THE GOOD TEACHER TRAINING GUIDE 2011

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Executive Summary

Providers Compared

- All 227 university, school-centred (SCITT) and employment-based training (EBITT) providers are compared on entry qualifications, Ofsted grades and take-up of teaching posts.

- The Billericay Educational Consortium, one of the two pioneers of school-centred teacher training comes top, with Oxford University second, and Cambridge University third.

- Four of the top ten are SCITTs, four are universities and two are EBITTs. The top EBITT is Southfields Community College (Wandsworth), one of the first Training Schools.

Routes Compared

- This is the first year that the teaching take-up of employment-based trainees has been available making it possible for the first time to compare all three training routes. Trainees on SCITTs and EBITTS were much more likely to go into teaching than those from universities. Universities tended to have the higher entry qualifications and get the better Ofsted grades. But it is no good having excellent entrants and outstanding inspection grades if the trainees do not go into teaching.

Teaching Take-Up

- The training system is currently very wasteful. Overall, even with the school-led schemes included, only 62% of the trainees were teaching in state schools in the January following.

Ofsted Grades

- The new Ofsted inspection framework makes it more difficult to tell programmes apart. 33 universities were rated outstanding in the 2011 Profiles compared with only two in the 2000 Profiles. It seems unlikely that this explosion could all be due to real improvement.

Entry Qualifications

- Over the fourteen years CEER has reviewed teacher training, there has been a twelve point increase in the percentage of trainees with firsts or upper-seconds (from 46% to 58%), but only at the rate that these degree classes have been awarded by the universities (50% to 61%). While teaching is holding its own against other graduate occupations, it is not increasing its share of the good graduates.

Subjects

- Some subjects continue to struggle to find teacher trainees. Over a third of those in modern languages (37%), a quarter in maths (25%) and in physics (24%), and a fifth in chemistry (20%) and combined science (21%) lacked a 2.2 degree which the Government regards as the minimum for public funding. In these subjects also fewer of the trainees became teachers. Undergraduate courses do little to make up the shortfalls, with only two trainees in modern languages, one in physics and seven in chemistry among the secondary trainees, and only half of these make it to the classroom.

Undergraduate Courses

- In all, undergraduate ITT courses contribute 893 of the 19,876 secondary trainees (4.5%). Only half had entered with A-levels.

School Led

- The Government has taken to linking the school-centred schemes (SCITT) and the Graduate Teacher Programme (GTP) as school-led schemes. They have a good record of trainees going into teaching and continuing in the profession. But after growing rapidly in the early part of the century they have stalled for the past six years. This appears to be due to a lack of funded places in the case of the GTP and high turnover among SCITTs.

- Teaching take-up by those qualifying on the Overseas Trained Teacher Programme (OTTP) dropped from an initial 92% to 64% three years later, calling into question whether the scheme is worthwhile.

Teach First

- The Government has been enthusiastic about Teach First and is expanding this scheme, but it should not be forgotten that it was devised as a two-year commitment on the part of good graduates planning careers in business and industry to give something back in challenging schools. Of the 149 on the scheme in 2005/6, 63 (42%) chose to remain in teaching (which is a plus), but within three years the other 86 had moved on. In 2009/10 the Teach First intake had been increased to 480, but still only 1.2% of the 38,429 teacher trainees, and only half are expected to stay in teaching.

Policy Pointers

- The Graduate Teacher Programme is attractive to trainees since they receive salaries rather than having to pay tuition fees, as those on PGCE courses do. If the Government wishes to free it up for growth it will have to find the money. It would be a good investment since schools recruit to meet their needs and the trainees enter and continue in teaching.

- The Government's attempts to raise the bar for entry will have to reckon with the long-standing shortfalls in some subjects. It hopes to combat these with bursaries of up to £20,000. But it may be a matter more of personality than short-term financial incentives. Subjects like physics attract people who prefer abstract patterns to working with children day in and day out. It may be necessary to accept the shortfalls and find ways of getting the most able pupils together with the best teachers. Countries like the United State, Japan, Korea and Singapore, for example, have actual science schools (not like ours which are in name only).

- The number and quality of the entrants and the take-up of teaching posts must put question marks against the Overseas Trained Teacher Programme, undergraduate ITT courses for the secondary age range, and key stage 2/3 courses.

1. Introduction

1.1 The *Good Teacher Training Guide 2011* compares the teacher trainer providers, and analyses entries and outcomes. This is the first year that it has been possible to include the employment-based routes since their employment data is now publicly available. Each year since 1998 the Training and Development Agency for Schools, the body responsible for allocating teacher training places, has collected and made available an extensive dataset describing the training providers, and each year since 1998 the Centre for Education and Employment Research has analysed and summarized these data. In order to be able to compile statistics on the take-up of teaching posts the TDA Profiles refer to the preceding academic year, so the 2011 Profiles are based on the training year 2009-10.

1.2 The providers are ranked on a combination of entry qualifications, Ofsted inspections and the trainees' take up of teaching posts. There are three main routes in teacher training: the universities and colleges (which we abbreviate to UNIs), the school-centred schemes (SCITTs), and the employment-based programmes (EBITTs). The UNIs and SCITTs offer training towards the Postgraduate Certification in Education (PGCE), and tuition fees are payable. These routes differ in that in university training, the trainees are found placements in schools by the universities as part of their courses and the funding is channelled via the universities. SCITTs are consortia of schools allocated training places and funding is channelled through them. Universities validate the PGCEs of SCITTs and may be hired by them to provide some of the teaching. There are also employment-based routes. There are three sorts of EBITT postgraduate programme (there is in addition the Registered Teachers Programme, RTP, for non-graduates): the Graduate Teacher Programme (GTP); the Overseas Trained Teacher Programme (OTTP); and Teach First. These differ markedly. The GTP and OTTP lead to qualified teacher status, but not a PGCE, and the trainees are paid a salary while training. Teach First is curiously classified as an EBITT since it is organised by a charity and the trainees do take a PGCE. It was designed as a scheme for graduates with good degrees who commit to work in challenging schools for two years, with the incentive that the enrichment programme they undertake is as much a basis for careers in business and industry (with the understanding that they will be looked upon favourably) as to remain in teaching.

1.3 In our comparisons, the scores for entry qualifications, Ofsted grades and employment in teaching are weighted equally. They have been standardised to a mean of 500 and a standard deviation of 100 across all provider types. The scores of the universities, SCITTs and EBITTs, and the primary and secondary phases, are thus directly comparable.

1.4 In the next chapter the initial teacher training providers are ranked. Universities currently train almost four-fifths of teachers. The top ten are identified (the full ranking is given in Appendix A1). The top ten for primary and secondary are also shown. The SCITTs and EBITTs are then added to the mix so we can see whether the best teacher training is provided in the Universities of Oxford or Cambridge, or Billericay SCITT, or Southfields (Wandsworth) EBITT. As well as the overall rankings, the top performers in each component - entry qualifications, Ofsted grades and take-up of teaching posts – are named.

1.5 In Chapter 3 the three training routes – UNIs, SCITTs and EBITTs - are compared. This is possible for the first time this year since the TDA has for the first time published the employment data for the EBITTs in its annual release of Teacher Training Profiles[1]. It is also important since it is a declared aim[2] of the Government to rebalance teacher training provision in favour of school-led schemes (which it identifies as SCITT and GTP). Are, in fact, the school-led schemes doing better and, if so, in what ways?

1.6 Chapter 4 asks: how many trainees are there and who are they? The entrants to the different phases of teacher training - primary, key stage 2/3 and secondary - are characterised in terms of their gender, ethnicity, age, whether undergraduate or postgraduate, and whether entry is on the basis of a UK or overseas qualification. The trends over the 14 years the report has been compiled are traced.

1.7 In Chapter 5 the entry qualifications are looked at in more detail. The Government is putting great emphasis on the quality of new recruits. Are the entry qualifications of teacher trainees improving and, if so, does this mean that teaching is competing more successfully for graduates? The entry qualifications to undergraduate courses are analysed in terms of A-levels and to postgraduate courses in terms of good degrees. Are the better qualified more likely to train in universities, SCITTs or EBITTs. What are the entry levels to the different types of EBITT – the Graduate Teacher Programme, the Overseas Trained Teacher Programme and Teach First – and how do they differ?

1.8 Next, in Chapter 6, we turn to subjects and ask: how is recruitment faring? Again this is germane to Government policy since it has announced that, from 2012, the teacher training of only those with at least a lower-second will be publicly funded. We look in detail at how many trainees currently are recruited who fall short of this requirement. We also consider how many of the trainees are recruited on non-UK qualifications taking this as a further indication of whether training providers are struggling to fill places.

1.9 In Chapter 7 we turn our attention to outcomes, and consider how many of those recruited achieve Qualified Teacher Status and how many take up posts in teaching. This requires summarizing a different dataset. Most teacher training courses last one year, but not all do. Some trainees take less and others longer than a year to complete. Others have to repeat part of the training or retake tests. In this chapter we focus on the final-year trainees. These are mainly the same people as those of the earlier chapters, but for the reasons given are not exactly the same. We can compare how many of the final-year trainees achieve QTS and whether the different routes, phases, and subjects have different outcomes. The final-year trainees are followed up six months after completing so we can also see how many have taken teaching posts and in what sectors.

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[1] http://www.tda.gov.uk/training-provider/itt/data-surveys/performance-profiles.aspx

[2] *Training Our Next Generation of Outstanding Teachers*. An Improvement Strategy for Discussion, June 2011, paragraph 7, Page 15. DFE-00054-956-2011. ISBN: 978-1-84775-956-6. www.education.gov.uk/publications

1.10 In the final chapter we consider Government proposals for teacher training in the light of the hard numbers with which they will have to contend.

2. The Providers

2.1 In all, in 2009-10, there were 234 teacher training providers offering a range of routes into teaching. Chart 1.1 shows that there were 75 higher education institutions mainly universities (UNIs) and 59 school-centred schemes (SCITTs) offering Qualified Teaching Status (QTS), either through first degrees or the Postgraduate Certificate of Education (PGCE). In addition, there were 100 employment-based providers offering training leading to QTS but not a PGCE.

2.2 The providers can also be grouped according to the phase of education for which training is provided - primary, key stage 2/3 or secondary. Although the programmes have different entrance requirements and focus on different levels and subjects, QTS is a general qualification and teachers are free to teach in any post they are offered.

Chart 2.1: ITT Providers 2009-2010

Phase/UG, PG	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	44	-	9	53
Postgraduate	59	30	73	162
Key Stage 2/3				
Undergraduate	5	-	-	5
Postgraduate	6	-	10	16
Secondary				
Undergraduate	18	-	10	28
Postgraduate	73	30	89	192

2.3 Some of the providers have very few trainees, as low as just one in the case of some EBITTs. Only those with ten or more trainees have been included in our comparisons, resulting in one university course, two SCITTs and 19 EBITTs being omitted (see footnotes to Charts A1-A3 in appendix). Separate inspection grades are not published for key stage 2/3 training so it cannot be included in the rankings, and two university PGCEs, one SCITT and three EBITTs were left aside for the same reason (again see footnotes to charts in appendix for details). Chart 2.2 gives the numbers of providers included in the rankings.

Chart 2.2: ITT Providers Included in Comparisons[1,2]

Phase	HEI	SCITT	EBITT	Total
Primary	60	29	60	149
Secondary	71	28	79	178
Total[2]	75	57	95	227

1. Numbers differ from those in Chart 2.1 because: (a) programmes with fewer than ten trainees have been omitted leading to one fewer university course, two fewer SCITTs and 19 fewer EBITTs; (b) programmes with no published Ofsted ratings could not be included resulting in the exclusion of two university courses, one SCITT and 3 EBITTs; and (c) data for undergraduate and postgraduate programmes where a provider offers both have been combined.

2. Rankings of providers include both primary and secondary programmes. Just four universities have primary but no secondary courses. 35 EBITTS are primary only and 16 secondary only. The SCITTs included specialise in either primary or secondary.

2.4 Although some providers do not appear in the comparisons of Charts A1-A3 in the appendix, pages 36-49 (for the reasons given in the footnotes), all entrants and final-year year trainees do form part of the general analyses in Chapters 4 to 7. As Chart 4.1, page 16, shows nearly four-fifths of initial teacher training takes place in the universities and university colleges. We begin, therefore, by considering these institutions on their own, before going on to compare all providers.

Universities

2.5 Chart 2.3 shows the top ten university[3] ITT providers overall. This is taken from the full table in Charts A1a and Alb, pages 36-39, listing 75 university ITT providers. The top position resembles the university boat race. Oxford and Cambridge have led the table almost every year since its inception in 1998[4]. Oxford was on top for the first five years. Cambridge (with Homerton College now merged into it) led the way in 2004, Oxford regained the lead in 2005 and 2006, and then Cambridge led for four years. But this year Oxford takes over once more. It edges ahead because more of its trainees enter teaching and Cambridge is still carrying a dropped Ofsted grade for its primary provision.

Chart 2.3: Top Ten[1] University ITT Providers

University	Score	Rank 2011	Rank 2010	Rank 2009
University of Oxford	643.8	1	2	2
University of Cambridge	636.9	2	1	1
University of Exeter	610.7	3	4	3
Loughborough University	598.2	4	6	4
University of Buckingham	594.6	5	5	
University of East Anglia	587.5	6	7	11
King's College London	587.2	7	24	22
University of York	586.8	8	15	6
University of Birmingham	570.9	9	8	7
University of Bristol	570.3	10	9	5

1. Full listing in appendix in Charts A1 and A2.

2.6 The top ten university ITT providers are much the same as in 2009 and 2010. The University of Buckingham which burst on the scene last year holds its fifth place. King's College, London has notably improved its position as a result of maximum grades in its Ofsted inspection, reaching seventh spot. The University of York which slipped in 2010 is back up in eighth position. None of the top ten places overall are held by the newer universities, which absorbed former teacher training colleges. The leading positions continue to go to the old established universities (except for Buckingham which is modelled on an Oxbridge college).

2.7 The newer universities do, however, make an appearance when the primary and secondary phases are considered separately as in Chart 2.4. Northumbria with just 18 secondary entrants comes second in that listing, but the lower score for the 227 primary trainees drops it to just outside the top ten overall. The University of

[3] We have abbreviated higher education institutions to 'universities' (UNIs).
[4] Apart from 2003 when the small specialised provision at Staffordshire University came out on top.

Chichester makes it to tenth spot in the secondary listing and the University of Derby to tenth spot in primary. In both cases it is their recent excellent Ofsted ratings. Nevertheless, the top positions are occupied by the old established universities. Exeter comes first for primary followed by Cambridge and Reading. Cambridge heads the secondary listing followed (if we leave aside the small number at Northumbria) by Oxford and Exeter.

Chart 2.4: Top Ten[1] Universities for Primary and Secondary

Primary		Secondary	
University of Exeter	623.5	University of Cambridge	650.2
University of Cambridge	617.1	Northumbria University	648.9
University of Reading	616.6	University of Oxford	643.8
University of Chester	611.0	University of Exeter	604.9
University of Manchester	583.6	Loughborough University	598.2
University of East Anglia	581.9	University of Buckingham	594.6
University of Warwick	572.9	University of East Anglia	592.7
Northumbria University	565.0	King's College London	587.2
University of Birmingham	561.2	University of York	586.8
University of Derby	561.1	University of Chichester	586.6

1. Full listing in appendix in Charts A1 and A2.

Training Routes

2.8 If we look beyond the universities, the top ten providers overall come out as shown in Chart 2.5. The ten comprise four SCITTs, four universities and two EBITTS.

Chart 2.5: Top Ten Teacher Training Providers

Provider	Score	Rank
Billericay Educational Consortium SCITT	646.3	1
University of Oxford	643.8	2
University of Cambridge	636.9	3
The North East Partnership SCITT	623.9	4
University of Exeter	610.7	5
Devon Primary SCITT Group	609.8	6
Southfields Community College EBITT	607.1	7
Canterbury Christ Church University EBITT	602.7	8
Suffolk and Norfolk Primary SCITT	601.0	9
Loughborough University	598.2	10

2.9 The highest scorer of all is a SCITT, the Billericay Educational Consortium, which comes ahead of both Oxford and Cambridge Universities. The Billericay Educational Consortium consists of a group of Essex primary schools which collaborate to offer a 42-week course for a maximum of 25 trainees a year leading to a PGCE validated by the Open University. It has consistently been the top performing primary SCITT in the country and in 2011 its highly qualified entrants and outstanding Ofsted grades have taken it to the very top of the 227 providers. Fittingly, in 1994, it was one of the two pioneers of the SCITT programme.

2.10 A SCITT for the secondary age range, the North East Partnership, is fourth, just behind Oxford and Cambridge. Two other primary SCITTs, the Devon Primary SCITT and Suffolk and Norfolk Primary SCITT, occupy sixth and ninth places respectively. Two EBITTs also appear in the top ten overall, Southfields Community College EBITT and Canterbury Christ Church EBITT, in seventh and eighth places respectively. Southfields is a school in Wandsworth and was one of the first Training Schools, established in 2001. It trains many of its 20-25 GTPs itself but there are also partner schools.

2.11 Canterbury Christ Church EBITT is interesting because it illustrates that the universities are also heavily involved in the employment-based routes. In 2009-2010 Canterbury had 620 EBITT trainees as well as the 1,094 on its PGCE courses. Canterbury's EBITT programme scores much higher than its university courses. While both have maximum Ofsted ratings, the EBITT route had higher scores on entry qualifications and entry to teaching for both the primary and secondary phases. Canterbury Christ Church was the first to provide the university elements of the Teach First EBITT programme[5]. Of the four universities in the top ten overall, Oxford is second, Cambridge third, Exeter fifth and Loughborough tenth.

Chart 2.6: Top Ten[1] Providers[2] by Route

UNI (N=75)		SCITT (N=57)		EBITT (N=95)	
University of Oxford	643.8	Billericay Educational Consortium	646.3	Southfields Community College	607.1
University of Cambridge	636.9	The North East Partnership	623.9	Canterbury Christ Church University	602.7
University of Exeter	610.7	Devon Primary SCITT Group	609.8	Bourton Meadow ITT Centre	587.2
Loughborough University	598.2	Suffolk and Norfolk Primary	601.0	Forest Independent Primary Collegiate	581.1
University of Buckingham	594.6	Leicester and Leicestershire	600.9	University of Nottingham GTP	576.4
University of East Anglia	587.5	Royal Academy of Dance[3]	592.2	The Havering Teacher Training Partnership	571.5
King's College, London	587.2	Devon Secondary Teacher Training Group	586.5	East Lincolnshire GTP	570.4
University of York	586.8	South West Teacher Training	577.6	Alban Federation	569.8
University of Birmingham	570.9	Chiltern Training Group	575.9	Newman University College	563.6
University of Bristol	570.3	Thames Primary Consortium	569.5	King Edward's Consortium	562.8

1. Full listing in appendix in Charts A1 to A3.

2. Numbers are for overall rankings. Where a provider offers both primary and secondary these are combined to give one score.

3. Strictly speaking the Royal Academy of Dance is not a SCITT, but it not a UNI either, and since its funding model is aligned with SCITTs it is grouped with them.

2.12 Chart 2.6 shows the top ten providers for each route. The first column is taken from Chart 2.3 and we have already met the top ten overall in Chart 2.5. The scores in the

[5] www.teachfirst.org.uk

UNI and SCITT columns are quite similar, but the EBITTs lag somewhat. Three of the top ten EBITTs are run by universities.

Entry Qualifications

2.13 The overall scores in the earlier part of this chapter derive from standardised scores for entry qualifications, Ofsted ratings and take-up of teacher posts. We now look in more detail at these components. Chart 2.7 shows the top ten across all providers for entry qualifications. Good is defined as the percentage of entrants on UK qualifications with a first or upper-second for postgraduate courses, or 300 UCAS points for undergraduate courses.

Chart 2.7: Top Ten[1] for Entry Qualifications

Provider	Phase	%Good[2]
University of Cambridge	Secondary	91.5
South West Teacher Training SCITT	Secondary	90.7
University of Cambridge	Primary	90.5
Billericay Educational Consortium (SCITT)	Primary	90.5
Northumbria University	Secondary	88.3
University of Leicester	Primary	87.3
University of Birmingham	Primary	86.8
University of Exeter	Primary	86.5
University of Oxford	Secondary	85.5
Royal Academy of Dance	Secondary	85.0

1. Full listing in appendix in Charts A1-3.

2. Percentage 'firsts' or 'upper-seconds' for postgraduate courses or 300 UCAS points for undergraduate courses.

2.14 Entry qualifications reflect competition for places. Over 90 per cent of the entrants to both the primary and secondary courses at University of Cambridge and to two SCITTs, South West Teacher Training and the Billericay Educational Consortium, had a first or upper-second. Universities – Northumbria, Leicester, Birmingham, Exeter and Oxford – occupied positions five to nine. The Royal Academy of Dance[6] was tenth.

Inspection Grades

2.15 The providers are regularly inspected by Ofsted, though not every year, and the inspection framework has changed over time. Charts 2.8a and b list alphabetically the providers in the three routes rated outstanding. The current inspection grades are a mix of two regimes. In the earlier regime teacher training providers were rated on the three dimensions of 'training'; 'standards'; and 'management and quality', but that has been revised to just two: 'overall effectiveness' and 'capacity to improve'.

[6] Grouped with the SCITTs since it is funded on the SCITT model.

Chart 2.8a: Primary Providers Rated by Ofsted as Outstanding in Latest Inspection[1]

PRIMARY		
UNI(N=60)	**SCITT (N=29)**	**EBITT (N=60)**
Birmingham City	Billericay Educational Consortium	Bourton Meadow ITT Centre
Bishop Grosseteste	Cornwall Partnership (3-11)	Canterbury Christ Church University
Canterbury Christ Church	Devon Primary Group	East Lincolnshire GTP
Northumbria	Dorset Teacher Training Partnership	East Sussex Primary GTP
Oxford Brookes	Gateshead 3-7	Essex Schools ITT Partnership
University College Birmingham	Jewish Teacher Training Partnership	Hertfordshire Regional Partnership
Brighton	Leicester and Leicestershire	Institute of Education, London
Chester	North Tyneside 3-7	Newman University College
Chichester	Somerset Consortium	Somerset SCITT Consortium
Derby	Suffolk and Norfolk Primary	University of Bedfordshire
East Anglia		University of Worcester
Exeter		
Gloucestershire		
Reading		
Warwick		
Wolverhampton		
Worcester		

Chart 2.8b: Secondary Providers Rated by Ofsted as Outstanding in Latest Inspection[1]

SECONDARY		
UNI (N=71)	**SCITT (N=28)**	**EBITT (N=79)**
Birmingham City	Bromley Schools Collegiate	Canterbury Christ Church University
Canterbury Christ Church	Chiltern Training Group	East Lincolnshire GTP
Institute of Education, London	Devon Secondary Teacher Training Group	Essex Schools ITT Partnership
King's College London	Northumbria DT Partnership	Hertfordshire Regional Partnership
Loughborough	The North East Partnership	Institute of Education, London
Northumbria University		Newman University College
Brighton,		Southfields Community College
Cambridge		The Havering Teacher Training Partnership
Chichester		The Wakefield Partnership for Initial Teacher Training
East Anglia		University of Nottingham GTP
Exeter		University of Worcester
Nottingham		
Oxford		
Wolverhampton		
Worcester		
York		

1. Full listing in appendix in Charts A1 to A3

2.16 Chart 2.9 shows the percentages of teacher training providers judged to be outstanding by Ofsted. Overall just over a fifth of the providers achieved top grades on either the three or two dimensions on which they were inspected. Similar proportions of universities and SCITTs achieved top grades, but somewhat fewer EBITTs. Primary providers in all three routes were more likely to be judged outstanding than the secondary providers.

Chart 2.9: Percentage of Providers Judged Outstanding

Phase	UNI	SCITT	EBITT	All
Primary	28.3	34.5	18.3	25.5
Secondary	22.5	17.9	13.9	18.0
Total	25.2	26.3	15.8	21.4

2.17 The percentages in Chart 2.9 stand in marked contrast to the early days of Ofsted's teacher training inspections in the 1990s. Even in the year 2000 only two primary providers, Canterbury Christ Church and Homerton College (now merged into Cambridge University) achieved straight top grades and no secondary provider did, although Oxford was a near miss. The explosive growth in university providers judged outstanding from two in the year 2000 to 33 in 2011 reflects in part closer compliance with Ofsted's standards and unsatisfactory providers being weeded out. But it also reflects changes to the inspection framework. In the first years of Ofsted inspections primary providers were rated on five dimensions[7], and secondary providers in each subject on six dimensions. To achieve straight top grades primary providers would have to be ranked '1' on five dimensions, but for secondary providers it would depend on how many subjects they covered and it could be 70 or more. Hence it is not surprising that only primary providers came out with completely clean sheets.

2.18 The first framework was replaced in 2004-05 by one which assessed three dimensions, and secondary providers received an overall rating rather than one for each subject. These inspections formed part of the 2006 Profiles. Even with this simplified approach only three universities – Cambridge (with Homerton now part of it), Oxford and Exeter - received straight top grades for their secondary provision. Only one primary provider achieved this level: Canterbury Christ Church retaining its perfect score. Within six years, and through another revision of the inspection framework, four had become 33[8].

Entry to Teaching

2.19 The picture for employment stands in contrast to that for Ofsted grades. Chart 2.10 lists those providers with 95 per cent or more of their final-year trainees in 2009-10 who were in teaching posts by the following January. Only one university had 95 per cent or more of the final-year trainees taking teaching posts compared with 10.5

[7] 'subject knowledge', 'teaching standards', 'ability to assess', 'course design and delivery' 'accuracy of assessing trainees' (secondary providers were also judged on 'admissions policy and selection' but this was not included in our analysis).

[8] A technical consequence is that instead of the relatively smooth curve generated by the first inspection framework, the present two dimensions give a seven point scale, of which the bottom two points (unsatisfactory) are hardly ever used. The quality scores, therefore, tend to be bunched.

per cent of the SCITTs and 12.2 per cent of the EBITTs. Although almost a quarter of the EBITTs (23 out of the 95) were organised by universities, only two of the 17 EBITTs with high take-up of teaching posts were run by them (Northumbria and UC Plymouth St Mark and St John).

Chart 2.10a: Primary Providers with 95 Per Cent or More Trainees inTeaching[1]

PRIMARY		
UNI(N=60)	**SCITT (N=29)**	**EBITT (N=60)**
None	Essex Primary Schools Training Group Forest Independent Primary Collegiate Suffolk and Norfolk Primary	Carmel Teacher Training Doncaster GTP Partnership Forest Independent Primary Collegiate Hull Citywide GTP Partnership Isle of Wight Partnership Merseyside and Cheshire GTP Partnership North Lincolnshire ITT Partnership The Kirklees Partnership West Berkshire Training Partnership

Chart 2.10b: Secondary Providers with 95Per Cent or More Trainees in Teaching[1]

SECONDARY		
UNI (N=71)	**SCITT (N=28)**	**EBITT (N=79)**
University of Buckingham	Maryvale Institute Royal Academy of Dance The North East Partnership	Alban Federation East Lincolnshire GTP George Spencer Training School Merseyside and Cheshire GTP Partnership Northumbria University Stockton-on-Tees TTP University College Plymouth St Mark & St John West Berkshire Training Partnership

1. Full listing in appendix in Charts A1 to A3.

2.20 We have been criticised for including entry into teaching in our measure[9], but it is now to be taken into account in allocating funded places[10]. It is no good having

[9] Revell, P. (2006). 'Bogus' league tables. *TES Magazine* 13 January.
[10] *Training Our Next Generation of Outstanding Teachers*. An Improvement Strategy for Discussion, June 2011, paragraph 13, Page 10. DFE-00054-956-2011. ISBN: 978-1-84775-956-6. www.education.gov.uk/publications

excellent entrants and outstanding Ofsted grades, if the trainees do not take up teaching posts.

3. Training Routes Compared

3.1. The TDA's 2011 Performance Profiles are the first to include data on how many EBITT trainees go on to become teachers. It, therefore, becomes possible to compare the UNIs, SCITTs and EBITTs on all three dimensions. This is important because in its White Paper, *The Importance of Teaching*, the Government, envisages re-balancing the training routes in favour of school-led approaches[11]. The strategy is outlined in a discussion document[12] published in June 2011. One of the reasons it gives for a shift to school-led training is that teachers trained on the job are more likely to enter and remain in the profession.

3.2. Chapter 2 contains intimations that this is indeed the case. Of the providers with more than 95 per cent of the trainees securing teaching posts, 17 were EBITTs, six were SCITTs, and only one a university (Buckingham). Chart 3.1 shows that the impression formed from the top performers is borne out by the means. The school-led schemes, SCITTs and EBITTs, do significantly better on teaching take-up than do the universities. But on overall scores the universities are ahead. This comes from the universities having higher entry qualifications and Ofsted grades. The differences from EBITTs, but not SCITTs, are statistically significant. But it has to be said again: what good is high quality training if the trainees do not go on to teach.

Chart 3.1: Training Routes Compared[1]

Route	N	Entry[1]	Quality[2]	Teaching[3]	Total
UNI[2]	75	522.4**	532.3**	482.3	512.3*
SCITT[3]	57	495.4	503.6	519.5*	506.2
EBITT[4]	95	484.8	477.8	520.8**	494.5
Total	227	499.9	502.3	507.8	503.3

1. Mean values for 227 providers listed in Charts A1-3, with primary and secondary combined.

2. Universities have higher entry qualifications than EBITTs at the 0.01 level. SCITTs not significantly different from other two.

3. Universities have higher Ofsted ratings than EBITTs at beyond the 0.01 level. SCITTs not significantly different from other two.

$. More EBITT trainees enter teaching than trainees from the universities, significance<0.01; more SCITT trainees than university trainees enter teaching, significance <0.05. SCITTs not significantly different from EBITTs.

3.3. The employment data, however, are only for entry into teaching in the year after completion and take no account of those who defer. Martin Furner, Head of ITT Data Collection and Analysis, at the TDA and his team have been able match those gaining QTS with the registration data of the General Teaching Council (England) to see what happens in the following years. They have kindly allowed us to graph the data they obtained for 2005/06 in Charts 3.2 and 3.3.

3.4. We have chosen 2005/06 as the year to concentrate on since it includes all routes and gives the longest run of follow-up years. From the GTC(E) register the TDA

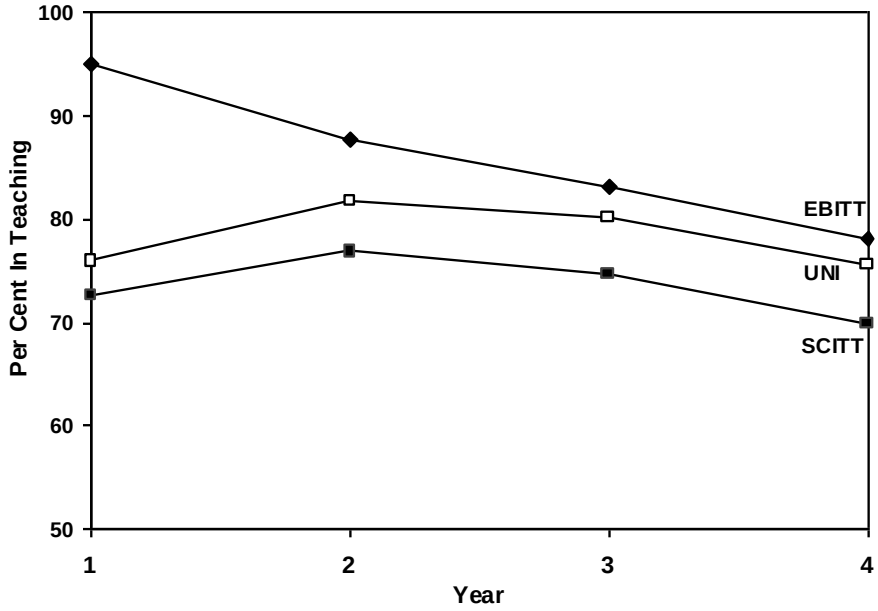
[11] *The Importance of Teaching*. The Schools White Paper 2010, paragraph 2.6, page 20, DFE, Cm 7980, London: The Stationery Office.

[12] *Training Our Next Generation of Outstanding Teachers*. An Improvement Strategy for Discussion, June 2011, paragraph 6, Page 14. DFE-00054-956-2011. ISBN: 978-1-84775-956-6. www.education.gov.uk/publications

team classified those achieving QTS as 'employed', 'not employed' or 'not matched'. There are very few non-matches – just 3.6 per cent for the 2005/06 cohort – so it is a very good dataset[13]. To simplify the presentation we have combined primary and secondary for individual providers since they had a similar pattern.

3.5. Chart 3.2 compares the three main routes. It confirms the big differences already reported for the first year, but in the following three years there is some degree of convergence. The percentage in teaching from the university courses actually rises in the second year and is sustained in the third before falling away somewhat in the fourth. But the percentage for EBITTs having started out at 16 points above that of the universities steadily drops till in the fourth year it is only 2.4 points to the good.

Chart 3.2: Per Cent in Teaching[1] by Year After QTS[2]



1. EBIIT is employment-based initial teacher training; UNI is universities and colleges, and SCITT is school-centred initial teacher training.

2. Data from GTC(E) compiled by Martin Furner, Head of ITT Data Collection and Analysis, at the TDA.

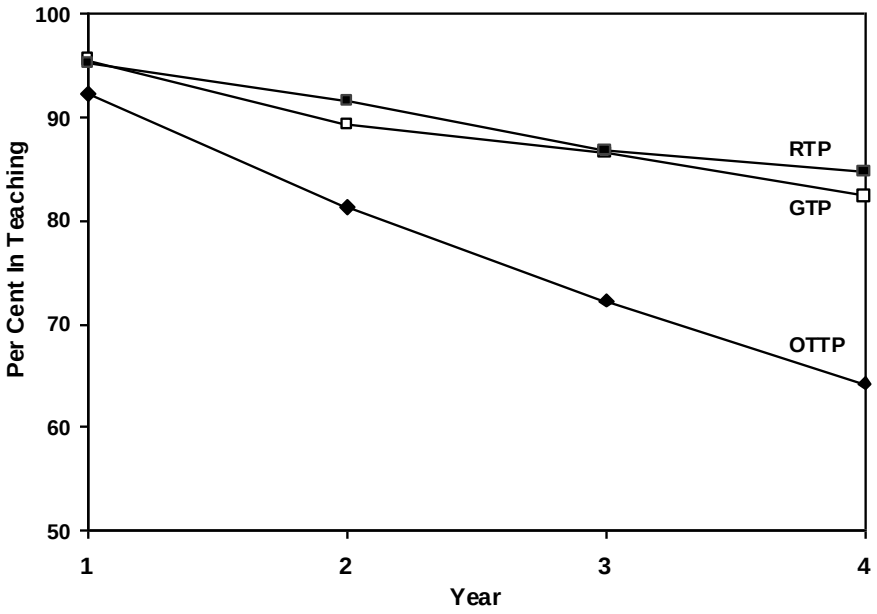
3.6. Surprisingly, in contrast, to the data of Chapter 2, SCITTs in these data run below the other two routes. But SCITT entry into teaching has improved since 2005/06 and in the latest figures - for 2008/09 – employment during the first year after completion was recorded as 88.2 per cent against the 72.3 per cent in 2005/06. This is in line with the results for the same year reported in the Good Teaching Guide 2010[14]

[13] There have to be some caveats, however. Not all employment settings in education required registration with the GTC(E), for example, in pupil referral units, in further or higher education, or in independent schools. It was the GTC for England so those going to teach in Wales would not be captured in this way.

[14] *Good Teaching Guide 2010*, chart 4.2, page 19, Smithers, A and Robinson, P. (2010). Buckingham: Carmichael Press. The percentage shown is of final-year trainees. Of those awarded QTS, it is 85.7 per cent

3.7. The drop off among those achieving QTS through EBITT programmes is puzzling and in Chart 3.3 we investigate it further. The employment-based routes comprise the Graduate Teacher Programme (GTP), the Registered Teacher Programme (RTP), the Overseas Trained Teacher Programme (OTTP) and Teach First. Chart 3.3 shows that the percentage of those qualifying through the GTP and RTP in teaching holds up well, and after four years is seven percentage points above that of the university trained. The observed EBITT decline turns out to be mainly due to the OTTP route where the percentage in teaching falls from 92.3 per cent in Year 1 to 64.3 per cent in Year 4.

Chart 3.3: %EBITTs[1] in Teaching by Year After QTS[2]



1. RTP is Registered Teacher Programme; GTP is Graduate Teacher Programme and OTTP is Overseas Trained Teacher Programme

2. Data from GTC(E) compiled by Martin Furner, Head of ITT Data Collection and Analysis, at the TDA.

3.8. Teach First was very small in 2005/06 and it is not shown in the graph. By Year 4 only 63 of the 149 were still in teaching, with 58% having left. This is not unexpected since Teach First was designed as a dual preparation for teaching and careers in business and industry, and it represents a two-year commitment on the part of those who might otherwise have gone straight into the other careers. The pattern for Teach First is similar in the years 2006/7 and 2007/8.

4. Trainees

4.1 Altogether, as Chart 4.1 shows, there were 38,429 recruits to teacher training in 2009-10. This particular orange can be sliced in several ways. Of the main routes, 78.7 per cent went to university, 4.6 per cent joined a SCITT, and 16.7 per cent were employed in EBITTs. In terms of phases, 46.7 per cent were training to be primary teachers, 51.7 per cent secondary teachers, and 1.6 per cent key stage2/3 teachers. Separating the courses, 20.6 per cent were on undergraduate programmes (the vast majority in primary) and 79.4 per cent on postgraduate programmes.

Chart 4.1: ITT Entrants 2009-10

Phase/Course	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	6,646	-	78	6,724
Postgraduate	8,224	905	2,083	11,212
Key Stage 2/3				
Undergraduate	310	-	-	310
Postgraduate	252	-	55	307
Secondary				
Undergraduate	853	-	40	893
Postgraduate	13,961	858	4,164	18,983
Total[1]	30,246	1,763	6,420	38,429

1. Includes assessment only provision at the University of Gloucester.

4.2 Chart 4.2 shows the trends in intakes including the first year the profiles were compiled.

Chart 4.2: Trends in ITT Intakes[1]

Phase/Route	1998	2006	2007	2008	2009	2010	2011
Primary							
UNIs	12,352	15,023	15,254	14,468	14,172	14,264	14,870
SCITTs	171	871	819	817	761	803	905
EBITTs	-	2,722	2,653	2,664	2,387	2,301	2,161
Total	12,523	18,616	18,726	17,949	17,320	17,368	17,936
Key Stage 2/3							
UNIs	459	723	556	544	522	557	562
SCITTs	-	54	41	0	0	0	0
EBITTs	-	49	49	33	18	7	55
Total	459	826	646	577	540	564	617
Secondary							
UNIs	15,438	15,299	15,263	15,036	14,293	13,924	14,814
SCITTs	317	786	838	848	779	782	858
EBITTs	-	4,335	4,407	4,508	4,454	4,260	4,204
Total	15,755	20,420	20,508	20,392	19,526	18,966	19,876
Grand Total	28,737	39,862	39,880	38,918	37,386	36,898	38,429

1. Taken from Chart A4 in appendix; year is year of profile publication, the training year is the previous academic year, 2009-10 in the case of the 2011 profiles.

4.3 Chart 4.2 is an abbreviation (to fit on the page) of the full run shown in Chart A4 in the appendix, page 50. There has been considerable growth since 1998 with an overall increase of a third (33.7 per cent). Much of that growth has been outside the universities. In the secondary phase university ITT numbers have even fallen back somewhat, with the increase mainly contributed by EBITTs. Employment-based routes have been less prominent in the primary phase with some increase in universities, as well as the SCITTs and EBITTs coming on stream.

4.4 But that is to look across the span of fourteen years. What is striking about Chart 4.2 is that neither the SCITTs nor EBITTs have grown in the past six years. It is current government policy to expand school-led approaches, and to achieve this it will have to ask: why the stasis? The answer will be bound up with a number of factors: the demand for new teachers; the funding of places; the relative attractiveness of teaching among graduate occupations; and also the availability of provision.

4.5 Pupil numbers fell by about 4.0 per cent between the 2006-11TDA Profiles[15], so the reduction of 3.6 per cent in trainees will have been a planned reduction. This mainly fell on the universities. Entries to EBITTs will have been limited by the cap on funded places, since the trainees draw a salary and are more expensive than PGCE trainees who pay fees. In the case of the SCITTs, although the totals hold up, there is considerable turnover in providers, suggesting that many schools are not ready to take on the training responsibilities. The willingness of trainees to come forward will have constrained provision, particularly in some subjects, and we will explore this further in Chapter 6.

Intake Characteristics

4.6 Who are the trainees? Chart 4.3 describes the characteristics of the 2009 intake as recorded in the 2011 Profiles. Recruits are predominantly female comprising just over four-fifths of the primary intake, and three-fifths of the secondary intake. The employment-based routes do attract more males to primary schools.

Chart 4.3: Intake Characteristics 2009-10

Characteristic	Primary			Secondary			All[1]
	UNI	SCITT	EBITT	UNI	SCITT	EBITT	
%Male	15.2	20.2	19.6	38.0	42.0	37.6	27.6
%Ethnic Minority	9.0	8.3	9.6	14.1	10.3	12.1	11.4
%Age25+	36.8	66.9	84.9	53.5	67.9	71.3	51.2
%Postgraduate	55.3	100.0	96.4	94.2	100.0	99.0	79.4
% Non UK Degree[2]	4.5	1.3	10.5	5.2	3.8	10.4	5.9

1. Includes KS2/3 intake.

2. Overseas entrants to EBITTs are high because the scheme includes the Overseas Trained Teachers Programme.

4.7 Overall one in nine of the recruits comes from an ethnic minority, with the proportion being higher for secondary than primary. University recruits, particularly the primary trainees, were younger than those on the SCITT and EBITT programmes, not unconnected with undergraduate provision. Approaching half (45

[15] DFE (July 2011) *National Pupil Projections; Future Trends in Pupil Numbers*. Statistical Release. OSR 12/2011.

per cent) of the university trainees were following this route. Overall about six per cent entered on non-UK qualifications, particularly to EBITTs, which includes provision for those trained overseas.

4.8 Chart 4.4 traces the trends for the universities and SCITTs (EBITTs are omitted from this particular table because it was not an established route in the first profiles). It is an extract of Chart A5, page 51, in the appendix. It shows that in the past six years the characteristics of the trainees have remained much the same, though with some increase in recruits from ethnic minorities. The proportion is now almost double what it was in 1998.

Chart 4.4: Trends in ITT Intakes[1,2]

Characteristic	1998	2006	2007	2008	2009	2010	2011
Primary							
%Male	14	13	13	13	14	14	15
%Ethnic Minority	5	8	8	8	8	9	9
%Age25+	n/a	43	40	39	38	36	39
%Postgraduate	41	58	57	56	57	57	58
%PG2.1+ degree	49	55	58	58	60	60	61
Primary Intake	12,523	15,894	16,073	15,285	14,933	15,067	15,775
Secondary							
%Male	43	38	39	37	37	38	38
%Ethnic Minority	7	11	13	14	15	15	14
%Age25+	n/a	56	55	55	56	54	54
%Postgraduate	86	95	94	94	95	95	95
%PG2.1+ degree[3]	46	54	54	54	53	55	58
Secondary Intake	15,755	16,085	16,101	15,884	15,072	14,706	15,672

1. Extract from Chart A5 in appendix which gives trends profile by profile from 1998 to 2011.

2. Universities and SCITTs only since EBITT was not a category in the first profiles.

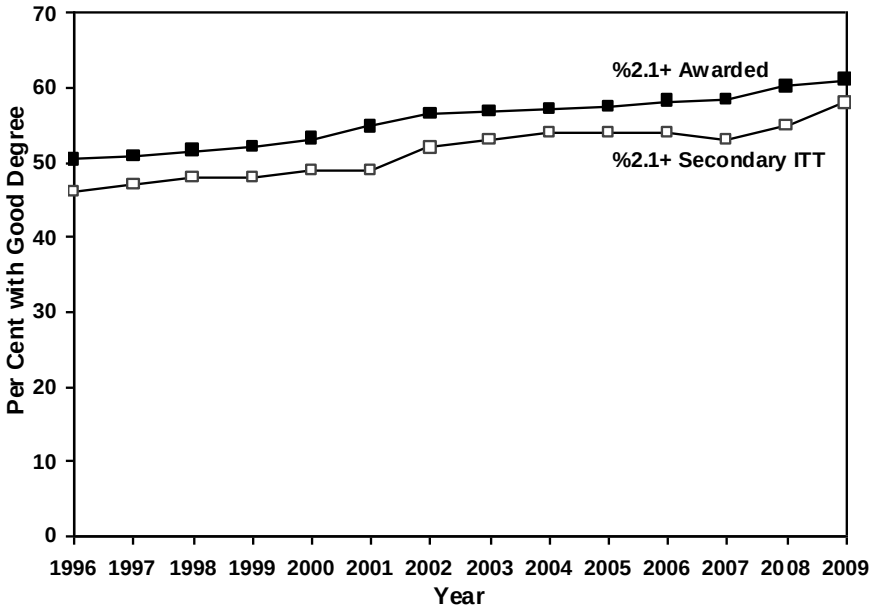
3. Percentage with good degrees is of total intake, not just those with UK degrees, since data on non-UK qualifications were not available for the first analyses. Chart 5.2 shows that the percentages were 63.8 per cent for primary and 61.5 per cent for secondary expressed as a percentage of UK qualifications only.

4.9 There has been a tendency in the recent past for teacher trainees to be, on average, older, but if anything in the past six years this has been reversing. More of the recruits are entering with a 2.1 or better, but we take up the question of entry qualifications in more detail in the next chapter.

5. Entry Qualifications

5.1 Are the entry qualifications of teacher trainees improving as has frequently been claimed? We saw in Chart 4.4 that the percentage with good degrees entering secondary ITT had gone up from 46 in 1998 to 58 in 2011, a rise of 26 per cent which seems conclusive enough. But it is the case that more first and upper-seconds are being awarded by universities. More of the more in the expanded higher education system are getting good degrees. In Chart 5.1 we put the two trends together. This strongly suggests that teaching is not increasing its relative share of good graduates, but is keeping pace with the expanding output.

Chart 5.1: Intake Qualifications[1] and Degrees Awarded[2,3]



1. Percentage taken from Chart 4.4 which does not include EBITTs and calculates the percentage with good degrees on the basis of all entrants not just those with UK degrees

2. Percentages are for: (i) the year of entry to teacher training; and (ii) degrees awarded in the year which would have fed into those teacher training admissions.

3. Full-time, home domiciled, UK graduates.

5.2 There have though to be some caveats. The calculation for ITT entrants does not include EBITTs, which as we shall be seeing would lower the percentage somewhat. But it is also based on the total number of entrants not just those with UK qualifications. If non-UK degrees are excluded (since they are not classified in the same way) we can see from Chart 5.2 that the percentage goes up by about 3 percentage points which is enough to close the gap with the degrees-awarded trend line. Nevertheless, the substantive point remains: teaching does not appear to be increasing its share of good graduates.

University ITT Entries

5.3 About four-fifths of the trainees entered universities to take either the PGCE or an undergraduate course leading to QTS. Chart 5.2 shows that with non-UK qualifications taken out of the calculation just over three-fifths of the trainees entered on good degrees. The percentage was slightly higher for primary courses,

perhaps reflecting the greater competition in this phase for places. The percentage was markedly lower for key stage 2/3 courses suggesting that these may have been offered as an alternative to those not getting their first choice.

Chart 5.2: University Postgraduate ITT Courses

Phase	Providers	Entrants	UK Qualifications	Good Degree	% Good Degree[1]
Primary	58	8,224	7,850	5,008	63.8
Key Stage 2/3	6	252	248	132	53.2
Secondary	72	13,961	13,229	8,134	61.5
Total	75	22,437	21,327	13,274	62.2

1. Percentage of entrants with first or upper-second expressed as percentage of trainees entering on UK qualifications.

5.4 Paradoxically, entrants to the small number of universities offering undergraduate KS2/3 were more likely to have entered with A-levels than entrants to the primary and secondary courses. But in none of the phases were the percentages those to be expected of degree courses. It will, of course, differ across the subjects and we look at the distribution across subjects in the next chapter (Chart 6.5, page 25).

Chart 5.3: University Undergraduate Courses

Phase	Providers	Entrants	A-Levels	% A-Levels
Primary	44	6,646	3,917	58.9
Key Stage 2/3	5	310	219	70.6
Secondary	18	853[1]	450	52.8
Total	46	7,809	4,586	58.7

1. Total differs from Chart 6.1 since this table does not contain EBITTS, whereas 6.1 does.

UNIs, SCITTs and EBITTs

5.5 Chart 5.2 shows postgraduate entrants to just the universities. In Chart 5.4 we compare them to all postgraduate providers. Entrants to university courses, on average, are better qualified than those training in SCITTs and EBITTs. The SCITT and EBITT entrants are older and so would have obtained their degrees when fewer firsts and upper-seconds were awarded, and the subject composition is different, but why the university ITT courses should attract the more highly qualified merits further investigation.

Chart 5.4: Good Degrees[1] by Provider Type

Phase	Universities		SCITT		EBITT		All	
	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree
Primary	8,224	63.8	905	58.6	2,083	56.2	11,212	62.0
Key Stage 2/3	252	53.2	-	-	55	38.0	307	50.7
Secondary	13,961	61.5	858	56.4	4,164	59.8	18,983	60.9
Total	22,437	62.2	1,763	57.5	6,302	58.4	30,502	61.2

1. First or 2i. as percentage of UK qualifications ie non- UK degrees not included.

5.6 Employment-based teacher training is an heterogeneous category. Separating it into its components reveals big differences in entry qualifications. In Chart 5.5 we can see how the 6,302 postgraduate EBITT trainees in the 2011 Profiles are shared between Teach First, the Graduate Teacher Programme and the Overseas Trained Teacher Programme. The major component is the GTP contributing four-fifths of the total, and the percentage with good degrees is thus close to the EBITT average. But the contrast between Teach First and the OTTP is striking. Of the TF entrants (7.6 per cent of the EBITTs, 1.2 per cent of the entrants overall), 94.1 per cent had good degrees, not surprising since it is a requirement.

Chart 5.5: Good Degrees[1] by EBITT

EBITT	Primary		KS2/3		Secondary		All	
	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree
Teach First	27	92.3	-	-	453	94.2	480	94.1
GTP	1731	59.7	40	47.5	3303	57.0	5074	57.8
OTTP	325	4.5	15	0.0	408	5.6	748	4.9
Total	2083	56.2	55	38.0	4164	59.8	6302	58.4

1. First or 2i. as percentage of UK qualifications ie non- UK degrees not included.

5.7 At the other end of the scale, only one in 20 of the OTTP trainees had good UK degrees. One wonders if they had been recruited to the OTTP programme rather than the GTP programme because their UK qualifications were poor. It needs to be emphasized that the OTTP percentages of good degrees in Chart 5.5 are percentages of just those with UK qualifications.

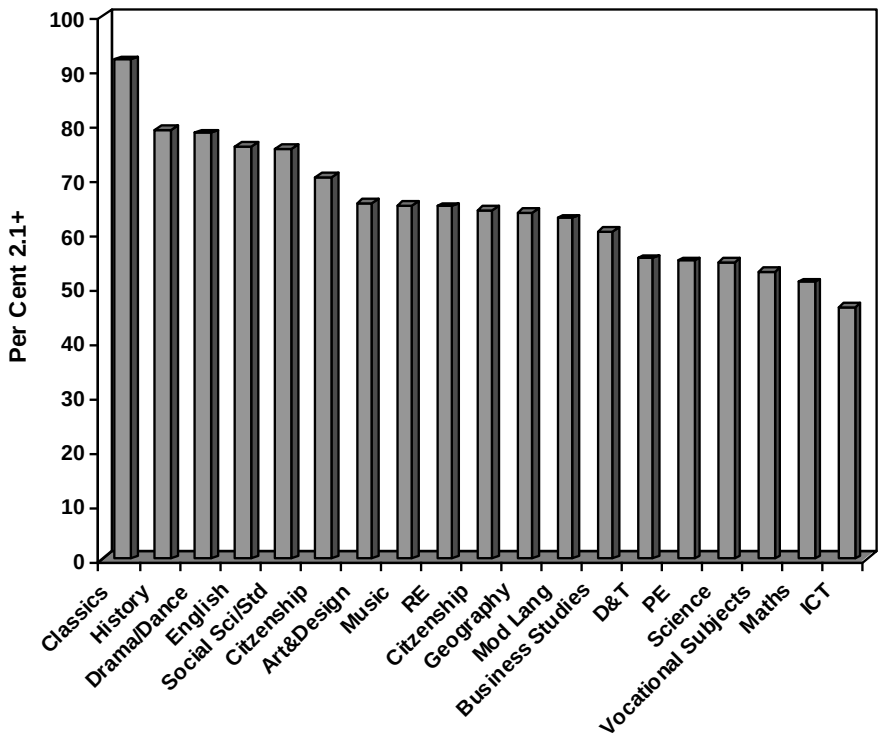
6. Subjects

6.1. Recruitment to secondary teacher training is the sum of recruitment to the individual subjects. Some subjects find it easy to recruit and others struggle. This will be reflected in the entry qualifications since popular courses will have more choice over whom to accept.

Postgraduate Trainees

6.2. Chart 6.1 shows good degrees by subject as a histogram. It is based on the data of Chart A6, page 52, in the appendix. The percentages include all three training routes, but not non-UK qualifications. The trainees with the best degrees are in classics (92.1 per cent), history (79.2per cent), drama/dance (78.5 per cent), and English (76.2 per cent). The least well qualified are in ICT (49.8 per cent) mathematics (51.0 per cent), vocational subjects (48 per cent), and science (54.6 per cent). This pattern has persisted over a number of years and it is indicative of the competition for places. It means that children are more likely to find themselves with knowledgeable teachers in subjects like history and English than in maths, the physical sciences and ICT. Given the importance of high quality teachers this is likely to have a bearing on the subject choices of the pupils as they progress through school, and how well they do.

Chart 6.1: Per Cent Good Degrees[1]



1. All entrants to universities, SCITTs and EBITTs on UK degrees or equivalent with an upper-second or above, but excluding non UK degrees. See Chart A6 in appendix. The following routes and subjects are not included here, but their details are given in Chart A6: University of Gloucester assessment only, diplomas, economics and other EBITTs.

6.3. The Government is anxious to tackle the issue of teacher quality head-on, and it is proposing to fund only trainees who hold at least a lower-second[16]. It becomes important, therefore, to attempt to gauge what the effects of this policy might be. Chart 6.2 shows the percentages of the entrants in the 2011 Profiles who did not have at least a lower-second. The final column includes those entering on poor UK degrees and non-UK degrees since both give an indication of how difficult it is to fill the places.

Chart 6.2: Degrees of Secondary Postgraduate Trainees by Subject

Subject	Entrant	Non UK Degree	%Non-UK Degree[1]	UK Qualified	Below Lower Second	%Below Lower Second[2]	%Both Non-UK & Poor UK[3]
Modern Languages	1,607	401	25.0	1,206	188	15.6	36.7
Economics	11	2	18.2	9	2	22.2	36.4
Maths	2,551	201	7.9	2,350	437	18.6	25.0
Science	3,369	178	5.3	3,191	447	14.0	18.6
ICT	884	24	2.7	860	105	12.2	14.6
Design & Technology	1,211	29	2.4	1,182	141	11.9	14.0
Business Studies	593	47	7.9	546	31	5.7	13.2
Vocational Subjects	457	12	2.6	445	43	9.7	12.0
Music	751	33	4.4	718	54	7.5	11.6
Art and Design	654	16	2.4	638	57	8.9	11.2
Social Science/Studies	131	8	6.1	123	6	4.9	10.7
Geography	722	22	3.0	700	52	7.4	10.2
Physical Education	1,179	39	3.3	1,140	74	6.5	9.6
English	2,220	103	4.6	2,117	107	5.1	9.5
Citizenship	273	11	4.0	262	12	4.6	8.4
Religious Education	821	26	3.2	795	39	4.9	7.9
History	747	29	3.9	718	25	3.5	7.2
Drama/Dance	490	12	2.4	478	18	3.8	6.1
Classics	39	1	2.6	38	1	2.6	5.1
Other[4]	273	17	6.2	268	35	13.0	19.0
Total	18,983	1,199	6.3	17,784	1874	10.5	16.2

1. Per Cent of Entrants.

2. Per Cent of UK Qualified.

3. Per Cent of Entrants.

4. 116 assessment only trainees at University of Gloucester, 3 EBITT other trainees in other subjects and 154 Diploma trainees.

6.4. Taking both indicators together, modern languages, maths and science emerge as the subjects that struggle most. More than a third of the trainees in modern languages (36.7 per cent), a quarter in maths (25.0 per cent), and nearly a fifth in science (18.6 per cent) do not hold at least a 2.2. The handful of economics recruits are similarly poorly qualified, but this is something of a special case. The universities have stopped initial teacher training for the subject, subsuming it in business studies.

[16] *Training Our Next Generation of Outstanding Teachers*. An Improvement Strategy for Discussion, June 2011, paragraph 4, Page 3. DFE-00054-956-2011. ISBN: 978-1-84775-956-6. www.education.gov.uk/publications

There is, however, some demand for economics teachers *per se* and this is being met by EBITTs, including OTTP trainees.

6.5. The situation in science is even more acute than shown in Chart 6.2 since the relatively strong recruitment to biology masks the shortfalls in physics and chemistry. Chart 6.3 shows that nearly a quarter of the physics trainees and over a fifth of the chemistry trainees lack at least a lower-second, and this is not compensated for by the combined/general category since over a fifth of the trainees here also are poorly qualified.

Chart 6.3: Degrees of Secondary Science Trainees

Science	Entrant	Non UK Degree	%Non-UK Degree[1]	UK Qualified	Below Lower Second	%Below Lower Second[2]	%Both Non-UK & Poor UK[3]
Physics	491	24	4.9	467	92	19.7	23.6
Chemistry	789	33	4.2	756	126	16.7	20.2
Biology	1,114	48	4.3	1,066	97	9.1	13.0
Combined/General	975	73	7.5	902	132	14.6	21.0
Total	3,369	178	5.3	3,191	447	14.0	18.6

1. Per Cent of Entrants.
2. Per Cent of UK Qualified.
3. Per Cent of Entrants.

6.6. Chart 6.3 includes all the routes including the EBITTs, so lost within the combined/general science category are the extremely well qualified Teach First recruits. Chart 6.4 shows that all the Teach First science trainees are classified as 'combined/general' so we cannot tell what contribution this programme is making to the shortfalls in physics and chemistry. The Graduate Teacher Programme attracted 50 trainees to physics and 84 to chemistry, but OTTP added only 14 altogether.

Chart 6.4: EBITT Secondary Science Trainees

Phase	Teach First	GTP	OTTP	All
Physics	-	50	4	54
Chemistry	-	84	10	94
Biology	-	90	16	106
Combined/General	98	181	51	330
Total	98	405	81	584

Undergraduate Secondary[17] ITT Entry Qualifications by Subject

6.7. Undergraduate courses did little to make-up the shortfalls either. Chart 6.5 shows that in total they contributed only 893 out of the 19,876 the secondary teacher trainees (4.5 per cent). Nearly half (45.6 per cent) were in PE courses. Only two were in modern languages, one in physics, and seven in chemistry, although there were 129 in mathematics. The chart also raises questions about the entry qualifications. Only about half the undergraduate ITT entrants had two A-levels, although over four-fifths of those taking religious studies and geography did.

[17] The small number of key stage 2/3 trainees are also classified by subject, but are left aside for consistency.

Chart 6.5: Undergraduate Secondary ITT Courses by Subject

Subject	Entrants	A-Levels	%A-Levels
Religious Education	13	11	84.6
Geography	10	8	80.0
English	30	18	60.0
Physical Education	407	222	54.5
Maths	129	67	51.9
Science	75	38	50.7
Biology	*3*	*1*	*33.3*
Physics	*1*	*0*	*0.0*
Chemistry	*7*	*3*	*42.9*
General/Combined	*64*	*34*	*53.1*
ICT	63	29	46.0
Design & Technology	140	55	39.3
Music	16	2	12.5
Others[1]	10	0	0.0
Total	893	450	50.4

1. art and design,2; drama/dance, 2; citizenship, 2; history,1; modern languages,2; and vocational subjects, 1.

6.8. The low entry qualifications of some postgraduate and undergraduate trainees, as the Government recognises, has to be tackled. No one wants to see teachers attempting to teach subjects which they do not fully grasp themselves. But if not enough people with the necessary expertise put themselves forward, the difficult question that has to be faced in formulating policy is: is it better to have an able graduate who has not studied a subject at university or someone who has studied the subject at university but not done very well in it? Is it better, for example, to have a good biologist or a poor physicist teaching physics?

7. QTS and Into Teaching

7.1. In 2009-10 (2011 Profiles) there were 39,103 final-year trainees, 674 (1.8 per cent) more than the entrants. Although most teacher training courses last a year (only the final-year of undergraduate ITT degrees is taken into account in this chapter), some do not and not all trainees qualify at the first time of asking. The major contribution to the higher number of final-year trainees is an extra 391 EBITTs who will have taken less than a year to qualify. Nevertheless, the trainees in Chart 7.1 are substantially the same as the entrants in Chart 4.1.

Chart 7.1: Final Year Trainees

University	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	5,740	-	106	5,846
Postgraduate[1]	8,507	907	2,170	11,584
Key Stage 2/3				
Undergraduate	189	-	-	189
Postgraduate	312	-	51	363
Secondary				
Undergraduate	818	-	53	871
Postgraduate[1]	14,974	845	4,431	20,250
Total	30,540	1,752	6,811	39,103

1. Includes assessment only University of Gloucester.

7.2. Chart 7.1 shows the distribution of those trainees across the various routes – 78.1 per cent in universities; 4.5 per cent in SCITTs and 17.4 per cent in EBITTs. Four-fifths (82.3 per cent) were on postgraduate programmes. In terms of phase, 54 per cent were secondary, 44.6 per cent primary, and only 1.4 per cent KS2/3.

Entry to Teaching

7.3. Chart 7.2 shows how many of the final-year trainees – university, SCITT and EBITT (for the first time this year) – achieved QTS and took teaching posts. Just over 70 per cent (71.5 per cent) of the final-year were recorded as being in teaching the following January, with higher percentages for SCITTs and EBITTs than universities. Postgraduate trainees were more likely to be in teaching than undergraduate trainees. The lowest conversion rate of training into teaching posts was for KS2/3 courses, which must put a question mark against these courses.

7.4. About 11 per cent overall failed to complete their courses on time and a further 17.4 per cent were not recorded as being in teaching. This does not mean that the trainees do not ever enter teaching (see trend lines in Chart 3.2, page 14). They may not have been able to get a job they wanted straightway, or taken a gap year, or looked for other experiences. But the process does seem wasteful especially bearing in mind that there are more teachers of working age not in schools than there are in teaching[18].

[18] According to Hansard Written Answers for 17 March 2010 there were, in March 2008, 483,760 teachers under age 60 who have never entered service in maintained schools (including city technology colleges and academies), have left service or who are in service in other sectors or outside England.

Chart 7.2: Final Year Trainees by QTS and Employment

Provider	Final Year Trainees	Awarded QTS	% Awarded QTS	In Teaching	% In Teaching[1]
Course					
Undergraduate	6,906	6,145	89.0	4,637	67.1
Postgraduate	32,197	28,651	89.0	23,339	72.5
Provider Type					
Universities	30,540	26,936	88.2	21,482	70.3
SCITTs	1,752	1,602	91.4	1,369	78.1
EBITTs	6,811	6,258	91.9	5,125	75.2
Phase					
Primary	17,430	15,706	90.1	12,281	70.5
Key Stage 2/3	552	468	84.8	352	63.8
Secondary	21,121	18,622	88.2	15,343	72.6
Total	39,103	34,796	89.0	27,976	71.5

1. Percentage of final-year trainees. The TDA expresses employment as a percentage of only those achieving QTS so the figures are higher.

7.5. EBITT is a mixed bag, and in Chart 7.3 we separate out the four main strands. All three postgraduate strands achieved pass rates above those of university courses and comparable with that of the SCITTs. Teach First stood out in entry to teaching on completion. GTP trainees were also more likely to be in teaching. But those on the Overseas Trained Teachers Programme had already begun to fall away and, as we saw in Chart 3.3[19], Page 15) this continued in the first years of teaching. It is also true that, after four years, only about half the Teach First trainees remain in teaching, exercising the option designed into the programme to pursue careers in business, industry and elsewhere.

Chart 7.3: EBITT Trainees by QTS and Employment

EBITTs	Final Year Trainees	Awarded QTS	% Awarded QTS	In teaching	% In Teaching[1]
TFP	474	452	95.4	434	91.6
OTTP	800	737	92.1	530	66.3
RTP	159	130	81.8	95	59.7
GTP	5,378	4,939	91.8	4,066	75.6
Total	6,811	6,258	91.9	5,125	75.2

1. Percentage of final-year trainees. The TDA expresses employment as a percentage of only those achieving QTS so the figures are higher.

Teaching in Maintained or Independent Sectors

7.6. So far we have been treating 'in teaching' as a general category including all those known to be taking posts irrespective of sector. The publicly funded training system is intended mainly to train teachers for maintained schools so it is important to see how many make this their destination. Chart 7.4 shows that of the 70 per cent or so

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Statistical First Release 26/2008 records that in January 2008 there were 441,200 full-time equivalent teachers in maintained schools (including city technology colleges and academies) in England.

[19] In Chart 3.3 the percentages are of those who successfully completed. In Chart 7.3 the percentages are of final-year trainees, ie including in the calculation those who dropped out in the final year.

entering teaching of any kind, 62.2 percentage points are posts in maintained schools, 4.9 percentage points in independent schools, and a further 4.4 percentage points in 'other' education.

Chart 7.4: Types of Teaching Entered[1]

Phase and Course	Maintained		Non-Maintained		Not Known		Total	
	N	%[2]	N	%[2]	N	%[2]	N	%[2]
Primary								
Undergraduate	3,510	60.0	153	2.6	247	4.2	3,910	66.9
Postgraduate	7,492	64.7	415	3.6	464	4.0	8,371	72.3
Key Stage 2/3								
Undergraduate	106	56.1	10	5.3	7	3.7	123	65.1
Postgraduate	159	43.8	26	7.2	44	12.1	229	63.1
Secondary								
Undergraduate	505	58.0	37	4.2	62	7.1	604	69.3
Postgraduate	12,567	62.1	1,269	6.3	903	4.5	14,739	72.8
Total	24,339	62.2	1,910	4.9	1,727	4.4	27,976	71.5

1. Includes universities, SCITTs and EBITTs

2. Percentages of final-year trainees.

Chart 7.5: Postgraduate Secondary Trainee Outcomes by Subject

Subject[1]	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Economics	11	11	100.0	10	90.9
Classics	44	43	97.7	38	86.4
Social Sci/Studies	132	122	92.4	114	86.4
Drama/Dance	521	488	93.7	437	83.9
PE	1,210	1,164	96.2	990	81.8
English	2,330	2,108	90.5	1,868	80.2
History	782	736	94.1	618	79.0
Geography	749	688	91.9	591	78.9
D & T	1,296	1,149	88.7	972	75.0
Art & Design	703	635	90.3	512	72.8
Vocational Studies	476	438	92.0	344	72.3
Business Studies	621	556	89.5	448	72.1
RE	848	753	88.8	608	71.7
Mathematics	2,843	2,390	84.1	1,991	70.0
Music	795	719	90.4	552	69.4
Science	3,688	3,115	84.5	2,542	68.9
Citizenship	281	235	83.6	187	66.5
Modern Languages	1691	1463	86.5	1,117	66.1
ICT	962	804	83.6	623	64.8
Total[1]	20,250	17,858	88.2	14,739	72.8

1. Does not include assessment only trainees at the University of Gloucester since they are not identified by subject: 125 were assessed and 117 achieved QTS of whom 114 (91.2%) were in teaching the following January.

Subjects

7.7. The percentage entering teaching varies considerably with subject. Chart 7.5 shows that in the main it correlates with entry qualifications and is the inverse of the difficulty of recruiting trainees. The top subjects for the award of QTS were generally those with the highest entry qualifications – classics, history, and drama/dance – and trailing were those with the poorest – ICT, modern languages and science. The correlation was close, but not perfect. PE and economics with modest entry qualifications had a high success rate for QTS. In citizenship had a low completion rate in spite of the good entry qualifications.

7.8. High QTS completions were generally associated with high rates of entry to teaching, with economics, classics and social studies, being at the top, and ICT, modern languages and citizenship trailing. But demand for the subject also comes into play. In history 94.1 per cent were awarded QTS, but only 70 per cent had obtained teaching posts by the following January.

Science

7.9. Science is down the list, with 84.5 per cent awarded QTS and 68.9 per cent entering teaching. But there are important differences between the sciences. Chart 7.6 shows that not only do the physical sciences find it hard to attract trainees, but fewer enter teaching. Of the recruits to postgraduate programmes in physics and chemistry, approaching a fifth did not complete successfully and a further third did not make it to the classroom.

Chart 7.6: Outcomes for Secondary Science Trainees[1]

Subject	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Undergraduate					
Physics	4	3	75.0	2	50.0
Chemistry	8	5	62.5	5	62.5
Biology	2	2	100.0	2	100.0
Combined/General	39	32	82.1	21	53.8
Total	53	42	79.2	30	56.6
Postgraduate					
Physics	577	470	81.5	382	66.2
Chemistry	914	731	80.0	594	65.0
Biology	1,188	1,028	86.5	853	71.8
Combined/General	1,009	886	87.8	713	70.7
Total	3,688	3,115	84.5	2,542	68.9
Grand Total	3,741	3,157	84.4	2,572	68.8

1. Includes universities, SCITTs and EBITTs – employment data for EBITTs makes this possible for the first time this year.

7.10. Chart 7.6 also shows that undergraduate courses make almost no contribution to the supply of science teachers. Of the 53 final-year trainees a fifth failed to complete and only 30 took teaching posts. Only two physics teachers and five chemistry teachers came via this route.

8. Policy Pointers

8.1. The Government attaches considerable importance to raising the quality of England's teachers. In its Schools White Paper[20], *The Importance of Teaching*, published in November 2010 it outlined (page 20) its intentions to:

- raise the quality of new entrants to the profession by ceasing to fund initial teacher training for those who do not have at least a 2.2;
- reform initial teaching training so that more training is on the job;
- create a new national network of Teaching Schools, on the model of teaching hospitals.

8.2. These aspirations have been fleshed out in a discussion document[21], *Training Our Next Generation of Outstanding Teachers*, issued in June 2011which proposes action in three main areas (page 3):

- raising the bar for entry;
- refocus government investment in teacher training so that it is effective in attracting and retaining in teaching more of the best graduates, especially in the shortage subjects;
- improve the routes through teacher training, so it is easier to apply for teacher training and so that the nature and content of the training is more effective in preparing trainees to be successful in the classroom.

Its enthusiasm for on-the-job training seems much more muted in the discussion document than the White Paper.

8.3. In its reforms the Government has to start from where the system is now. In this chapter we focus on the numerical landscape with which it will have to contend as it seeks to implement its proposals. The Training and Development Agency for Schools, through its Data Collection and Analysis Section, holds an excellent evidence base. Each year since 1998 the TDA has published a performance profile for each teacher training provider. And each year since 1998 CEER has summarized these detailed data to enable broad comparisons to be made. For the first time this year, with the publication of teaching take-up figures for the employment-based routes, it has been possible to compare all the training routes. The data held by the TDA have been further strengthened by matching trainees achieving QTS with the register of the General Teaching Council for England so that it has been possible to look beyond the January after qualifying.

8.4. From our reading of the statistics we would suggest five policy pointers for the Government: re-balancing teacher training; raising the bar; value for money; Teach

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[20] *The Importance of Teaching.* The Schools White Paper 2010, DFE, Cm 7980, London: The Stationery Office.

[21] *Training Our Next Generation of Outstanding Teachers*. An Improvement Strategy for Discussion, June 2011, DFE-00054-956-2011. ISBN: 978-1-84775-956-6. www.education.gov.uk/publications

First; and the need for a strong data collection and analysis section in the new Teaching Agency[22].

Re-Balancing the System

8.5. Currently the universities recruit four-fifths of the nearly forty thousand trainees estimated to be required each year. In the 2011 Profiles 78.1 per cent of the final-year trainees were in universities and 18.2 per cent on school-led training[23] in SCITTs and on the GTP. There is clearly scope for some re-balancing, and as we have seen (Charts 7.2 and 7.3, page 27), on school-led schemes more of the trainees become teachers. Recruitment also directly meets the needs of the schools. School-led recruitment and training is a one-stage process as used by most employers, whereas with training exported to the universities it is a two-stage process in which the education departments have to fill their places irrespective of how well they meet the needs of schools. No matter how good the entry qualifications or how pleased Ofsted is with the provision, teacher training fails if the trainees do not enter teaching. The present process is very wasteful, even with the school-led trainees included, since only about three out of five final-year trainees is to be found teaching in maintained schools in the January after qualifying. A more direct relationship between the training and the needs of the schools would seem to offer much better value for money.

8.6. But the Government has to reckon with the SCITT and EBITT routes not having grown in the past six years. The limitation on the GTP is that it is expensive. The trainees are paid a salary, met by the Government, and the trainee is additional to the school's staff. In its discussion document, the Government is proposing that schools should find some of the salary themselves with the trainees no longer supernumerary. Whether the GTP will then continue to be attractive to schools remains to be seen, but freeing up the route would enable it to grow. Receiving a salary potentially has much more appeal than paying PGCE tuition fees. These are ameliorated to some extent by bursaries, but nevertheless there is considerable financial advantage to the GTP. Properly funded the GTP could be the engine of the change the Government says it wishes to make.

8.7. The school-centred schemes (SCITTs), too, have been flat-lining in recent years, and contribute only 4.5 per cent of final-year trainees. Although the total numbers remain about the same, there is considerable provider turnover. Why SCITTs come and go so frequently should be investigated, but there is the possibility that although schools may be attracted to the idea of running or playing a major part in teacher training, doing so may ask more of them than they can offer on top of their main task of teaching children. The Government is hoping to catalyse the process by accrediting Teaching Schools to form Teaching School Alliances (discussion document, para 8, page 14). This could work. One of the first old-style Training

[22] The Training and Development Agency for Schools will from April 2012, subject to necessary approval, become the Teaching Agency, an executive agency responsible for the supply of, and regulating, teachers, incorporating key functions currently carried out by the TDA, the General Teaching Council for England, the Children's Workforce Development Council and the Qualifications and Curriculum Development Agency.

[23] The Government in its discussion document has taken to linking SCITTs and the GTP strand of EBITTs as school-led, distinguishing them from Teach First which is organised by a charity and OTTP which is a conversion scheme for teachers trained outside the European Economic Area.

Schools formed in 2001, Southfields Community College (Wandsworth) was the leading EBITT in our analysis, and the seventh most successful provider overall. The Government cites Teaching Hospitals as the model. But there is a practical difficulty. Hospitals are large and patient care is one-to-one, so many trainees can be absorbed in the one institution. In schools, however, children are taught in groups of twenty or more, and parents are liable to grow restive if their child's education consists of wall-to-wall trainees.

Raising the Bar

8.8. It is self-evidently important that teachers should have expertise in the subjects they teach - and degree class is the best measure of that expertise we have. It is understandable why the Government should want to ensure that the people it funds to train as teachers have demonstrated a sufficient grasp of their subject. This it defines as having at least a lower-second (discussion document, para10, page 5). It could be that this will, as the Government hopes, raise the status of teaching among graduates, and also cut down on the wastefulness of the training process. Certainly something needs to be done. Teaching has not been increasing its share of good graduates in real terms. It is true the nominal percentage has gone up, but this has been in lock-step with more being awarded by the universities.

8.9. But the Government will have to take on board the attractiveness of teaching to graduates of different subjects. Over a third of the trainees in modern languages (36.7 per cent), a quarter in maths (25.0 per cent) and physics (23.6 per cent), and a fifth in chemistry (20.2 per cent) and combined science (21.0 per cent) lacked a 2.2 degree. To combat this, the Government has proposed (discussion document, para 7, page 9) a differential system of bursaries with perhaps £20,000 going to the best qualified in the high priority specialisms (mathematics, physics, chemistry, but curiously not modern languages given its role in the new English baccalaureate). This could work, but the shortfalls in these subjects may be rooted in the personalities of the people attracted to these subjects[24]. The satisfactions of teaching interacting with lively and energetic young people all day every day are different from the impersonal abstract patterns that are the stuff of mathematics and the physical sciences. The sort of person drawn to one may not be comfortable with the other. There is the risk that large incentives to train may boost intakes of cash-strapped graduates, but not add much to the supply of teachers once the minimum period of service had been completed. Even now fewer of the trainees in these subjects become and remain as teachers.

8.10. The Government may have to accept that the shortages will be a continuing feature of our education system, as they are for many other countries, and begin to work out ways of bringing the most able pupils in those subjects together with the best teachers. A number of countries, including the United States, Japan, Korea, and Singapore have, for example, science schools[25]. High schools in this country, with entry at age 13 or 14, are already among the best performing schools for physics[26].

[24] Smithers, A. and Hill, S. (1989). 'Recruitment to physics and maths teaching: a personality problem?' *Research Papers in Education, 4*, 3-21.
[25] Smithers, A. and Robinson, P. (2009). *Specialist Science Schools*. Buckingham: Carmichael Press.
[26] Smithers, A. and Robinson, P. (2007). *Physics in Schools: Bucking the Trend*. Buckingham: Carmichael Press.

Question Marks

8.11. Teacher training is very diverse. There are so many elements to it that the performance of particular types of provision may be overlooked. The data of the 2011 put question marks against three of the types of provision: the Overseas Trained Teacher Programme, undergraduate ITT degrees for the secondary phase, and key stage 2/3 courses.

Overseas Trained Teacher Programme

8.12. The OTTP is wrapped up with other EBITT programmes. The trainees have very poor UK qualifications, but it was assumed to be making a worthwhile contribution to the supply of teachers in some of the shortage subjects. In fact, in 2011, it contributed only four physics teachers and ten chemistry teachers. But what Martin Furner's analysis at the TDA (illustrated in Chart 3.3, page 15) reveals is that the percentage of OTTP trainees remaining in teaching in schools in England after qualifying drops sharply from its initial level. This merits further investigation, since it may well show that the OTTP is not value for money.

Secondary Undergraduate ITT

8.13. Last year we suggested there was a case for phasing out secondary undergraduate ITT courses, except perhaps for physical education, and that continues to be our view. In the 2011 Profiles there were only 893 final-year students including 407 in PE. Only about half had entered with A-levels, and education has among the poorest entry qualifications of all degree fields. The courses make almost no contribution to the shortage subjects, with in the 2011 Profiles only two entering modern languages, one physics and seven chemistry. Less than half of even these paltry numbers are likely to make it to the classroom.

Key Stage 2/3 Courses

8.14. Concerns were also expressed about KS2/3 courses, and these remain. In the 2011 Profiles only 1.4 per cent of the final-year trainees (552 out of 39,103) were on these courses and less than two-thirds had obtained teaching posts by the January following completion. The postgraduate trainees were poorly qualified and may have been offered places as alternative to other courses which were full or for which they were not qualified.

Teach First

8.15. The Government is setting great store by Teach First (discussion document, paras 14-17, page 7). It believes that the scheme has brought into teaching a substantial number of graduates with good degrees from elite universities who would not otherwise have been attracted to the profession. It also claims that it is bringing the well-qualified in shortage subjects into challenging schools.

8.16. Teach First has undoubtedly generated considerable interest, but it has to be seen for what it is. It was originally devised as a two-year commitment on the part of highly able graduates intending a career in business and industry who wanted to give something back through teaching. After the two years it was expected that most would pursue their original career plans and that they would be given recognition by major employers for the service they had given. Numbers of Teach First trainees were very small. In 2005/6 there were 149 on the scheme of whom, after four years,

63 (42.3 per cent) had chosen to remain in teaching and 86 had moved on. It is not clear whether Teach First can be scaled up in its original form (where the number of interested major employers must be a limiting factor) or in its expansion it will morph into another teacher training route. In the 2011 Profiles it is still very small with only 480 trainees or 1.2 per cent of the total. If only half stay in teaching this will add just 240 to the supply - a welcome plus perhaps, but not substantial. We cannot tell how many will help make up the shortfalls in physics and chemistry since all the Teach First science trainees are classified together.

A Numerical Picture

8.17. Sound policy depends on knowing exactly where it is starting from. England currently has an excellent statistical base. At a European conference a little while ago we found the richness of teacher training data in England was greatly envied, and only the Netherlands, Sweden and Iceland came anywhere close in being as quantitatively aware of their teacher training systems.

8.18. This owes much to the Training and Development Agency's Statistics and Analysis Division and it is important that this vital function is carried forward as the TDA becomes merged into the Teaching Agency. It is also extremely important to preserve the General Teaching Council's register when it becomes part of the new Agency. It is not only intrinsically important but a very valuable source of data. As we saw in Chapter 3 when the TDA Profiles are matched to the GTC(E) register it is possible to track the trainees into teaching, and the picture that emerges four years on is rather different from that in the January after completion.

Conclusion

8.19. The Government is proposing to embark on major reforms of the teacher training system. This report sets out the numerical base from where it has to start.

Appendix

Methods

A.1 ***Rankings***: CEER rankings are based on data compiled by the Training and Development Agency for Schools (TDA). The profiles run a year in arrears to allow for employment data to be collected. The 2010 Profiles relate to the training year 2008-09. The rankings are based on entry qualifications, Ofsted ratings, and the proportion of trainees known to be entering teaching (independent and other sectors, as well as maintained). The raw scores are standardised to a mean of 500 and a standard deviation of 100. For each provider the primary and secondary scores are averaged, weighted by the size of the intake. The university and SCITT providers are standardised together in the one pool so the scores are directly comparable.

A.2 ***Intake***: The score for postgraduate courses is based on the proportion entering with a first or upper-second. For undergraduate courses the average UCAS tariff score is divided by 360. Where an institution offers both undergraduate and postgraduate courses, the contributions to the overall score are weighted by the size of the intakes.

A.3 ***Quality***: The quality score is based on the latest available Ofsted inspections. There are two regimes currently in use. In the earlier one the score is based on the individual grades for 'training'; 'standards'; and 'management and quality'. The grades for training and standards have been doubled to be consistent with a yet earlier inspection regime and the total score has been subtracted from 20 and multiplied by 200/15 to give a score out of 200, which is then standardised to a mean of 500 and a standard deviation of 100. An overall rating was obtained for secondary provision by combining the grades for each of the subjects in proportion to the number of trainees. The new inspection regime grades providers on just two dimensions 'overall effectiveness' and 'capacity to improve'. We have combined those grades to create what is, in effect, a nine point scale arrived at from two 'grade 1', then 'grade 1 plus grade 2 or vice versa' through to 'two grade 4'. This has been used in our analysis to locate the provider on a scale from 200 to 0 which has been standardised across the universities and SCITTs in the usual manner.

A.4 ***In Teaching***: The percentage of the final-year students recorded as being in a teaching post six months after completing is summed across courses and multiplied by 2 to give a maximum score of 200. All final-year students are included whether they are undergraduate or postgraduate. As with the other dimensions it is standardised.

A.5 ***Coverage***: The rankings include all providers in 2008-09 with a minimum of 10 entrants for whom full information was available on intake qualifications, inspection grades and entry into teaching. Key stage 2/3 courses are not included in the league tables because there is no separate inspection information for them, but they are included in the trend and other tabulations. No employment data is collected for employment-based routes so we are unable to include them in the league tables either

Chart A1a: University ITT Rankings[1], 2011

Universities and Colleges	Primary				Secondary				Grand[2] Total
	Entry	Quality	Teaching	Total	Intake	Quality	Teaching	Total	
University of Oxford					695.8	643.4	592.2	643.8	643.8
University of Cambridge	732.5	570.6	548.2	617.1	739.7	643.4	567.5	650.2	636.9
University of Exeter	703.0	643.4	524.1	623.5	641.8	643.4	529.4	604.9	610.7
Loughborough University					558.2	643.4	593.1	598.2	598.2
University of Buckingham					667.4	461.5	654.9	594.6	594.6
University of East Anglia	615.9	643.4	486.4	581.9	567.8	643.4	566.9	592.7	587.5
King's College London					575.8	643.4	542.5	587.2	587.2
University of York					570.1	643.4	546.8	586.8	586.8
University of Birmingham	705.7	461.5	516.4	561.2	577.3	570.6	577.1	575.0	570.9
University of Bristol					635.4	570.6	504.9	570.3	570.3
Northumbria University	535.3	643.4	516.4	565.0	716.1	643.4	587.1	648.9	570.1
University of Chester	680.4	643.4	509.1	611.0	508.4	552.4	532.0	531.0	568.7
University of Manchester	640.9	570.6	539.2	583.6	561.4	570.6	525.6	552.5	563.0
University of Derby	486.1	643.4	553.8	561.1					561.1
University of Nottingham					541.0	643.4	498.3	560.9	560.9
University of Warwick	564.7	643.4	510.6	572.9	571.8	552.4	525.2	549.8	559.3
University of Sheffield					588.5	497.9	590.5	559.0	559.0
Institute of Education, University of London	612.9	461.5	503.7	526.0	602.0	643.4	466.0	570.4	557.3
Central School of Speech and Drama					676.7	425.1	565.4	555.8	555.8
University of Chichester	528.8	643.4	430.2	534.1	583.9	643.4	532.6	586.6	555.7
University of Gloucestershire	565.7	643.4	467.1	558.7	555.6	552.4	459.7	522.6	549.9
Birmingham City University	501.7	643.4	463.6	536.2	556.7	643.4	542.6	580.9	549.7
University of Worcester	513.6	643.4	478.8	545.3	512.7	643.4	504.8	553.6	548.9
University of Reading	659.9	643.4	546.6	616.6	518.9	461.5	519.0	499.8	544.5
University of Sussex					564.8	461.5	603.8	543.4	543.4
University of Durham	667.6	461.5	516.1	548.4	597.3	461.5	534.5	531.1	538.7
University of Plymouth	575.0	570.6	466.0	537.2	553.4	570.6	483.2	535.7	536.7
Oxford Brookes University	504.0	643.4	472.1	539.8	609.6	461.5	455.6	508.9	533.1
University of Winchester	585.6	497.9	500.5	528.0					528.0
University of Northampton	494.7	552.4	532.8	526.6					526.6
University of Wolverhampton	471.3	643.4	469.3	528.0	506.9	643.4	421.3	523.9	526.1
University of Brighton, School of Education	468.0	643.4	444.5	518.6	482.4	643.4	460.9	528.9	524.2
Sheffield Hallam University	601.0	552.4	488.7	547.4	514.8	552.4	461.9	509.7	524.1
University of Leicester	709.2	461.5	505.5	558.7	553.0	461.5	472.2	495.6	520.0
Staffordshire University					525.7	497.9	517.9	513.8	513.8
University College Birmingham	363.0	643.4	530.2	512.2					512.2
Leeds Trinity and All Saints	559.2	552.4	490.3	534.0	470.9	552.4	446.9	490.1	511.4
Bishop Grosseteste University College Lincoln	493.7	643.4	399.6	512.2	529.5	461.5	516.0	502.3	510.9
York St John University College	574.5	461.5	482.3	506.1	457.8	607.0	579.1	548.0	507.8
University of Newcastle	629.4	461.5	470.9	520.6	568.7	461.5	475.8	502.0	507.7
Manchester Metropolitan University	567.7	497.9	444.7	503.4	511.9	570.6	447.5	510.0	507.2
Keele University					520.1	570.6	430.4	507.1	507.1
Nottingham Trent University	640.3	461.5	514.9	538.9	480.7	461.5	489.5	477.2	505.5

Canterbury Christ Church University	489.6	643.4	445.7	526.2	437.2	643.4	350.0	476.9	504.1
University of Southampton	553.5	461.5	448.5	487.8	556.8	461.5	526.6	515.0	502.4
Leeds Metropolitan University	566.3	461.5	486.8	504.9	455.2	461.5	537.3	484.7	501.4
Liverpool Hope University	586.6	461.5	417.4	488.5	530.8	570.6	445.3	515.6	499.4
University of Bath					484.2	552.4	455.6	497.4	497.4
Brunel University	464.9	570.6	552.0	529.2	483.3	461.5	449.1	464.6	493.5
University of Leeds	572.7	461.5	523.9	519.4	480.2	461.5	485.8	475.8	490.5
Liverpool John Moores University	671.5	461.5	465.9	533.0	495.6	461.5	467.3	474.8	488.0
St Mary's University College	492.5	461.5	513.1	489.0	467.6	461.5	508.4	479.2	485.8
Kingston University	502.3	461.5	459.5	474.4	548.1	461.5	482.7	497.4	480.8
University of The West of England	483.0	497.9	407.7	462.8	503.5	497.9	497.0	499.4	479.5
Bath Spa University	599.9	570.6	419.9	530.2	475.7	279.7	459.6	405.0	478.1
University of Sunderland	537.2	461.5	429.2	476.0	437.7	570.6	427.6	478.6	477.7
Roehampton University	418.2	497.9	442.8	453.0	601.2	461.5	514.8	525.8	473.6
University of Hertfordshire	427.3	461.5	499.0	462.6	540.2	461.5	510.2	503.9	471.7
University of Huddersfield	407.1	461.5	486.8	451.8	477.5	461.5	483.6	474.2	471.1
Newman University College	506.9	461.5	458.4	475.6	479.0	461.5	413.4	451.3	470.3
University of East London	440.5	461.5	508.3	470.1	425.5	461.5	470.4	452.5	461.9
University of Cumbria	453.4	570.6	355.5	459.8	501.7	497.9	364.3	454.6	458.3
Edge Hill University	476.0	570.6	401.4	482.7	416.6	461.5	427.0	435.0	454.1
University of Hull	486.8	497.9	435.2	473.3	339.6	461.5	430.2	410.5	452.5
London South Bank University	402.7	552.4	410.2	455.1	301.4	552.4	316.0	389.9	450.2
University of Portsmouth					419.1	461.5	455.7	445.4	445.4
University College Plymouth St Mark & St John	362.2	552.4	472.8	462.5	347.8	461.5	449.8	419.7	441.6
University of Greenwich	458.6	461.5	413.7	444.6	410.4	461.5	440.2	437.4	441.6
Middlesex University	371.8	461.5	380.8	404.7	514.6	461.5	396.1	457.4	437.3
The Open University					414.7	570.6	323.0	436.1	436.1
University of Bedfordshire	478.8	370.6	490.8	446.7	427.3	279.7	555.6	420.9	433.0
Goldsmiths University	356.9	461.5	441.4	419.9	404.9	461.5	414.8	427.1	424.6
Anglia Ruskin University	445.2	279.7	542.3	422.4	439.7	279.7	442.0	387.1	409.6
London Metropolitan University	366.3	461.5	308.6	378.8	386.3	461.5	272.2	373.3	375.9
Bradford College	261.1	461.5	308.8	343.8	441.6	461.5	260.2	387.8	363.4

1. The following provision has been omitted: University of Winchester fewer than 10 first-year secondary trainees; University of Gloucestershire assessment only primary and secondary provision which does not have Ofsted grades.

2. Combination of primary and secondary standard scores is weighted by the size of the intakes.

Chart A1b: University ITT Intakes and Rankings[1] by Year

Universities and Colleges	Primary		Secondary		Grand[2] Total	Rank		
	Intake	Score	Intake	Score		2011	2010	2009
University of Oxford			180	643.8	643.8	1	2	2
University of Cambridge	169	617.1	252	650.2	636.9	2	1	1
University of Exeter	187	623.5	411	604.9	610.7	3	4	3
Loughborough University			123	598.2	598.2	4	6	4
University of Buckingham			41	594.6	594.6	5	5	
University of East Anglia	165	581.9	178	592.7	587.5	6	7	11
King's College London			208	587.2	587.2	7	24	22
University of York			133	586.8	586.8	8	15	6
University of Birmingham	91	561.2	218	575.0	570.9	9	8	7
University of Bristol			242	570.3	570.3	10	9	5
Northumbria University	277	565.0	18	648.9	570.1	11	11	24
University of Chester	131	611.0	147	531.0	568.7	12	33	34
University of Manchester	123	583.6	241	552.5	563.0	13	10	8
University of Derby	187	561.1			561.1	14	36	48
University of Nottingham			255	560.9	560.9	15	14	14
University of Warwick	191	572.9	273	549.8	559.3	16	3	9
University of Sheffield			145	559.0	559.0	17	13	13
Institute of Education, University of London	306	526.0	730	570.4	557.3	18	16	12
Central School of Speech and Drama			35	555.8	555.8	19	17	21
University of Chichester	225	534.1	157	586.6	555.7	20	47	57
University of Gloucestershire	285	558.7	92	522.6	549.9	21	61	65
Birmingham City University	379	536.2	164	580.9	549.7	22	20	16
University of Worcester	262	545.3	197	553.6	548.9	23	27	42
University of Reading	119	616.6	192	499.8	544.5	24	19	10
University of Sussex			122	543.4	543.4	25	12	28
University of Durham	160	548.4	204	531.1	538.7	26	21	45
University of Plymouth	221	537.2	101	535.7	536.7	27	23	32
Oxford Brookes University	367	539.8	102	508.9	533.1	28	25	25
University of Winchester	303	528.0			528.0	29	22	19
University of Northampton	239	526.6			526.6	30	18	15
University of Wolverhampton	217	528.0	180	523.9	526.1	31	31	35
University of Brighton, School of Education	281	518.6	341	528.9	524.2	32	40	37
Sheffield Hallam University	300	547.4	487	509.7	524.1	33	50	53
University of Leicester	118	558.7	187	495.6	520.0	34	30	17
Staffordshire University			45	513.8	513.8	35	26	23
University College Birmingham	30	512.2			512.2	36	29	39
Leeds Trinity and All Saints	151	534.0	160	490.1	511.4	37	45	47
Bishop Grosseteste University College Lincoln	327	512.2	51	502.3	510.9	38	59	68
York St John University College	390	506.1	17	548.0	507.8	39	37	61
University of Newcastle	73	520.6	166	502.0	507.7	40	32	29
Manchester Metropolitan University	497	503.4	650	510.0	507.2	41	39	30
Keele University			210	507.1	507.1	42	38	54
Nottingham Trent University	171	538.9	202	477.2	505.5	43	51	41

Canterbury Christ Church University	605	526.2	489	476.9	504.1	44	34	44
University of Southampton	167	487.8	193	515.0	502.4	45	28	26
Leeds Metropolitan University	209	504.9	43	484.7	501.4	46	41	36
Liverpool Hope University	471	488.5	319	515.6	499.4	47	48	60
University of Bath			122	497.4	497.4	48	42	20
Brunel University	139	529.2	172	464.6	493.5	49	49	31
University of Leeds	118	519.4	232	475.8	490.5	50	43	38
Liverpool John Moores University	97	533.0	330	474.8	488.0	51	35	27
St Mary's University College	374	489.0	183	479.2	485.8	52	63	52
Kingston University	210	474.4	81	497.4	480.8	53	57	51
University of The West of England	248	462.8	206	499.4	479.5	54	60	55
Bath Spa University	275	530.2	196	405.0	478.1	55	54	58
University of Sunderland	143	476.0	259	478.6	477.7	56	65	70
Roehampton University	521	453.0	206	525.8	473.6	57	58	46
University of Hertfordshire	308	462.6	87	503.9	471.7	58	62	63
University of Huddersfield	23	451.8	144	474.2	471.1	59	68	43
Newman University College	278	475.6	77	451.3	470.3	60	46	50
University of East London	236	470.1	204	452.5	461.9	61	52	49
University of Cumbria	953	459.8	412	454.6	458.3	62	64	62
Edge Hill University	482	482.7	720	435.0	454.1	63	55	59
University of Hull	256	473.3	127	410.5	452.5	64	56	40
London South Bank University	231	455.1	19	389.9	450.2	65	74	73
University of Portsmouth			135	445.4	445.4	66	44	18
University College Plymouth St Mark & St John	204	462.5	194	419.7	441.6	67	72	71
University of Greenwich	274	444.6	199	437.4	441.6	68	69	69
Middlesex University	186	404.7	303	457.4	437.3	69	71	67
The Open University			197	436.1	436.1	70	66	64
University of Bedfordshire	213	446.7	241	420.9	433.0	71	70	33
Goldsmiths University	176	419.9	333	427.1	424.6	72	53	66
Anglia Ruskin University	203	422.4	115	387.1	409.6	73	67	56
London Metropolitan University	140	378.8	158	373.3	375.9	74	73	72
Bradford College	169	343.8	136	387.8	363.4	75	75	74

1. The following provision has been omitted: University of Winchester fewer than 10 first-year secondary trainees; University of Gloucestershire assessment only primary and secondary provision which does not have Ofsted grades.

2. Combination of primary and secondary standard scores is weighted by the size of the intakes.

Chart A2a: SCITT Rankings[1,2], 2011

SCITTs[1]	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
Billericay Educational Consortium (SCITT)	732.5	643.4	562.9	646.3					646.3
The North East Partnership SCITT					602.6	643.4	625.6	623.9	623.9
Devon Primary SCITT Group SCITT	643.1	643.4	542.9	609.8					609.8
Suffolk and Norfolk Primary SCITT	529.5	643.4	630.1	601.0					601.0
Leicester and Leicestershire SCITT	558.2	643.4	601.2	600.9					600.9
Royal Academy of Dance					692.4	461.5	622.7	592.2	592.2
Devon Secondary Teacher Training Group SCITT					686.6	643.4	429.5	586.5	586.5
South West Teacher Training SCITT					733.6	461.5	537.8	577.6	577.6
Chiltern Training Group SCITT					558.2	643.4	526.1	575.9	575.9
Thames Primary Consortium SCITT	600.3	497.9	610.5	569.5					569.5
Cornwall SCITT					596.4	570.6	537.8	568.3	568.3
Portsmouth Primary SCITT	582.6	570.6	547.5	566.9					566.9
Jewish Teacher Training Partnership SCITT	523.4	643.4	508.5	558.4					558.4
Forest Independent Primary Collegiate SCITT	579.4	461.5	628.0	556.3					556.3
The Bedfordshire Schools' Training Partnership SCITT					611.3	461.5	574.4	549.1	549.1
Wandsworth Primary Schools Consortium SCITT	566.1	461.5	614.6	547.4					547.4
Durham Secondary Applied SCITT					488.5	552.4	599.7	546.9	546.9
Northumbria DT Partnership SCITT					408.1	643.4	580.6	544.0	544.0
Mid-Essex ITT Consortium (SCITT)					609.6	461.5	553.2	541.4	541.4
Somerset SCITT Consortium	419.6	643.4	526.1	529.7					529.7
South Coast SCITT	619.2	461.5	493.9	524.9					524.9
Kent and Medway Training SCITT					577.0	461.5	532.2	523.6	523.6
North Tyneside 3-7 SCITT	575.1	643.4	344.0	520.8					520.8
Bromley Schools Collegiate SCITT					322.7	643.4	590.5	518.8	518.8
Poole SCITT	549.8	461.5	521.6	511.0					511.0
High Force Education SCITT	549.8	570.6	410.6	510.4					510.4
The Pilgrim Partnership SCITT	488.5	461.5	578.2	509.4					509.4
Swindon SCITT					548.8	461.5	511.8	507.4	507.4
Suffolk and Norfolk Secondary SCITT					445.6	461.5	606.6	504.6	504.6
The Grand Union Training Partnership					582.6	352.4	567.1	500.7	500.7
Outstanding Primary Schools SCITT	515.8	497.9	483.6	499.1					499.1
Cornwall SCITT Partnership (3-11)	509.4	643.4	320.0	490.9					490.9
The Shire Foundation SCITT	558.2	461.5	448.8	489.5					489.5
Maryvale Institute SCITT					351.8	461.5	654.9	489.4	489.4

Birmingham Primary Training Partnership SCITT	450.9	461.5	551.8	488.1					488.1
Gateshead 3-7 SCITT	363.0	643.4	452.5	486.3					486.3
Gloucestershire SCITT Consortium SCITT					392.3	552.4	506.3	483.7	483.7
London Diocesan Board of Schools SCITT	408.1	461.5	580.6	483.4					483.4
Dorset Teacher Training Partnership SCITT	436.2	643.4	362.2	480.6					480.6
West Midlands Consortium SCITT					326.4	552.4	558.3	479.1	479.1
Northampton Teacher Training Partnership SCITT					500.8	352.4	579.1	477.4	477.4
Tendring Hundred Primary SCITT	436.2	461.5	526.1	474.6					474.6
Nottingham City Primary SCITT	388.5	461.5	570.9	473.6					473.6
North East Essex Coastal Confederation SCITT					414.7	461.5	541.2	472.5	472.5
Essex Primary Schools Training Group SCITT	323.6	461.5	631.9	472.3					472.3
Cumbria Primary Teacher Training Centre SCITT	480.2	461.5	474.6	472.1					472.1
Leeds SCITT					485.0	461.5	440.2	462.3	462.3
Colchester Teacher Training Consortium SCITT					367.6	461.5	537.8	455.6	455.6
Primary Catholic Partnership SCITT	351.8	497.9	455.0	434.9					434.9
SCITTELS	446.1	370.6	485.4	434.0					434.0
Bournemouth Poole and Dorset East Secondary SCITT					405.7	279.7	580.6	422.0	422.0
South Essex Southend and Thurrock SCITT					464.4	279.7	493.9	412.6	412.6
The Learning Institute South West SCITT					436.2	461.5	321.0	406.2	406.2
West Mercia Consortium [merged to The Robert Owen Foundation SCITT]	384.0	461.5	355.9	400.5					400.5
The Titan Partnership, Birmingham SCITT					349.1	461.5	348.2	386.3	386.3
The Robert Owen Foundation SCITT					378.5	279.7	395.6	351.2	351.2
Middlesborough SCITT					331.7	279.7	440.2	350.5	350.5

1. Strictly speaking the Royal Academy of Dance is not a SCITT, but it not a UNI either, and since its funding model is aligned with SCITTs it is grouped with them.

2. Hasting and Rother SCITT not included because no Ofsted rating (inspected 2011).

Chart A2b: SCITT Intakes and Ranking by Year1,2

SCITTs	Primary		Secondary		Grand Total	Rank		
	Intake	Score	Intake	Score		2011	2010	2009
Billericay Educational Consortium (SCITT)	21	646.3			646.3	1	6	25
The North East Partnership SCITT			22	623.9	623.9	2	5	24
Devon Primary SCITT Group SCITT	23	609.8			609.8	3	18	23
Suffolk and Norfolk Primary SCITT	52	601.0			601.0	4	28	28
Leicester and Leicestershire SCITT	24	600.9			600.9	5	11	4
Royal Academy of Dance			20	592.2	592.2	6	3	21
Devon Secondary Teacher Training Group SCITT			20	586.5	586.5	7	4	17
South West Teacher Training SCITT			33	577.6	577.6	8	10	2
Chiltern Training Group SCITT			50	575.9	575.9	9	14	6
Thames Primary Consortium SCITT	29	569.5			569.5	10	15	10
Cornwall SCITT			66	568.3	568.3	11	17	44
Portsmouth Primary SCITT	30	566.9			566.9	12	1	1
Jewish Teacher Training Partnership SCITT	22	558.4			558.4	13	29	
Forest Independent Primary Collegiate SCITT	24	556.3			556.3	14	22	15
The Bedfordshire Schools' Training Partnership SCITT			24	549.1	549.1	15	12	32
Wandsworth Primary Schools Consortium SCITT	32	547.4			547.4	16	26	9
Durham Secondary Applied SCITT			35	546.9	546.9	17	36	
Northumbria DT Partnership SCITT			26	544.0	544.0	18	7	11
Mid-Essex ITT Consortium (SCITT)			19	541.4	541.4	19	23	41
Somerset SCITT Consortium	45	529.7			529.7	20	43	19
South Coast SCITT	24	524.9			524.9	21	37	
Kent and Medway Training SCITT			42	523.6	523.6	22	31	12
North Tyneside 3-7 SCITT	29	520.8			520.8	23	19	
Bromley Schools Collegiate SCITT			30	518.8	518.8	24	2	22
Poole SCITT	29	511.0			511.0	25	13	42
High Force Education SCITT	29	510.4			510.4	26		
The Pilgrim Partnership SCITT	42	509.4			509.4	27	16	39
Swindon SCITT			27	507.4	507.4	28	35	5
Suffolk and Norfolk Secondary SCITT			39	504.6	504.6	29	52	46
The Grand Union Training Partnership			22	500.7	500.7	30	33	34
Outstanding Primary Schools SCITT	93	499.1			499.1	31	44	33
Cornwall SCITT Partnership (3-11)	25	490.9			490.9	32	8	20
The Shire Foundation SCITT	24	489.5			489.5	33	42	8

Maryvale Institute SCITT			14	489.4	489.4	34	47	7
Birmingham Primary Training Partnership SCITT	25	488.1			488.1	35	40	27
Gateshead 3-7 SCITT	35	486.3			486.3	36	38	36
Gloucestershire SCITT Consortium SCITT			26	483.7	483.7	37	48	31
London Diocesan Board of Schools SCITT	26	483.4			483.4	38	46	37
Dorset Teacher Training Partnership SCITT	22	480.6			480.6	39	9	35
West Midlands Consortium SCITT			40	479.1	479.1	40	24	
Northampton Teacher Training Partnership SCITT			17	477.4	477.4	41	45	18
Tendring Hundred Primary SCITT	20	474.6			474.6	42	39	47
Nottingham City Primary SCITT	23	473.6			473.6	43	50	13
North East Essex Coastal Confederation SCITT			17	472.5	472.5	44	25	
Essex Primary Schools Training Group SCITT	28	472.3			472.3	45	27	16
Cumbria Primary Teacher Training Centre SCITT	25	472.1			472.1	46	41	
Leeds SCITT			30	462.3	462.3	47	30	40
Colchester Teacher Training Consortium SCITT			33	455.6	455.6	48	21	38
Primary Catholic Partnership SCITT	29	434.9			434.9	49	32	43
SCITTELS	38	434.0			434.0	50	49	30
Bournemouth Poole and Dorset East Secondary SCITT			26	422.0	422.0	51	20	29
South Essex Southend and Thurrock SCITT			21	412.6	412.6	52		
The Learning Institute South West SCITT			27	406.2	406.2	53	34	3
West Mercia Consortium [merged into The Robert Owen Foundation SCITT]	28	400.5			400.5	54		
The Titan Partnership, Birmingham SCITT			21	386.3	386.3	55	54	45
The Robert Owen Foundation SCITT			77	351.2	351.2	56	53	26
Middlesborough SCITT			15	350.5	350.5	57	51	14

1. Strictly speaking the Royal Academy of Dance is not a SCITT, but it not a UNI either, and since its funding model is aligned with SCITTs it is grouped with them.

2. Hasting and Rother SCITT not included because no Ofsted rating (inspected 2011).

Chart A3a: EBITT Rankings[1,2], 2011

EBITTs[1,2]	Primary				Secondary				Grand Total
	Entry	Quality	Teachingy	Total	Entry	Quality	Teachingy	Total	
Southfields Community College					607.0	643.4	570.9	607.1	607.1
Canterbury Christ Church University EBITT	584.0	643.4	572.9	600.1	613.4	643.4	552.9	603.2	602.7
Bourton Meadow ITT Centre	509.4	643.4	608.9	587.2					587.2
Forest Independent Primary Collegiate	536.1	552.4	654.9	581.1					581.1
University of Nottingham GTP					551.8	643.4	534.1	576.4	576.4
The Havering Teacher Training Partnership					513.9	643.4	557.3	571.5	571.5
East Lincolnshire GTP	558.2	643.4	608.9	603.5	339.9	643.4	654.9	546.1	570.4
Alban Federation					593.1	461.5	654.9	569.8	569.8
Newman University College EBITT	456.2	643.4	591.7	563.8	467.6	643.4	579.6	563.5	563.6
King Edward's Consortium					674.9	461.5	551.8	562.8	562.8
East Sussex Primary GTP	497.2	643.4	547.5	562.7					562.7
The Wakefield Partnership for ITT					509.4	643.4	532.2	561.7	561.7
University of Warwick EBITT					578.6	552.4	540.4	557.1	557.1
Nottingham Trent University EBITT	582.6	461.5	601.2	548.5	646.5	461.5	559.2	555.7	554.4
West Berkshire Training Partnership	536.1	461.5	654.9	550.8	582.6	461.5	622.7	555.6	554.1
George Abbot School					520.7	552.4	588.3	553.8	553.8
Stockton-on-Tees TTP					540.8	461.5	654.9	552.4	552.4
George Spencer Training School					536.1	461.5	654.9	550.8	550.8
E-Qualitas	469.5	552.4	607.2	543.0	513.7	552.4	572.8	546.3	545.6
The Shire Foundation	565.4	461.5	596.3	541.1					541.1
The Bedfordshire Schools' Training Partnership					602.6	461.5	555.8	540.0	540.0
Redcar & Cleveland Teacher Training Partnership	607.0	461.5	611.9	560.2	527.7	461.5	574.4	521.2	535.8
Colchester Teacher Training Consortium					558.2	461.5	583.3	534.4	534.4
Loughborough Encompass	645.4	370.6	585.9	533.9					533.9
University of Sussex EBITT					490.7	552.4	553.2	532.1	532.1
Hertfordshire Regional Partnership	515.2	643.4	523.7	560.7	514.1	643.4	389.2	515.6	530.4
West Midlands Consortium					566.9	461.5	559.5	529.3	529.3
The Pilgrim Partnership	540.8	461.5	574.4	525.6					525.6
University of Brighton, School of Education EBITT	627.9	552.4	562.9	581.1	295.5	552.4	456.7	434.9	525.2
Northumbria University EBITT	546.0	461.5	558.3	521.9	488.5	461.5	621.8	524.0	523.3
Bromley Schools Collegiate					495.8	552.4	520.1	522.8	522.8
Surrey LA	495.3	461.5	592.6	516.4					516.4
Matthew Moss ITT Partnership					520.7	461.5	562.9	515.0	515.0

University of Bedfordshire EBITT	299.0	643.4	601.2	514.5					514.5
Sheffield Hallam University EBITT	655.8	461.5	427.6	515.0	540.3	461.5	536.3	512.7	513.0
University of Southampton EBITT					469.5	461.5	601.2	510.7	510.7
Merseyside and Cheshire GTP Partnership	577.0	370.6	631.9	526.5	462.4	370.6	654.9	495.9	510.4
Kent County Council	520.7	461.5	555.8	512.7	498.7	461.5	569.0	509.7	510.4
University College Plymouth St Mark & St John EBITT	582.6	461.5	440.2	494.8	453.7	461.5	654.9	523.3	509.8
Bishop Grosseteste University College GTP EBITT	540.8	461.5	569.0	523.8	472.8	461.5	558.3	497.5	508.3
London East Consortium, University of Cumbria EBITT	450.9	461.5	607.2	506.5					506.5
Hull Citywide GTP Partnership	504.0	461.5	630.1	531.9	492.1	461.5	528.4	494.0	505.9
The Kirklees Partnership	476.9	461.5	654.9	531.1	395.6	461.5	579.1	478.7	504.9
Saffron Walden and Comberton Training School					497.2	461.5	555.8	504.9	504.9
Dorset Teacher Education Partnership	509.4	461.5	590.5	520.5	527.7	461.5	504.2	497.8	502.6
The East Northamptonshire College EBITT					466.7	461.5	574.4	500.9	500.9
University of Reading EBITT	466.7	461.5	545.9	491.4	532.5	461.5	540.5	511.5	500.8
Gloucester ITE Partnership	564.8	461.5	555.8	527.4	455.5	461.5	505.1	474.0	499.7
Northamptonshire, Leicester & Milton Keynes Consortium	515.8	461.5	567.1	514.8	523.4	461.5	450.0	478.3	497.4
Kent and Medway Training GTP					457.8	461.5	567.1	495.4	495.4
North East Essex Coastal Confederation					476.9	461.5	547.5	495.3	495.3
Mid-Essex ITT Consortium					452.2	461.5	570.9	494.8	494.8
Mid Somerset Consortium for TT					400.8	461.5	617.0	493.1	493.1
Suffolk and Norfolk GTP provider	393.2	552.4	518.3	488.0	501.4	552.4	424.3	492.7	491.3
CILT The National Centre for Languages					558.2	552.4	360.9	490.5	490.5
University of Chichester EBITT	457.8	552.4	579.1	529.8	474.8	552.4	390.7	472.6	490.3
University of East London EBITT					430.2	461.5	575.3	489.0	489.0
Two Mile Ash ITT Partnership	450.9	461.5	551.8	488.1					488.1
LearnED					354.9	552.4	553.2	486.9	486.9
The Beauchamp ITT Partnership					472.8	461.5	503.4	479.2	479.2
University of Sunderland	331.7	461.5	534.1	442.4	531.1	461.5	506.3	499.6	478.4
Royal Borough of Windsor & Maidenhead GTTP					497.2	461.5	470.9	476.5	476.5
London South Bank University (EBITT)	346.5	552.4	529.2	476.0					476.0
Doncaster GTP Partnership	469.5	461.5	654.9	528.6	304.5	461.5	583.3	449.8	473.9
Thamesmead School ITT Partnership					399.6	552.4	461.7	471.3	471.3

Essex Schools ITT Partnership	450.3	643.4	302.7	465.5	494.0	643.4	278.2	471.9	469.7
West London Partnership GTP/OTT	409.7	461.5	487.1	452.8	453.7	461.5	529.0	481.4	469.2
Birmingham Advisory Schools Service	476.9	370.6	453.6	433.7	593.1	370.6	574.4	512.7	468.8
London North Consortium	306.4	461.5	547.5	438.5	498.4	461.5	566.8	508.9	466.4
University of Derby GTP	531.1	461.5	465.5	486.0	367.0	461.5	523.5	450.7	465.9
Oxon-Bucks Partnership	579.4	370.6	477.2	475.8	513.3	370.6	493.9	459.3	465.3
Eastwood and Leigh GTP Partnership					455.5	370.6	567.1	464.4	464.4
North Lincolnshire ITT Partnership	375.2	461.5	654.9	497.2	216.7	461.5	590.5	422.9	463.4
2Schools Consortium	482.0	461.5	416.4	453.3					453.3
Stoke on Trent GTP	558.2	279.7	593.5	477.1	482.0	279.7	511.8	424.5	452.8
SCITTELS	392.3	370.6	592.6	451.8					451.8
Wessex Schools Training Partnership					558.2	461.5	332.9	450.9	450.9
University of Worcester EBITT	582.6	643.4	194.9	473.6	207.5	643.4	409.6	420.1	449.7
University of Wolverhampton EBITT	457.8	461.5	567.9	495.7	422.4	461.5	404.1	429.4	446.1
Ninestiles Graduate Teacher Consortium					314.2	461.5	553.2	443.0	443.0
Isle of Wight Partnership	203.3	461.5	654.9	439.9	314.2	461.5	534.1	436.6	438.0
The Cambridge Partnership					447.1	279.7	586.5	437.8	437.8
Somerset SCITT Consortium (EBITT)	655.8	643.4	11.0	436.7					436.7
Jewish Teacher Training Partnership	527.7	279.7	493.9	433.8					433.8
Institute of Education, University of London EBITT	351.8	643.4	139.7	378.3	485.7	643.4	250.1	459.7	431.2
Carmel Teacher Training	469.5	279.7	654.9	468.0	436.2	279.7	526.1	414.0	430.5
North West and Lancashire GTP Consortium	661.5	370.6	368.7	466.9	424.4	370.6	436.1	410.4	422.6
Southend Teacher Training Partnership	404.9	279.7	507.7	397.4	500.8	279.7	529.4	436.6	420.6
Kingsbridge Education Improvement Partnership GTP	436.2	279.7	526.1	414.0					414.0
Education Management Direct GTP Consortium	416.3	461.5	344.8	407.5	499.0	461.5	292.7	417.7	413.3
University of Bath EBITT					494.0	370.6	311.4	392.0	392.0
The Titan Partnership, Birmingham EBITT					314.2	461.5	332.9	369.6	369.6
The Robert EBITT	314.2	279.7	370.8	321.6	361.6	279.7	403.4	348.2	343.0
Bradford & Northern Employment Based Teacher Training	457.8	279.7	286.9	341.4	384.0	279.7	356.8	340.1	340.7
STORM	425.8	279.7	282.1	329.2	454.8	279.7	164.7	299.7	310.7

1. 19 EBITTs were omitted for having fewer than 10 trainees in 2009-10 (number in brackets).

Primary

Eastwood and Leigh GTP Partnership (8); George Spencer Training School (1); Royal Borough of Windsor & Maidenhead Graduate Teacher Training Partnership (8); Stockton-on-Tees TTP (8); The East Northamptonshire College (8); The Slough Partnership (9); The Titan Partnership, Birmingham (2); The Wakefield Partnership for Initial Teacher Training (7); University of Chester EBITT (5); University of East London EBITT (2); University of Southampton EBITT (9); University of Sussex EBITT (2).

Secondary

Jewish Teacher Training Partnership (8); Kingsbridge Education Improvement Partnership GTP (7); London South Bank University EBITT (8), SCITTELS (5); The Slough Partnership (8); University of Bedfordshire EBITT (4); University of Chester EBITT (9).

2. Three EBITTs omitted because there were no available Ofsted ratings: University of Gloucestershire ULF EBITT (primary); Liverpool John Moores University Teach First (secondary); University of Manchester EBITT (secondary).

Chart A3b: EBITT Intakes and Scores[1,2]

EBITTs[1]	Primary		Secondary		Grand Total	Rank 2011
	Intake	Score	Intake	Score		
Southfields Community College			21	607.1	607.1	1
Canterbury Christ Church University EBITT	105	600.1	515	603.2	602.7	2
Bourton Meadow ITT Centre	15	587.2			587.2	3
Forest Independent Primary Collegiate	11	581.1			581.1	4
University of Nottingham GTP			46	576.4	576.4	5
The Havering Teacher Training Partnership			35	571.5	571.5	6
East Lincolnshire GTP	14	603.5	19	546.1	570.4	7
Alban Federation			14	569.8	569.8	8
Newman University College EBITT	55	563.8	72	563.5	563.6	9
King Edward's Consortium			25	562.8	562.8	10
East Sussex Primary GTP	25	562.7			562.7	11
The Wakefield Partnership for ITT			21	561.7	561.7	12
University of Warwick EBITT			38	557.1	557.1	13
Nottingham Trent University EBITT	32	548.5	143	555.7	554.4	14
West Berkshire Training Partnership	11	550.8	23	555.6	554.1	15
George Abbot School			27	553.8	553.8	16
Stockton-on-Tees TTP			14	552.4	552.4	17
George Spencer Training School			11	550.8	550.8	18
E-Qualitas	74	543.0	261	546.3	545.6	19
The Shire Foundation	34	541.1			541.1	20
The Bedfordshire Schools' Training Partnership			26	540.0	540.0	21
Redcar & Cleveland Teacher Training Partnership	15	560.2	25	521.2	535.8	22
Colchester Teacher Training Consortium			10	534.4	534.4	23
Loughborough Encompass	28	533.9			533.9	24
University of Sussex EBITT			55	532.1	532.1	25
Hertfordshire Regional Partnership	53	560.7	108	515.6	530.4	26
West Midlands Consortium			28	529.3	529.3	27
The Pilgrim Partnership	14	525.6			525.6	28
University of Brighton, School of Education EBITT	21	581.1	13	434.9	525.2	29
Northumbria University EBITT	20	521.9	37	524.0	523.3	30
Bromley Schools Collegiate			44	522.8	522.8	31
Surrey LA	31	516.4			516.4	32
Matthew Moss ITT Partnership			14	515.0	515.0	33

University of Bedfordshire EBITT	21	514.5			514.5	34
Sheffield Hallam University EBITT	16	515.0	111	512.7	513.0	35
University of Southampton EBITT			46	510.7	510.7	36
Merseyside and Cheshire GTP Partnership	27	526.5	30	495.9	510.4	37
Kent County Council	13	512.7	45	509.7	510.4	38
University College Plymouth St Mark & St John EBITT	20	494.8	22	523.3	509.8	39
Bishop Grosseteste University College GTP EBITT	14	523.8	20	497.5	508.3	40
London East Consortium, University of Cumbria EBITT	26	506.5			506.5	41
Hull Citywide GTP Partnership	27	531.9	59	494.0	505.9	42
The Kirklees Partnership	18	531.1	18	478.7	504.9	43
Saffron Walden and Comberton Training School			12	504.9	504.9	44
Dorset Teacher Education Partnership	10	520.5	37	497.8	502.6	45
The East Northamptonshire College EBITT			25	500.9	500.9	46
University of Reading EBITT	113	491.4	99	511.5	500.8	47
Gloucester ITE Partnership	38	527.4	41	474.0	499.7	48
Northamptonshire, Leicester & Milton Keynes Consortium	23	514.8	21	478.3	497.4	49
Kent and Medway Training GTP			19	495.4	495.4	50
North East Essex Coastal Confederation			18	495.3	495.3	51
Mid-Essex ITT Consortium			23	494.8	494.8	52
Mid Somerset Consortium for TT			32	493.1	493.1	53
Suffolk and Norfolk GTP provider	34	488.0	79	492.7	491.3	54
CILT The National Centre for Languages			46	490.5	490.5	55
University of Chichester EBITT	17	529.8	38	472.6	490.3	56
University of East London EBITT			85	489.0	489.0	57
Two Mile Ash ITT Partnership	25	488.1			488.1	58
LearnED			19	486.9	486.9	59
The Beauchamp ITT Partnership			20	479.2	479.2	60
University of Sunderland	16	442.4	27	499.6	478.4	61
Royal Borough of Windsor & Maidenhead GTTP			13	476.5	476.5	62
London South Bank University EBITT	72	476.0			476.0	63
Doncaster GTP Partnership	11	528.6	25	449.8	473.9	64
Thamesmead School ITT Partnership			20	471.3	471.3	65

Essex Schools ITT Partnership	65	465.5	126	471.9	469.7	66
West London Partnership GTP/OTT	117	452.8	158	481.4	469.2	67
Birmingham Advisory Schools Service	30	433.7	24	512.7	468.8	68
London North Consortium	131	438.5	86	508.9	466.4	69
University of Derby GTP	31	486.0	41	450.7	465.9	70
Oxon-Bucks Partnership	28	475.8	48	459.3	465.3	71
Eastwood and Leigh GTP Partnership			19	464.4	464.4	72
North Lincolnshire ITT Partnership	12	497.2	10	422.9	463.4	73
2Schools Consortium	25	453.3			453.3	74
Stoke on Trent GTP	21	477.1	18	424.5	452.8	75
SCITTELS EBITT	30	451.8			451.8	76
Wessex Schools Training Partnership			15	450.9	450.9	77
University of Worcester EBITT	21	473.6	17	420.1	449.7	78
University of Wolverhampton EBITT	37	495.7	110	429.4	446.1	79
Ninestiles Graduate Teacher Consortium EBITT			18	443.0	443.0	80
Isle of Wight Partnership	11	439.9	15	436.6	438.0	81
The Cambridge Partnership			109	437.8	437.8	82
Somerset SCITT Consortium (EBITT)	10	436.7			436.7	83
Jewish Teacher Training Partnership	12	433.8			433.8	84
Institute of Education, University of London EBITT	40	378.3	74	459.7	431.2	85
Carmel Teacher Training	11	468.0	25	414.0	430.5	86
North West and Lancashire GTP Consortium	26	466.9	94	410.4	422.6	87
Southend Teacher Training Partnership	36	397.4	52	436.6	420.6	88
Kingsbridge Education Improvement Partnership GTP	10	414.0			414.0	89
Education Management Direct GTP Consortium	55	407.5	71	417.7	413.3	90
University of Bath EBITT			38	392.0	392.0	91
The Titan Partnership, Birmingham EBITT			16	369.6	369.6	92
The Robert EBITT	24	321.6	98	348.2	343.0	93
Bradford & Northern Employment Based Teacher Training	37	341.4	51	340.1	340.7	94
STORM	37	329.2	62	299.7	310.7	95

1. 19 EBITTs were omitted for having fewer than 10 trainees in 2009-10 (number in brackets).
Primary
Eastwood and Leigh GTP Partnership (8); George Spencer Training School (1); Royal Borough of Windsor & Maidenhead Graduate Teacher Training Partnership (8); Stockton-on-Tees TTP (8); The East Northamptonshire College (8); The Slough Partnership (9); The Titan Partnership, Birmingham (2); The Wakefield Partnership for Initial Teacher Training (7); University of Chester EBITT (5); University of East London EBITT (2); University of Southampton EBITT (9); University of Sussex EBITT (2).
Secondary
Jewish Teacher Training Partnership (8); Kingsbridge Education Improvement Partnership GTP (7); London South Bank University EBITT (8), SCITTELS (5); The Slough Partnership (8); University of Bedfordshire EBITT (4); University of Chester EBITT (9).

2. Three EBITTs omitted because there were no available Ofsted ratings: University of Gloucestershire ULF EBITT (primary); Liverpool John Moores University Teach First (secondary); University of Manchester EBITT (secondary).

Chart A4: Trends in ITT Intakes by the Different Routes

Phase and Route	Year Profiles Published													
	1998	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Primary														
Unis and Colleges	12,352	11,465	11,332	11,136	12,422	12,736	13,192	14,314	15,023	15,254	14,468	14,172	14,264	14,870
SCITTs	171	205	345	416	495	566	721	787	871	819	817	761	803	905
EBITTs	-	-	-	-	-	1,169	1,363	2,010	2,722	2,653	2,664	2,387	2,301	2,161
Total	12,523	11,670	11,677	11,552	12,917	14,471	15,276	17,111	18,616	18,726	17,949	17,320	17,368	17,936
Secondary														
Unis and Colleges	15,438	14,804	13,351	12,762	12,875	13,664	14,470	15,587	15,299	15,263	15,036	14,293	13,924	14,814
SCITTs	317	358	396	368	511	484	558	635	786	838	848	779	782	858
EBITTs	-	5	23	35	222	1,964	2,540	3,321	4,335	4,407	4,508	4,454	4,260	4,204
Total	15,755	15,167	13,770	13,165	13,608	16,112	17,568	19,543	20,420	20,508	20,392	19,526	18,966	19,876
Key Stage 2/3														
Unis and Colleges	459	705	750	737	640	750	672	786	723	556	544	522	557	562
SCITTs	-	-	-	18	21	38	41	52	54	41	0	0	0	0
EBITTs	-	-	-	-	-	10	51	86	49	49	33	18	7	55
Total	459	705	750	775	661	798	764	924	826	646	577	540	564	617
Grand Total	28,737	27,542	26,197	25,492	27,186	31,381	33,608	37,578	39,862	39,880	38,918	37,386	36,898	38,429

Chart A5: Trends in Teacher Trainee Characteristics

Characteristics	Year Teacher Training Profile Published													
	1998	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Primary														
%Male	14	13	13	13	13	13	12	13	13	13	13	14	14	15
%Ethnic Minority	5	5	5	6	6	6	6	7	8	8	8	8	9	9
%Age25+	n/a	n/a	37	38	39	44	43	44	43	40	39	38	36	39
%Postgraduate	41	41	44	46	49	54	55	58	58	57	56	57	57	58
%PG2.1+ degree	49	53	52	51	52	54	55	54	55	58	58	60	60	61
Primary Intake	12,523	11,670	11,677	11,552	12,917	13,302	13,913	15,101	15,894	16,073	15,285	14,933	15,067	15,775
Secondary														
%Male	43	40	38	38	36	37	37	40	38	39	37	37	38	38
%Ethnic Minority	7	7	7	8	8	8	9	10	11	13	14	15	15	14
%Age25+	n/a	n/a	55	54	55	56	57	57	56	55	55	56	54	54
%Postgraduate	86	86	88	90	92	93	94	94	95	94	94	95	95	95
%PG2.1+ degree	46	47	48	48	49	49	52	53	54	54	54	53	55	58
Secondary Intake	15,755	15,161	13,747	13,130	13,386	14,148	15,028	16,222	16,085	16,101	15,884	15,072	14,706	15,672

Chart A6: Secondary Trainees with Good Degrees[1] by Subject and Provider Type

Subject	Universities		SCITT		EBITT		All	
	N	% Good Degree	N	% Good Degree	N	% Good Degree	N	% Good Degree
Art and design	522	66.1	7	71.4	125	62.8	654	65.5
Assessment based	116	50.0	-	-	-	-	116	50.0
Business studies	484	59.9	15	57.1	94	62.8	593	60.3
Citizenship	209	63.2	9	33.3	55	75.0	273	64.5
Classics	31	90.3	-	-	8	100.0	39	92.1
Design and technology	811	55.1	118	61.0	282	53.9	1,211	55.4
Diploma	143	54.9	9	88.9	2	100.0	154	57.5
Drama/dance	218	86.6	34	87.9	238	69.4	490	78.5
Economics	-	-	-	-	11	55.6	11	55.6
English	1,462	79.9	66	65.2	692	68.8	2,220	76.2
Geography	624	63.6	20	50.0	78	69.9	722	63.9
History	566	82.3	12	83.3	169	68.0	747	79.2
ICT	603	50.2	81	35.8	200	54.5	884	49.8
Mathematics	1,858	48.8	107	55.2	586	58.1	2,551	51.0
Modern languages	1,324	62.1	59	65.2	224	66.9	1,607	62.8
Music	579	65.6	29	72.4	143	62.4	751	65.3
Other (EBITT)	-	-	-	-	3	33.3	3	33.3
Physical education	703	63.9	72	50.0	404	39.6	1,179	55.0
Religious education	666	66.5	29	39.3	126	63.2	821	65.0
Science	2,646	54.1	149	54.5	574	57.0	3,369	54.6
Social science/studies	110	79.0	-	-	21	55.6	131	75.6
Vocational subjects	286	54.4	42	45.2	129	52.5	457	53.0
Totals	13,961	61.5	858	56.4	4,164	59.8	18,983	60.9

1. First or 2i. as percentage of those entering on UK qualifications ie non- UK degrees not included.

Chart A7: ITT Outcomes by Route

Provider[1]	Final Year Trainees[2]	Awarded QTS	% Awarded QTS	In Teaching	Per Cent in Teaching[3]
Primary					
Universities PG	8,507	7,642	89.8	6,071	71.4
Universities UG	5,740	5,118	89.2	3,843	67.0
SCITT	907	838	92.4	707	77.9
EBITT PG	2,170	2,014	92.8	1,593	73.4
EBITT UG	106	94	88.7	67	63.2
Key Stage 2/3					
Universities PG	312	251	80.4	195	62.5
Universities UG	189	169	89.4	123	65.1
EBITT PG	51	48	94.1	34	66.7
Secondary					
Universities PG	14,974	13,028	87.0	10,674	71.3
Universities UG	818	728	89.0	576	70.4
SCITT	845	764	90.4	662	78.3
EBITT PG	4,431	4,066	91.8	3,403	76.8
EBITT UG	53	36	67.9	28	52.8
Totals					
Undergraduate	6,906	6,145	89.0	4,637	67.1
Postgraduate	32,197	28,651	89.0	23,339	72.5
Totals					
Universities	30,540	26,936	88.2	21,482	70.3
SCITTs	1,752	1,602	91.4	1,369	78.1
EBITTs	6,811	6,258	91.9	5,125	75.2
Totals					
Primary	17,430	15,706	90.1	12,281	70.5
Key Stage 2/3	552	468	84.8	352	63.8
Secondary	21,121	18,622	88.2	15,343	72.6
Grand Total	**39,103**	**34,796**	**89.0**	**27,976**	**71.5**

1. Final-year numbers differ from intakes since they includes repeaters from previous years and trainees taking longer than one year