been asked to keep an anonymous log in their exercise books whenever they heard an undermining. The project lead was gathering this feedback to help inform all equalities work across the school.

In another school, Year 12 students formed a group to tackle gender equality. One of these Year 12 students had been doing an Extended Project Qualification on gender equality. The students named the group SOFE (Subjects Open For Everyone) and created a logo of an Adelie Penguin which is known to live in an egalitarian society. This group aims to have an even number of male and female Year 12 representatives and will present at assemblies to recruit younger students.

One school’s existing Feminist Society had been mobilised more towards equality and addressing all forms of gender bias, rather than only promoting females. In the future they will be holding debates on gender that will be open to all male and female students across the year groups.

Elsewhere a lead teacher had initiated a scheme where groups of students observed lessons and noted the frequency with which boys/girls answer questions and the ways in which they answered (e.g. shout out, hands up). These observations had used the same criteria adopted by IOP staff when they observed lessons at this school as part of an earlier gender project.

One school had issued a specifically-designed survey to all students about their observations of gendered/sexist behaviour and issues in the school. The results were being used to inform gender equality work going forward.
2.15 Improved careers guidance

Careers guidance is another main principle of Opening Doors and three schools reported how they had made changes to their processes and programmes for career support.

One school had started to embed careers advice in all subjects and lessons through training for all staff. Opening Doors coincided with their appointment of a new careers and work experience adviser who had been able to help make changes to the way that careers advice was delivered across the school.

Working with the Opening Doors project lead, a careers adviser in one school changed the way of promoting some 6th form placements and scholarships, having noticed that it was mainly boys who took up these opportunities. They now approach girls directly and the wording has changed. As a result, there is now a more even number of girls and boys coming forward for these opportunities.

A school reviewed its careers role models, both within the general school environment and careers information that is embedded in lessons and schemes of work. This review ensured that there is now an even representation of both men and women role models.

2.16 New uses of data

Changes to the collection and use of gender-disaggregated data on achievement and progression was reported by two schools.

As a consequence of Opening Doors, one school now routinely analyses data in all subjects and year groups for gender along with other diversity criteria, such as race, pupil premium etc. This is the first time the school has analysed subject choice data along gender lines.

One school carried out a gender audit for the first time where they compared achievement between genders across all subjects and used this information to engage subject leads in work on gender equality.

Another school plans to use data in the future, for example looking at what routes and careers their female students take up beyond 6th form.
3 Factors that influenced outcomes
This section presents the factors that were deemed to have enabled or supported the outcomes reported by schools.

3.1 Developing a project team
The development of a team to lead on equality had a positive influence on the numbers and depth of outcomes achieved and the reach of Opening Doors throughout participating schools.

Gaining SLT support
The involvement of SLTs added weight and momentum to the debate within schools around gender equality and provided support to drive activities forward, particularly when the relationship and communication was strong between the Opening Doors project lead and their SLT. It was noted as a success factor by both SLT representatives and project leads.

In one school, SLT engagement had been the main challenge. This school suggested that a specific role or responsibility for SLT should be made a compulsory part of Opening Doors, in order to make the SLT as a whole more actively engaged and to ensure gender equality is on the SLT agenda at all times. In this school, teachers gave a positive response to the pilot, but it was not a whole-school response, which could be due to the lack of SLT and senior management support that was seen in other schools.

Cross-departmental representation
The need for cross-departmental representation on schools’ Opening Doors project teams was deemed important in delivering whole school actions and reach across teaching subjects and other aspects of school culture, such as safeguarding, where there may already be work on monitoring language and behaviour, or careers, where work may be underway on non-stereotypical role models.

Going beyond physics and applying to wider school
Although increasing the number of girls doing physics A-Level was a main motivation and outcome for some of the pilot schools, the physics project leads worked through a range of wider networks to apply a whole school approach to gender equality. One physics lead worked closely with a member of their SLT to do this, the other also had support from SLT and sat on the board of governors for the school so could highlight the project at a high level. In the latter case, unconscious bias training and gender equality had been included in the School Development Plan for the next year and the project lead described how governors’ support had been needed to enable this to happen.

3.2 Optimising a school’s use of Opening Doors materials and support
The materials and support, particularly the mentor support and CPD funds were critical success factors in achieving outcomes. Schools that made fullest use of the available materials and support were likely to have achieved most within the pilot.

Information presented at introductory session
Project leads and SLT representatives found the resources that were presented at the Opening Doors introductory meetings to be useful and most had employed them to present gender equality to colleagues within their own schools.

At one school the project lead, who teaches physics, had used the unconscious bias information from the introductory meeting to review their own presentation of physics to female students and realised they were using male dominated examples. They made changes to the language used when promoting the subject, ensured that more female examples were used and embedded clearer careers
information in lessons, which resulted in a significant increase in numbers of female students taking A-level physics.

**Self-Evaluation template**

Although all schools submitted the self-evaluation template to IOP at the end of the pilot, some found it more useful than others. Schools that were **most likely to find the template of assistance completed it throughout the pilot and used it as a tool for their ongoing reflection** on progress. Some schools that completed the template only once reported that they found it difficult to fill-in.

One school completed the template around key events such as staff training, Rainbow Day and International Day which helped them reflect both on these individual events and their contribution to the whole project. This school included some additional evidence about events when they submitted their final reflections to IOP.

Another school adapted the template to give it a **colour code of ‘do not meet the criterion, partially meet the criterion, meet the criterion’**. This provided a visual checklist of progress.

In a particularly innovative approach to the template, one project lead used it in their planning and as a **tool to review what they were already doing to meet charter principles and plan action points for what was needed to meet principles**, both at a whole school level and by specific individuals. They commented how the template provided an easy to see reference of areas that needed action.

**Support from Opening Doors mentor**

All schools praised the mentor’s **wide ranging expertise in gender equality and their practical suggestions to address specific areas or situations**. Their **regular visits provided a focus** for schools to assess progress. These visits and the mentor’s regular emails to schools also helped to maintain staff enthusiasm and momentum around Opening Doors. Schools appear to have gained most from their relationships with the mentor when they actively sought advice or information.

**CPD funding and IOP training event**

Schools that made particularly effective use of the Opening Doors CPD funding used it to catalyse new training and on-going CPD activity around gender equality. In some cases the £800 was only sufficient to part-fund what schools wanted to do, but schools applied it at as leverage to obtain internal funds to realise their full ambitions with regards to equality CPD. Other schools commented on how the relatively small amount of funding meant they focused on what was really needed.

The seven schools that were represented at the bespoke IOP training welcomed the opportunity to learn more about unconscious bias and learn from the mentor about ways to engage other staff. Project leads that gained most from this made concrete plans for sharing the training outcomes, such as cascading the learning within their schools or using it to secure SLT support.

**3.3 Engaging with school staff**

Schools adopted formal and informal approaches to engaging staff in Opening Doors activities, with many **using formal and informal methods concurrently**, which seemed particularly effective. Engaging as many staff as possible not only extended the reach of Opening Doors, it also identified areas of particular challenge or existing gender equality work. Furthermore, some project leads deemed that staff engagement resulted in some unexpected outcomes and small changes happening throughout many areas of their schools.

**Formal engagement**

Formal approaches included presenting to staff meetings or SLT groups. A project lead’s **presentation at a staff meeting led to some subject heads making small changes in what they deliver**, for example the English department realised that all their core texts were by male authors.
One school found that presenting gender disaggregated data to departments enhanced staff engagement at all levels. Recording gender disaggregated teacher on attainment in different subjects generated information that a project lead presented at departmental meetings. The data clearly identified where gender gaps occurred and seeing the data stimulated conversations within departments around why gaps exist and what could be done to address them.

**Informal engagement**

The most common informal approach was talking to individual members on a one-to-one basis. In one school an informal conversation resulted in a staff member reviewing why a technology club recruited only boys as leaders and changing how it was being promoted to girls.

Some schools found staff engagement to be easier than they expected. At one school the project lead thought that staff would have been difficult to engage due to the amount of other work they are required to do, but had been surprised at how staff willingly got on board and delivered some unexpected outcomes. For example, an English teacher changed a text that contained some strong male traditional views and an internal exclusion unit instigated a mini counselling session for students excluded for sexist behaviour.

**3.4 Changing school cultures**

Most schools indicated that improving gender equality is likely to require a change in school culture. Adopting a gradual approach and involving students were deemed to be factors that could positively influence culture change.

**Adopting a gradual approach**

Some participating schools recognised that incremental changes were needed to address the bigger picture of gender equality and their project leads often communicated the value of small changes when talking with other members of staff. They welcomed the embedded and continuing nature of the Opening Doors principles which was deemed to be consistent with achieving gradual change. Also important was the fact that the structure of the pilot encouraged self-reflection and staff ownership.

**Involving and listening to students**

As the most significant group of people in any school, students need to be actively involved if changes to school culture are to be accepted and successful. There examples of effective actions to facilitate student engagement across all schools, including surveys, school councils, focus groups and other actions to empower students.
4 Concluding statement

The external evaluation of the Opening Doors charter pilot found that the participating schools made considerable progress and all were able to identify meaningful outcomes. The pilot was sufficiently flexible for schools to pursue areas of gender equality work and outcomes that were most relevant to their specific situations, demographics and environments. It is significant that outcomes were achieved despite the pilot running for less than a whole school year and the pursuit of gender equality being long term, strategic objective for schools.

The incremental changes supported by the charter pilot were consistent with a long-term overall approach but also allowed shorter-term progression to be made, which was important in motivating staff and students.

The mentor and financial support that the pilot provided to schools were important catalysts in influencing how much progress was made. Internal support in the form of active SLT input was another vital success factor and coupled with CPD activity ensured staff engagement was as strong as possible at the whole-school level.

As yet, the charter scheme has only been piloted in the London region and if it is to be rolled-out across UK regions, IOP will need to give consideration both to resourcing a national charter scheme and to ensuring any scheme accommodates the greater diversity of schools that is found throughout the UK.
5 Appendix A: Opening Doors Principles for Pilot Schools

OPENING DOORS PRINCIPLES

1. The School Leadership Team is fully committed to an evidence-based approach to combat gender inequality across the school, involving parents, governors and teachers at all levels.
   a. Organisation and framework
      i. The head teacher and the school leadership team (SLT) are visibly committed to combatting gender inequality
      ii. Staff time spent on diversity issues is formally recognised
      iii. The SLT includes a dedicated diversity champion
      iv. Governors and parents are fully engaged
      v. There is a Diversity and Inclusion Committee with participation from all levels
      vi. Clear procedures are in place for training NQTs and new staff in the school’s equality approach
      vii. Recognition is given to the intersection of gender with other forms of inequality
   b. Monitoring and evidence base
      i. The school collects and monitors data on pupil participation, performance and destinations by gender
      ii. Data are monitored for all subjects and compared with national benchmarks and benchmarks for similar schools
      iii. The school monitors participation by gender in extra-curricular activities such as school trips and outside-hours clubs

2. Gender discrimination and sexist behaviour are considered as unacceptable as their racist and homophobic equivalents and both staff and students are made aware of the relevant issues
   a. Acceptable behaviour and environment
      i. School has a well-publicised code of behaviour, which includes gender issues
      ii. Sexist behaviour and language are considered unacceptable and there are clear, widely-known procedures in place for addressing occurrences
      iii. The school environment (displays, posters, communications, etc.) values diversity
   b. Training and awareness raising
      i. All staff are trained on gender and equality issues including unconscious bias
      ii. Staff are aware that treating all students in the same way does not constitute equality of treatment
      iii. PSHE activities, assemblies etc. are used to raise awareness of gender and equality issues with students at all levels
      iv. Staff express high, non-stereotypical expectations for all students
      v. Through their pedagogy, teachers find ways to value the diverse lives, experiences and identities of students so they feel a sense of belonging and can appreciate the relevance of curricula to their current and future lives

3. The school is aspirational in its approach to equality of opportunity and achievement with a curriculum that strives to be gender equitable
   a. Actions and initiatives
      i. Curricula and schemes of work are designed to be gender equitable
      ii. Initiatives to improve gender balance are based on the best available evidence
      iii. Actions and initiatives are critically evaluated and the results shared across the school
      iv. Good practice is shared across all subjects
      v. Students are actively encouraged to consider subject areas outside their gender stereotype
b. Opportunities and achievement
   i. Routes to employment are included as part of subject curricula and presented in a gender equitable fashion
   ii. Using benchmark data, realistic aspirational targets are set for improving gender balance in participation, achievement and progression across subject areas

4. Students are at the heart of activities and actions to combat gender inequality
   a. Student representation
      i. Student representatives are included on the Diversity and Inclusion Committee
      ii. There is active student involvement in initiatives
      iii. All students are encouraged to provide input to campaigns, for example, to counter sexist language
   b. Student involvement
      i. All students are encouraged to take ownership of gender and inequality issues and to develop their own activities
      ii. Senior students act as mentors for younger students to help break down stereotypical attitudes
      iii. Students act as ambassadors to primary schools to help counter the early development of stereotypical attitudes

5. All advice to students and their parents concerning careers and personal development is provided in a way to counter inequalities and stereotypes
   a. Careers advice and personal development
      i. Careers advice and guidance is personalised to the individual student
      ii. Careers education (information, advice and guidance) challenges traditional gender stereotypes
      iii. The school provides support and works collaboratively with parents to challenge stereotypical views
      iv. Steps are taken to ensure that work experience does not reinforce existing inequalities
      v. Participation in careers education is monitored by gender
   b. Subject choice
      i. All published materials, for example on choice of post-16 study are gender equitable
      ii. All subjects presented as equally challenging/accessible
      iii. School timetables do not block subjects according to perceived gender interest
6 Appendix B: Self-evaluation template

Opening Doors charter: Self-evaluation

This document is intended to help you to reflect on your school's practice around gender equality, and the impact that your policies and practices have had. It will also give you a framework for planning the next steps towards improving your practice further.

This self-evaluation template is for your own use during the course of the pilot. It should be treated as a live document and updated as appropriate. You may find it useful to use the space provided at the bottom of this page to keep a record of updates you have made. At the end of the project, you will be asked to complete and submit a final self-evaluation document to the IOP. Your mentor will support and advise you on this process during the school visits in spring and summer term.

The principles

The self-evaluation process will ask you to look at ten areas. This includes two areas for each of the five Opening Doors principles.

1. **The School Leadership Team is fully committed to an evidence-based approach to combat gender inequality across the school, involving parents, governors and teachers at all levels.**
   - a. Organisation and framework
   - b. Monitoring and evidence base

2. **Gender discrimination and sexist behaviour are considered as unacceptable as their racist and homophobic equivalents and both staff and students are made aware of the relevant issues**
   - a. Acceptable behaviour and environment
   - b. Training and awareness raising

3. **The school is aspirational in its approach to equality of opportunity and achievement with a curriculum that strives to be gender equitable**
   - a. Actions and initiatives
   - b. Opportunities and achievement

4. **Students are at the heart of activities and actions to combat gender inequality**
   - a. Student representation
   - b. Student involvement

5. **All advice to students and their parents concerning careers and personal development is provided in a way to counter inequalities and stereotypes**
   - a. Careers advice and personal development
   - b. Subject choice

Updates to document

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Principle 1: The School Leadership Team is fully committed to an evidence-based approach to combat gender inequality across the school, involving parents, governors and teachers at all levels.

a. Organisation and framework
   - The head teacher and the school leadership team (SLT) are visibly committed to combatting gender inequality
   - Staff time spent on diversity issues is formally recognised
   - The SLT includes a dedicated diversity champion
   - Governors and parents are fully engaged
   - There is a Diversity and Inclusion Committee with participation from all levels
   - Clear procedures are in place for training NQTs and new staff in the school's equality approach
   - Recognition is given to the intersection of gender with other forms of inequality

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<th>If your school can demonstrate that you do this, what impact do you think it has had?</th>
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b. Monitoring and evidence base
   - The school collects and monitors data on pupil participation, performance and destinations by gender
   - Data are monitored for all subjects and compared with national benchmarks and benchmarks for similar schools
   - The school monitors participation by gender in extra-curricular activities such as school trips and outside-hours clubs

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Principle 2: Gender discrimination and sexist behaviour are considered as unacceptable as their racist and homophobic equivalents and both staff and students are made aware of the relevant issues

a. Acceptable behaviour and environment
   - School has a well-publicised code of behaviour, which includes gender issues
   - Sexist behaviour and language are considered unacceptable and there are clear, widely-known procedures in place for addressing occurrences
   - The school environment (displays, posters, communications, etc.) values diversity

If your school can demonstrate that you do this, what impact do you think it has had?
If your school has not yet met this, what do you plan to do next?

b. Training and awareness raising
   - All staff are trained on gender and equality issues including unconscious bias
   - Staff are aware that treating all students in the same way does not constitute equality of treatment
   - PSHE activities, assemblies etc. are used to raise awareness of gender and equality issues with students at all levels
   - Staff express high, non-stereotypical expectations for all students
   - Through their pedagogy, teachers find ways to value the diverse lives, experiences and identities of students so they feel a sense of belonging and can appreciate the relevance of curricula to their current and future lives

If your school can demonstrate that you do this, what impact do you think it has had?
If your school has not yet met this, what do you plan to do next?
Principle 3: The school is aspirational in its approach to equality of opportunity and achievement with a curriculum that strives to be gender equitable

a. Actions and initiatives
   - Curricula and schemes of work are designed to be gender equitable
   - Initiatives to improve gender balance are based on the best available evidence
   - Actions and initiatives are critically evaluated and the results shared across the school
   - Good practice is shared across all subjects
   - Students are actively encouraged to consider subject areas outside their gender stereotype

| If your school can demonstrate that you do this, what impact do you think it has had? |
| If your school has not yet met this, what do you plan to do next? |

b. Opportunities and achievement
   - Routes to employment are included as part of subject curricula and presented in a gender equitable fashion
   - Using benchmark data, realistic aspirational targets are set for improving gender balance in participation, achievement and progression across subject areas

| If your school can demonstrate that you do this, what impact do you think it has had? |
| If your school has not yet met this, what do you plan to do next? |
Principle 4: Students are at the heart of activities and actions to combat gender inequality  

a. Student representation  
   - Student representatives are included on the Diversity and Inclusion Committee  
   - There is active student involvement in initiatives  
   - All students are encouraged to provide input to campaigns, for example, to counter sexist language

If your school can demonstrate that you do this, what impact do you think it has had?  
If your school has not yet met this, what do you plan to do next?

b. Student involvement  
   - All students are encouraged to take ownership of gender and inequality issues and to develop their own activities  
   - Senior students act as mentors for younger students to help break down stereotypical attitudes  
   - Students act as ambassadors to primary schools to help counter the early development of stereotypical attitudes

If your school can demonstrate that you do this, what impact do you think it has had?  
If your school has not yet met this, what do you plan to do next?
Principle 5: All advice to students and their parents concerning careers and personal development is provided in a way to counter inequalities and stereotypes

a. Careers advice and personal development
   - Careers advice and guidance is personalised to the individual student
   - Careers education (information, advice and guidance) challenges traditional gender stereotypes
   - The school provides support and works collaboratively with parents to challenge stereotypical views
   - Steps are taken to ensure that work experience does not reinforce existing inequalities
   - Participation in careers education is monitored by gender

If your school can demonstrate that you do this, what impact do you think it has had?
If your school has not yet met this, what do you plan to do next?

b. Subject choice
   - All published materials, for example on choice of post-16 study are gender equitable
   - All subjects presented as equally challenging/accessible
   - School timetables do not block subjects according to perceived gender interest

If your school can demonstrate that you do this, what impact do you think it has had?
If your school has not yet met this, what do you plan to do next?
7 Appendix C: Whole-School Baseline Survey

Working with King’s College London, the Institute of Physics is piloting a gender equality charter for schools. Your school has been selected to be a Pathfinder School for the scheme and as part of the pilot we are gathering data from all staff about your experiences and perceptions around gender equality in your school.

What is gender equality?

- Gender equality refers to the equal rights, responsibilities and opportunities of both young women and young men.
- It does not mean that young women and young men will become the same or be treated in exactly the same way, but that access to their rights, opportunities and their ability to make decisions will not depend on whether they are born male or female.
- The different interests, needs and priorities of both young women and young men will be taken into consideration, also recognising the diversity within different groups.
- Gender equality is not just an issue for young women but should also concern and fully engage young men.

Please spend a few minutes to answer the following survey questions, which are designed to obtain a 'whole-school' picture around gender equality. We will keep your responses anonymous and they will not be attributed to you any reports.

Your views are valuable to the evaluation of the pilot and will go to strengthening the scheme in the future.

Many thanks
Liz Jeavans and Sarah Jenkins, Evaluation Team for Opening Doors charter

1) Name of school: ______________________________________________________________

2) To provide some context only, please select which of the following best describes your main role or job? (tick one)
   ( ) Teacher
   ( ) Careers adviser
   ( ) Support staff (e.g. administrative, technician, estates, facilities)
   ( ) Learning mentor or teaching assistant
   ( ) Member of senior leadership or senior management team
   ( ) Governor
   ( ) Other – please describe ___________________________________________________

3) How many years have you been in this role?

4) Have you ever undertaken any gender equality or diversity training? (tick one)
   ( ) Yes    ( ) No
5) If you answered YES in 4 above, please provide a description and details of the provider and date for any gender equality or gender diversity training you have participated in (includes standalone training or training as part of another activity). You may provide further information in the Comments box.

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Comments:

6) Does your school have an equality policy that includes gender issues? (tick one)

( ) Yes  ( ) No  ( ) Don’t know
7) Please tell us how much you agree or disagree with the following statements. All responses are anonymous:

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<th>Strongly agree</th>
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<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>The school takes positive action to ensure that information about routes to employment and careers challenge traditional stereotypes</td>
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<td>The school takes positive action to promote gender equality in subject choice</td>
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<td>The school encourages students to be aware of gender equality issues</td>
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<td>The school encourages students to be involved in gender equality initiatives e.g. diversity and inclusion committee, campaigns, mentors, ambassadors</td>
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<td>The school has clear values on gender equality, which are communicated to parents, visitors and other relevant people</td>
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<td>A member of the senior leadership or senior management team leads and champions good practice for gender equality across the whole school</td>
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<td>The school environment, such as posters or displays, reflects gender equality for staff and students</td>
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<td>Training in gender equality/gender diversity/unconscious bias is available and accessible for all staff</td>
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<td>Good practice in terms of gender equality is shared across the school</td>
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<td>Gender issues are considered in curriculum design (e.g. choice of options /subject blocks do not force gendered choices)</td>
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<td>Gender issues are considered in classroom management (e.g. techniques to ensure that all pupils are equally able to contribute to lessons)</td>
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<td>I am aware of the school’s work in gender equality</td>
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<td>I am involved in the school’s work in gender equality</td>
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<td>Gender equality is important in education</td>
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<td>Gender equality issues are relevant to my work</td>
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8) What, if anything, are the key challenges to implementing gender equality in your school?


9) What, if anything, could be done to improve gender equality in your school?


10) Is there anything else you would like to say about gender equality or diversity within your school or your school’s participation in the pilot for the Opening Doors Charter?


Thank you for taking our survey. Your response is very important to us.