

4.1 Gender (Table 1)

Girls are outperforming boys in all the main attainment indicators at key stage 4.

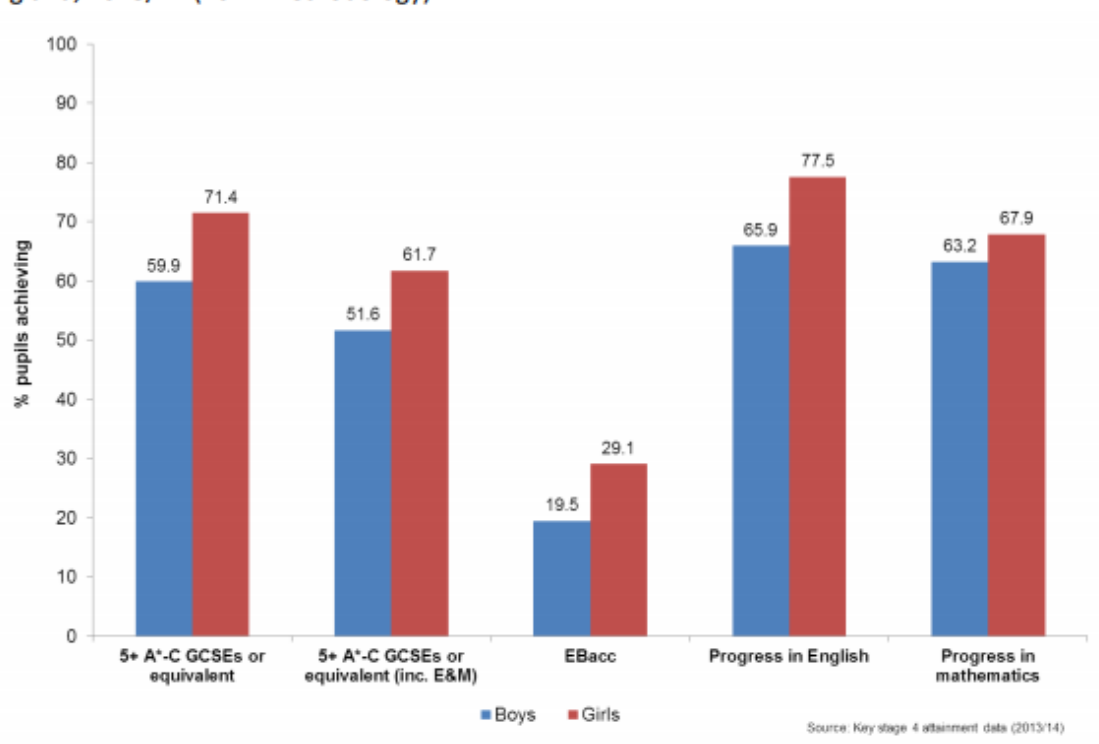
The gap between the percentage of girls and boys achieving at least 5 A*- C GCSEs (or equivalent) grades is 11.6 percentage points, with 71.4% of girls achieving this indicator compared to 59.9% of boys.

The gap between the percentage of girls and boys achieving at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics is narrower at 10.1 percentage points, with 61.7% of girls achieving this indicator in 2013/14 compared to 51.6% of boys

Table A: Percentage of pupils achieving 5+ A*- C GCSEs (or equivalent) grades including English and mathematics by gender

Gender	2012/13 (%)	2013/14 (%)	
		'2013 methodology'	'2014 methodology'
boys	55.7	55.6	51.6
girls	65.7	65.2	61.7
all pupils	60.6	60.3	56.6

Figure 1: Percentage of pupils achieving key stage 4 indicators by gender.
England, 2013/14 (2014 methodology)



In 2013/14, 43.2% of girls were entered for all the subject areas of the English Baccalaureate, compared with 34.4% of boys a gap of 8.9 percentage points. The gap between the percentage of girls and boys achieving the English Baccalaureate is 9.6 percentage points, with 29.1% of girls achieving the English Baccalaureate, compared with 19.5% of boys.

The gap between the percentage of girls and boys making expected progress in mathematics is narrower than for expected progress in English – this is a pattern seen in previous years.

77.5% of girls made the expected level of progress in English in 2013/14 compared to 65.9% of boys; this is a gender gap of 11.6 percentage points. The gender gap for progress in mathematics is much narrower at 4.7 percentage point; 63.2% of boys achieved the expected level of progress in mathematics compared to 67.9% of girls.