THE GOOD TEACHER TRAINING GUIDE 2012

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Executive Summary

In 2010-11, there were 37,340 recruits to initial teacher training, nearly four-fifths to university courses, 16.6% to employment based programmes (EBITTs) and only 4.6% to school centred schemes (SCITTs).

Data from the Teaching Agency's Teacher Training Profiles and Newly Qualified Teacher Survey are used to compare training routes and individual providers.

Training Routes

No one training route emerges as superior overall. University courses, on average, receive the highest grades from Ofsted and recruit the best graduates. But it was the EBITT trainees who were the most likely to enter and remain in teaching. SCITTs were rated best by newly qualified teachers.

There was no correlation between Ofsted inspectors' judgements and the percentage of trainees in teaching six months after completion.

The Graduate Teacher Programme was the most successful in terms of the percentage of trainees entering and remaining in teaching.

Retention of those trained on the Overseas Trained Teacher Programme was poor.

Of the Teach First participants, only 40% were in teaching after five years. This can be claimed as a gain since the high-flying graduates were originally intending to do something else.

The SCITT and EBITT routes have contributed to an increase in male trainees for primary teaching.

Providers

The top provider overall is the Billericay Educational Consortium, followed by King Edward's Consortium, with Cambridge University third. They are, respectively, the leading SCITT, EBITT and UNI.

Of the top 10 providers, only one – Cambridge – is a university.

The providers with the highest entry qualifications (more than 90% with good degrees) are: the Billericay Educational Consortium and Cambridge University for primary and King Edward's Consortium, Cambridge University, Liverpool John Moores Teach First and the George Spencer Training School for secondary.

In the latest round of Ofsted inspections, 43.8% of the UNIs, 35.1% of the SCITTs and 19.4% of the EBITTs were judged to be outstanding. The ratings of newly qualified teachers correlated significantly with Ofsted grades for UNIs (0.464) and SCITTs (0.489), but not for EBITTs where the trainees may have been attaching more weight to employment prospects.

Top for quality (based on inspectors' and newly qualified teachers' ratings) in primary teacher training are the Leicester and Leicestershire SCITT, the University of Cambridge and the Devon Primary SCITT Group; for secondary the top three are the Devon Secondary SCITT Group; the University of Birmingham and the University of Cambridge.

Only one university (Nottingham Trent) reported more than 90% of its trainees in teaching six months after completing. Over a quarter (28.1%) of the SCITTs and EBITTs did so. All the top ten places for employment, in either primary or secondary schools, are EBITTs or SCITTs.

Qualifications

Degree classes have risen in line with the expanding output of good degrees. In the 1998 Profiles 46% of the entrants to teacher training for secondary schools had a first or upper second. In the 2012 Profiles this had gone up to 59%. But over the same period the percentage of good degrees awarded had risen from 50% to 62%.

The percentage of trainees with good degrees ranged from 83.3% in history to 49.5% in ICT. Generally the arts subjects were in the upper part of the range and science subjects in the lower.

Physics (17.9%), maths (15.4%), combined science (15.1%), ICT (14.9%) and chemistry (14.0%) had the highest percentages of UK qualified recruits lacking at least a lower-second class degree. Modern languages was similarly impoverished, but coped by recruiting from abroad (22.1% non-UK degrees).

Only about half the intake to undergraduate secondary courses entered on A-levels.

Entry to Teaching

Of the 37,734 final year trainees, 70.4% were reported as being in teaching the following January, 60.6% in maintained schools. The percentages from the GTP (79.9%) and SCITTs (74.4%) were higher than those from the other routes.

Classics (91.7%), drama/dance (82.7%) and English (80.7%) had the highest percentages in teaching; citizenship (60.6%), ICT (62.6%), and modern languages (66.5%) had the lowest.

There was high drop out from training in physics (18.0%), chemistry (15.8%), ICT (15.8%) and maths (14.2%). Subjects that struggle to fill their places are also more likely to lose trainees along the way.

Policy Pointers

The government is undertaking major reforms of the teacher training system. The Implementation Plan published in November 2011 sets out numerous proposals for improving the quality of teacher trainees, giving schools more control of teacher training and boosting recruitment to shortage subjects.

The Teaching Agency's data are a powerful resource from which to evaluate the impact of these changes and identify likely barriers to their successful implementation. The 2012 Profiles as analysed in this report offer the following pointers to policy.

- Ofsted inspectors appear not to be taking entry to teaching into account in judging effectiveness although it is one of the criteria. The take-up of teaching posts should be given greater prominence in the inspection process: what is teacher training if the trainees do not go on to teach?

- Teach First brings a number of well qualified graduates into teaching who might not otherwise have considered the profession, but it is small and retention is low. It is a catalyst, not a miracle cure.

- The government's strategy of giving schools more say in the training of teachers receives support from the present comparisons where nine of the top ten providers were school led approaches. None of the top ten for entry to teaching, in either primary or secondary schools, was a university

- Currently the Graduate Teacher Programme is the most successful route in terms of providing teachers for schools. In our view, the government is taking a risk in stripping it of its identity by merging it into School Direct and funding it less well.

- There is wide variation between providers within the same route. Quality is taken into account in allocating places, but the indications are that this should be pursued more vigorously since it is the same providers who are the also-rans each year.

- The substantial bursaries should be a powerful incentive for graduates with good degrees in shortage subjects to consider teaching. But a good degree is not a good degree is not a good degree. Employers take into account where a degree is obtained as well as degree class and in its pursuit of quality the government may find it has to do so also.

- To improve the quality of trainees, and hence teaching, it is crucial that there should be a pool of applicants from whom to select. A silver lining to the difficult economic conditions is that there is more chance of this happening since competition for good graduates elsewhere is less intense.

1. Introduction

1.1 The *Good Teacher Training Guide 2012* compares the teacher training routes and the individual providers. Each year since 1998 the Teaching Agency, in its various guises[1], the body responsible for allocating and funding teacher training places, has published profiles of the training providers. And each year since 1998 the Centre for Education and Employment Research has analysed and summarized this information. In order to be able to take account of entry to teaching, the Profiles are compiled a year in arrears, so the latest Profiles, those published in 2012, describe training and outcomes for 2010-11.

1.2 We begin, in Chapter 2, by comparing the three main training routes: (1) university and college courses (which we abbreviate to UNIs); (2) school centred schemes (SCITTs); and (3) employment based programmes (EBITTs).

1.3 The UNIs and SCITTs offer training towards the Postgraduate Certification in Education (PGCE). Admissions are through the Graduate Teacher Training Registry and tuition fees are payable. These pathways differ in who organises school placements and who receives the funding. The universities find training places in schools and the money is channelled through them (the universities); SCITTS are consortia of schools that provide the training and receive the funding. Universities validate the PGCEs of SCITTs and may be contracted by them to provide some of the tuition.

1.4 There were also employment based routes (EBITTs). In 2010-11 there were three EBITT pathways for graduates: (1) Graduate Teacher Programme (GTP); (2) Overseas Trained Teacher Programme (OTTP); and (3) Teach First (TF). There was, in addition, the Registered Teacher Programme (RTP), which is similar to the GTP, but for non-graduates. The RTP, GTP and OTTP lead to qualified teacher status (QTS), but not necessarily a PGCE. The trainees are paid a salary while training which is fully covered by government funding and the trainees do not count towards the complement of teachers.

1.5 Teach First was classified as an EBITT, but this is for convenience only, since it is rather different in that it is organised by a charity and the trainees do take a PGCE. It was designed as a scheme for graduates with good degrees to commit to work in difficult schools for two years, with the incentive that the enrichment programme they undertook would be as much a basis for careers in business and industry as to remain in teaching. There was an understanding with a number of blue chip companies that applications from those who had served for two years on Teach First would be looked upon favourably. Teach First recruits are paid a salary while training, and like the other EBITT trainees are more expensive than the trainees on the UNI and SCITTs routes who pay fees.

1.6 We first explore whether one route is distinctively better overall than the others. Then we look at each index in turn to see which route has the highest entry

[1] It has been previously, 1994-2005, the Teacher Training Agency (TTA) and, 2005-2012, the Training and Development Agency for Schools (TDA).

qualifications, which is thought most of by the Ofsted inspectors and recent trainees, and which leads to the most entrants to teaching? We go on to consider who are attracted to the different routes. Finally, in Chapter 2 we look beyond initial employment in schools to ask how many stay in the profession.

1.7 Our rankings of providers in the past have been derived from a combination of: (1) entry qualifications; (2) Ofsted inspections; and (3) the take-up of teaching posts. We have conducted the analyses on this basis again this year and present the results in Charts B1d, B2d and B3d in Appendix B. But, for the first time, we have incorporated into our main tabulations (Charts B1a, B2a and B3a) the views of recent trainees collected in the Newly Qualified Teacher (NQT) survey. The NQT survey is fully described in Appendix A (page 42).

1.8 We have modified our approach for two reasons. First, Ofsted grades no longer sufficiently distinguish between providers now that they are based on just two dimensions, with in most cases only the top two points of each used. Secondly, although voluntary, the NQT survey is completed by ten or more recent trainees from nearly all providers, so that by including it we are not having to omit many. By incorporating both the inspectors' and trainees' perspectives in the 'quality' score we are able to get a more rounded view.

1.9 In our comparisons, the scores for each of entry qualifications, quality of provision (derived from Ofsted grades and NQT ratings), and take up of teaching posts is standardised to a mean of 500 and a standard deviation of a hundred for all providers together. The scores are thus directly comparable across the training routes, and for the primary and secondary phases.

1.10 In Chapter 3 we rank the individual providers. First, we present the top twenty providers overall. We go on to list the top ten universities by themselves since the universities account for about four of every five recruits. Not many universities - in fact just four - make it into the top 20. We then present the top ten providers for primary and secondary teacher training separately. We complete the picture by identifying which providers have the best entry qualifications, which obtain the highest quality scores and which have most taking teaching posts.

1.11 Chapter 4 describes those recruited in 2010-11. It explores how many trainees there are on the various routes, who they are, and how the intake has changed over the years? The intake is analysed by route, gender, ethnicity, age, whether undergraduate or postgraduate, and whether entry is on the basis of a UK or overseas qualification. The trends in characteristics over the 15 years the report has been compiled are traced.

1.12 In Chapter 5 the entry qualifications are looked at in more detail. The present government is putting great emphasis on the quality of new recruits. This makes it important to ask: are the entry qualifications of teacher trainees improving? We analyse the entry qualifications to both undergraduate courses and postgraduate courses. We also look at the different routes. Are the better qualified more likely to train in universities, SCITTs or EBITTs? How do the entry qualifications differ to

the different types of EBITT – the Graduate Teacher Programme, the Overseas Trained Teacher Programme and Teach First?

1.13 Next, in Chapter 6, we turn to the individual subjects and ask: how is recruitment faring? Again this is germane to government policy since it is reluctant to fund anyone with less than a lower-second to train as a teacher. We look in detail at how many trainees currently recruited 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.

1.14 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 is based on a different dataset, that for final year trainees. Most teacher training courses last one year, but not all. Some trainees take less and others longer than a year to complete. Others have to repeat part of the training or retake tests. The final year trainees are mainly the same people as the entrants, but for the reasons given the two sets are not identical. We look to see how many of the final year trainees achieve QTS and whether the different routes, phases, and subjects have different outcomes. We also consider how many have entered teaching and in what sectors.

1.15 In the final chapter we turn to the government's many proposals for reforming teacher training and offer some pointers from our interpretation of the hard numbers with which it will have to contend.

2. Training Routes Compared

2.1. In 2010-11 there were three main ways into teaching: via (1) the universities and colleges (which we abbreviate to UNIs); (2) the school centred schemes (SCITTs); and (3) the employment based programmes (EBITTs). The university route is by far the biggest. Chart 2.1 shows that in 2010-11 it comprised nearly four-fifths of the entrants and final year trainees[2]. The EBITT routes contributed a further 17.3% of the final year trainees, somewhat higher than the figure for entrants since the programmes are tailored to individuals and training does not always last exactly a year. The SCITT route was the smallest, accounting for less than one twentieth of the intake.

Chart 2.1: Trainees 2010-11

Phase	Entrants		Final Year	
	N	%	N	%
UNI	29,431	78.8	29,505	78.2
SCITT	1,707	4.6	1,707	4.5
EBITT	6,202	16.6	6,512	17.3
Total	37,340	100.0	37,724	100.0

Comparing the Routes

2.2. The three routes - UNI, SCITT and EBITT - can be compared along a number of dimensions. Chart 2.2 presents an overall summary.

Chart 2.2: Routes Compared

Route	N	Entry[1]	Ofsted Inspections[2]	In Post[3]	NQT Ratings[4]	Combined Score[5]
UNI	130	**515.8**	**535.4**	470.7	487.1	502.0
SCITT	57	479.0	503.6*	495.6	**541.1**	511.2
EBITT	144	490.8	473.1	**527.1**	496.1	496.9
Total	331	498.6	502.8	499.5	500.3	501.6

1. Universities have higher entry qualifications than SCITTs and EBITTs (P< 0.05).

2. Universities have higher Ofsted ratings than EBITTs (P< 0.01) and SCITTs (P< 0.05), and SCITTs have higher Ofsted ratings than EBITTs (P<0.05).

3. More EBITT trainees are in post than those from the universities (P< 0.01) or SCITTs (P<0.05)

4. Training in SCITTs rated significantly higher (P<0.01) by NQTs than that in either the universities or EBITTs Not all the providers achieved the threshold of at least 10 responses. The numbers in this column are UNI (N=127), SCITT (N=54), EBITT (N=122), Total (N=303).

5. Combined score for all four dimensions divided by four. Providers without NQT scores could not be included in this part of the analysis so the Ns are as in footnote 4 above. The combined scores did not differ significantly.

2.3. Mean scores have been calculated for the three routes taking primary and secondary provision together for: (1) entry qualifications; (2) Ofsted inspectors' grades; (3) the proportion of the intake teaching in schools in the January after qualifying; and (4) ratings of the provision by newly qualified teachers. The methods by which the

[2] Although most of the courses last one year the databases for intakes and final year trainees are not identical. Undergraduate courses last 3 or 4 years, not all PGCE courses are one year, and EBIIT programmes are tailored (in length and other ways) to the prior experience of the trainees.

scores were derived are described in Appendix A (Page 42). In reporting the results, a route which emerges as significantly better than the other two is put into bold. If there is a statistically significant difference between the other two, the higher is denoted by an asterisk.

2.4. No one route emerges as superior overall. But, as Chart 2.2 shows, while total scores do not differ significantly, there are major differences on the individual dimensions. The trainees in universities entered, on average, on the best degree classes, and their courses were graded highest by the inspectors; the employment based trainees were the most likely to be found in teaching six months after training; and the SCITTs were rated the most favourably by newly-qualified teachers.

2.5. Chart 2.3 shows that the four dimensions used to compare the training routes are intercorrelated, but not massively so, as might be inferred from the pattern of results in Chart 2.2. The strongest association is between the inspectors' and newly qualified teachers' ratings, which accounts for 14.4% of the variance. The striking disconnect is between Ofsted inspectors' ratings and entry into teaching where there is apparently no relationship at all.

Chart 2.3: Correlations between the Dimensions[1]

Route	**Entry[1]**	**Ofsted Inspections[2]**	**In Post[3]**	NQT Ratings[4]
Entry Qualifications		0.267**	0.222**	0.274**
Ofsted Inspection	0.267**		0.044	0.318**
In Teaching Post	0.222**	0.044		0.380**
Survey of New Teachers	0.274**	0.318**	0.380**	

1. Two asterisks indicate that the correlation is significant at the 0.01 level. Only providers with scores on all four dimensions included (N=303).

2.6. The emphases differed somewhat between primary and secondary provision. Chart 2.4 shows that the SCITT route comes out particularly well in primary. With its strong showing in NQT ratings and being ahead of EBITTs in Ofsted inspections and UNIs for entry to teaching, the difference almost reaches statistical significance. In other ways the pattern in primary is similar to that for the providers overall (Chart 2): the UNIs ahead on entry qualifications and Ofsted inspections, and the EBITTs for employment.

2.7. The training routes for secondary schools do not show such sharp differences. In Chart 2.5 the UNIs are again ahead in Ofsted inspections and the EBITTs again have most going into teaching, but the other differences are not significant. The SCITTs, in particular, do not come through in the way they did for primary.

2.8. These scores are, of course, aggregations of the scores of individual providers and these will be examined in detail in following chapter. But to continue with comparing the routes as a whole we can also explore in more detail the differences in intakes and entry to teaching.

Chart 2.4: Routes into Primary Teaching

Route	N	Entry[1]	Ofsted Inspections[2]	In Post[3]	NQT Ratings[4]	Combined Score[5]
UNI	60	**533.5**	**535.4**	465.9	458.7	497.5
SCITT	30	486.6	518.1*	519.7*	**558.5**	524.8
EBITT	59	488.1	471.1	**534.9**	499.5*	499.8
Total	149	506.1	506.5	504.0	494.4	504.0

1. Universities have higher entry qualifications than SCITTs (P< 0.05) and EBITTs (P< 0.01).

2. Universities (P< 0.01) and SCITTs (P< 0.05).have higher Ofsted ratings than EBITTs.

3. More EBITT (P< 0.01) and SCITT trainees (P< 0.01) are in post than those from the universities (

4. Newly qualified teachers gave the SCITTs significantly higher rating than the UNI (P< 0.01) and EBITTs (P< 0.05). EBITTs were rated higher than the UNIs (P< 0.05). Not all the providers achieved the threshold of at least 10 responses. The numbers for the NQT column are UNI (N=59), SCITT (N=29), EBITT (N=49), Total (N=137).

5. Combined score for all four dimensions averaged to a mean of 500 and a standard deviation of 100. Providers without NQT scores could not be included in this part of the analysis so the Ns are as in footnote 4 above. The combined scores did not differ significantly.

Chart 2.5: Routes into Secondary Teaching

Route	N	Entry[1]	Ofsted Inspections[2]	In Post[3]	NQT Ratings[6]	Combined Score[5]
UNI	70	500.6	**535.4**	474.8	511.7	506.0
SCITT	27	470.6	487.5	468.9	521.0	495.3
EBITT	85	492.7	474.5	**521.7**	493.9	495.0
Total	182	492.5	500.0	495.8	505.3	499.6

1. Entry scores not significantly different.

2. Universities have higher Ofsted ratings than EBITTs (P< 0.01) and SCITTs (P< 0.05).

3. More EBITT trainees (P< 0.01) are in post than those from the universities

4. NQT ratings not significantly different. Not all the providers achieved the threshold of at least 10 responses. The numbers for the NQT column are UNI (N=68), SCITT (N=25), EBITT (N=73), Total (N=166).

5. Combined score for all four dimensions averaged to a mean of 500 and a standard deviation of 100. Providers without NQT scores could not be included in this part of the analysis so the Ns are as in footnote 4 above. The combined scores did not differ significantly.

Intakes

2.9. The trainees on the three routes differ somewhat. Chart 2.6 shows that more males are recruited to primary training (always an issue) on the SCITT and EBITT routes than in the UNIs. Trainees in the universities, particularly for primary, tend to be younger, than on the other two routes. The EBITT trainees were more likely to be 25 and over than the SCITT trainees.

Chart 2.6: Intake Characteristics 2010-11

Characteristic	Primary			Secondary			All[1]
	UNI	SCITT	EBITT[2]	UNI	SCITT	EBITT[2]	
%Male	17.3	23.8	23.1	38.0	37.3	37.9	28.5
%Ethnic Minority	9.2	9.5	8.9	14.4	12.7	11.7	11.5
%Age25+	39.4	66.2	87.6	53.2	64.1	71.5	52.1
%Postgraduate	57.2	100.0	96.1	94.3	100.0	99.3	79.8
% Non UK Degree	2.4	1.6	12.4	4.2	5.6	10.0	5.0

1. Includes KS2/3 as well.

2. Includes the Overseas Trained Teachers Programme.

2.10. Most of the trainees were postgraduates, excepting for primary provision in universities where there is still a substantial undergraduate route. The relatively high proportion of non-UK degree qualifications among the EBITTs reflects the inclusion in this category of the Overseas Trained Teacher Programme which enables teachers from abroad to qualify for Qualified Teacher Status in England.

Retention

2.11. The employment data of Charts 2.2 to 2.5 are for the six months after completing initial teacher training. They say nothing about what happens from then on. This has been investigated by Martin Furner, formerly of the TDA and now Head of the Data Assessment and Market Intelligence Team at the Teaching Agency. He and his team were able to match those successfully completing their training with the registration data of the General Teaching Council (England) - now disbanded – to determine whether they were teaching in schools. There were very few non-matches – just 3.6% for the 2005/06 cohort – so it is a very good dataset[3].

2.12. Charts 2.7 and 2.8 show the results. For the UNIs and SCITTSs there are data for six years after training – the 2004-05 to 2009-10 cohorts. These have been amalgamated so the points on the graphs are averages for different numbers of years. There are six years of data available for the first year after training, five years data for the second year after training, down to one year for six years after training. In the case of the EBITTs there were data for five years, not six.

2.13. Chart 2.6 presents the pattern for employment after primary training, with the PGCE courses of the UNIs and SCITTs shown separately from the EBITTs. About four-fifths of the university (78%) and SCITT trainees (81%) can be found in schools the year after training and, interestingly, the percentage rises somewhat in the second year (to 84% for UNIs and 83% for SCITTs), perhaps because more of the trainees were able to obtain a post they wanted. Thereafter there is a gradual drift away from teaching down to 76% for the UNIs and 67% for the SCITTs in the sixth year.

2.14. The proportion of the EBITT trainees in primary teaching the year after training is higher, closer to 90% than 80%, and it continues to remain high among those trained on the Graduate and Registered Teacher Programmes over the five years (93% dropping to 80% for the GTP). But the percentage in teaching in England of those from the Overseas Trained Teacher Programme slumps from 88% in the first year after training to 59% after five years, which must raise questions about the viability of this route. Although some Teach First trainees have been prepared for primary teaching since 2008-09, the scheme in the period covered was mainly directed at secondary schools, and there were too few in total for them to be included in the analysis of routes into primary teaching.

[3] There are limitations, 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 and other jurisdictions would not be captured in this way.

Chart 2.7a: Retention in Primary after PGCE Courses

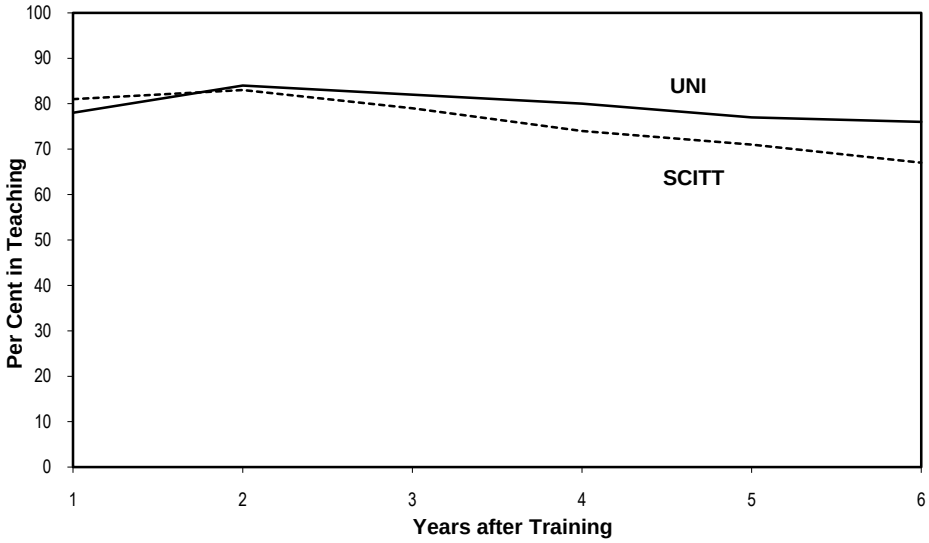
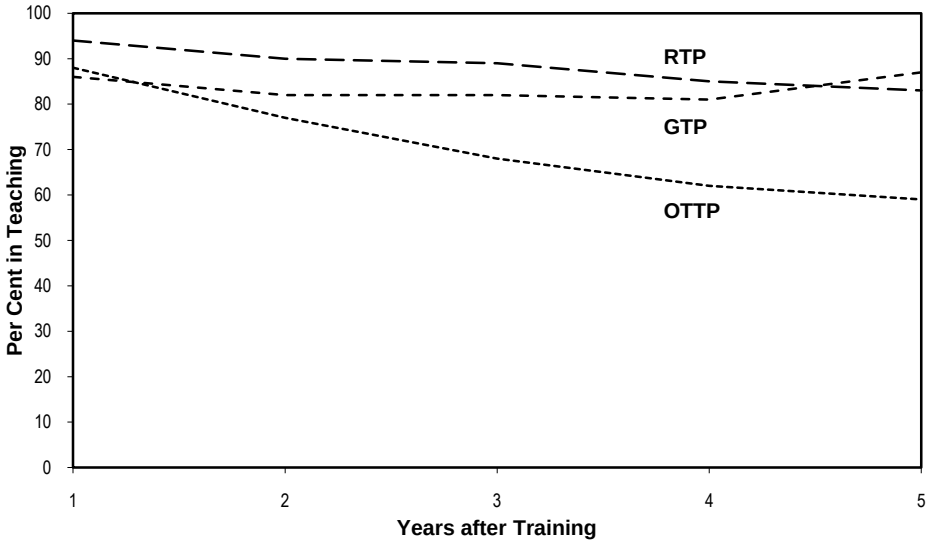


Chart 2.7b: Retention in Primary after EBITT



Acronyms: UNI higher education institute; SCITT school centred initial teacher training; RTP registered teacher programme; GTP graduate teacher programme; OTTP overseas trained teacher programme.

Source: Data from register of GTC (E) compiled by Martin Furner, Head of Data Assessment and Market Intelligence Team, Funding allocations and Performance Division, the Teaching Agency.

2.15. Chart 2.8 compares retention in the same way after training on the various secondary routes. The shape of the lines for UNIs and SCITTs is similar to those for primary, with UNIs down from an initial 77% to 70% and SCITTs from 79% to 67%. Both the GTP and RTP start higher and after five years are still higher than the PGCE routes were initially (GTP 93% to 80%, RTP 89% to 81%). The OTTP trainees again fall away sharply (from 89% to 62%). But striking is the way the retention from the flagship Teach First trainees drops from 93% to 40% after five years. This is not unexpected. On this scheme, graduates from the leading universities commit themselves to serve for two years in challenging schools before pursuing their intended careers. It is essentially 40% gained for teaching rather than

60% lost, but given Teach First's high profile and strong government backing it is not necessarily what people want to hear.

Chart 2.8a: Retention in Secondary PGCE Courses

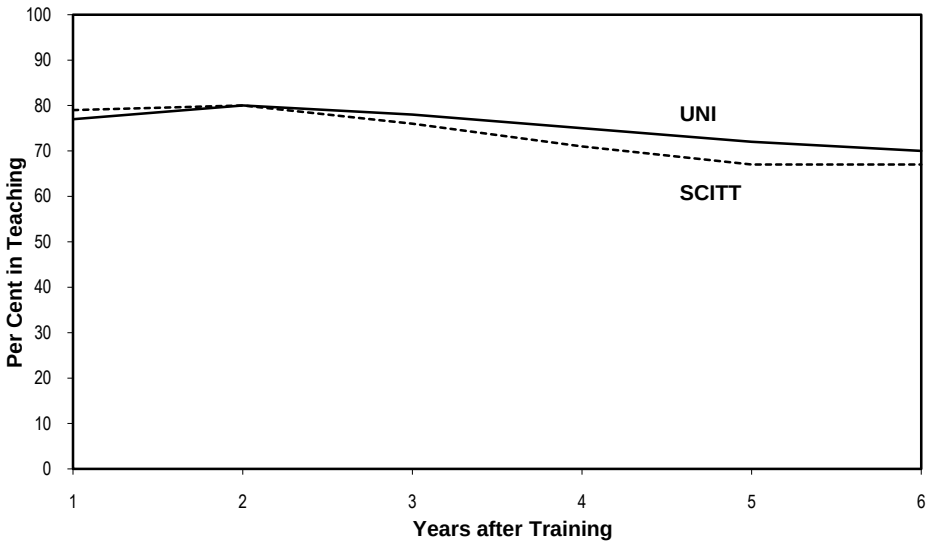
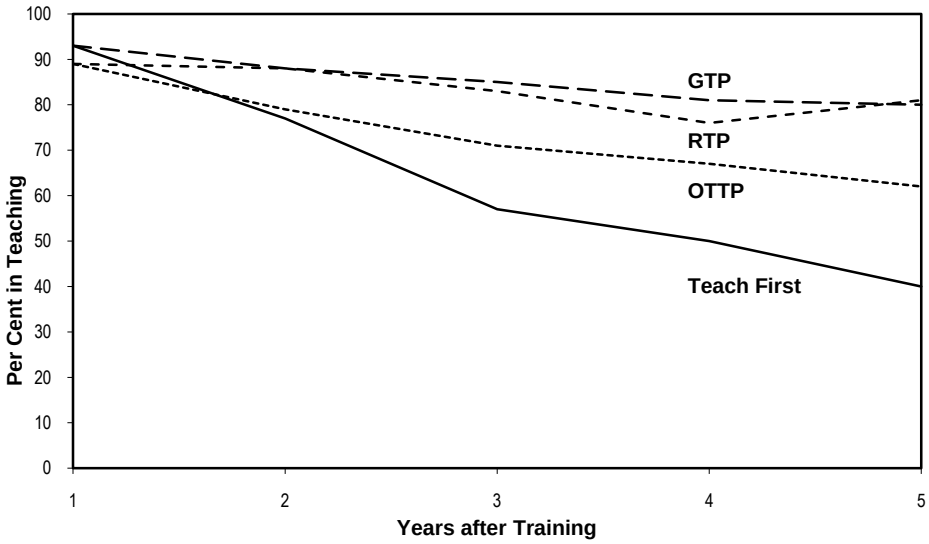


Chart 2.8b: Retention in Secondary after EBITT



Acronyms: UNI higher education institute; SCITT school centred initial teacher training; RTP registered teacher programme; GTP graduate teacher programme; OTTP overseas *trained teacher programme.*

Source: Data from register of GTC (E) compiled by Martin Furner, Head of Data Assessment and Market Intelligence Team, Funding allocations and Performance Division, the Teaching Agency.

Résumé

2.16. No one training route emerges as superior overall. Graduates training in universities tend to have, on average, the best degrees and the courses receive more 'outstanding' grades from Ofsted, but EBITT trainees are the most likely to enter and remain in teaching. SCITTs were rated best by newly qualified teachers. There was no correlation between Ofsted inspectors' judgements and the percentage of trainees in teaching six months after completion.

2.17. Male primary teachers are more likely to be recruited through SCITTs and EBITTs than via the universities. Trainees in universities tended to be younger. More trainees from ethnic minorities were recruited to secondary teacher training than to primary. There were more overseas recruits on EBITTs since the route incorporates the OTTP.

2.18. The Graduate Teacher Programme was the most successful in terms of trainees entering and remaining in teaching. OTTP retention was poor. About 40% of the Teach First high-flyers were to be found in teaching five years after completion, which can be counted a success since they originally intended to do something else.

3. The Providers

3.1. Within the training routes there was huge variation. In this chapter we identify the top performers. In all, in 2010-11, there were 227 teacher training providers with ten on more trainees. Chart 3.1 shows that 74 higher education institutions, mainly universities (UNIs) and 55 school centred schemes (SCITTs) offered Qualified Teaching Status (QTS), either through first degrees or the Postgraduate Certificate of Education (PGCE). In addition, there were 98 employment based providers offering training leading to QTS, but not necessarily a PGCE.

Chart 3.1: ITT Providers[1]

Phase	UNI	SCITT	EBITT	Total
Both Primary and Secondary	56	2	46	104
Primary Only	4	28	13	45
Secondary Only	14	25	39	78
Total[2]	74	55	98	227

1. Programmes with fewer than ten trainees have been omitted: 1 university secondary provider, 11 primary EBITTs and 3 secondary EBITTS.

3.2. The picture is rather more complicated than Chart 3.1 suggests. There are undergraduate and postgraduate pathways into both primary and secondary teaching, and also Key Stage 2/3 courses. When they are cross-tabulated with the three main routes and programmes with fewer than ten trainees are counted in, Chart 3.2 shows we can arrive at a grand total of 447 different programmes.

Chart 3.2: Provider Programmes[1] with Entrants in 2010-2011

Phase	UNI	SCITT	EBITT[1]	Total
Primary				
Undergraduate	44	-	11	55
Postgraduate	58	30	73	161
Key Stage 2/3				
Undergraduate	5	-	-	5
Postgraduate	6	-	6	12
Secondary				
Undergraduate	18	-	8	26
Postgraduate	71	27	90	188
Total	202	57	188	447

1. Grand total arrived at by counting courses/training programmes as the unit, not the provider. Providers can be counted more than once if they offer, for example, primary, KS2/3, secondary course, undergraduate and postgraduate courses, and PGCE and EBITT provision...

2. Trainees on Registered Teacher Programme classified as undergraduate.

3.3. 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. A further two SCITTs and 11 EBITTs had to be dropped because there

were fewer than ten responses to the survey of newly qualified teachers which has been incorporated into the rankings for the first time this year. Although some providers do not appear in the comparisons of Charts B1-B3 in the Appendix B, page 43, (the footnotes give the details), all entrants and final year trainees are included in the analyses of Chapters 4 to 7.

The Top Providers

3.4. The top twenty providers overall come out as shown in Chart 3.3. The twenty comprise 10 SCITTs, four universities, five EBITTs and the Royal Academy of Dance which is funded on the same basis as a SCITT.

Chart 3.3: Top Twenty Teacher Training Providers, 2012

Provider	Type	Score	Rank
Billericay Educational Consortium	SCITT	647.2	1
King Edward's Consortium	EBITT	641.2	2
University of Cambridge	UNI	637.3	3
High Force Education	SCITT	619.7	4
Ninestiles Graduate Teacher Consortium	EBITT	617.4	5
Royal Academy of Dance[1]	'SCITT'	616.7	6
Devon Primary SCITT Group	SCITT	613.1	7
Leicester and Leicestershire SCITT	SCITT	612.5	8
The North East Partnership	SCITT	612.2	9
Jewish Teacher Training Partnership	SCITT	610.9	10
Portsmouth Primary SCITT	SCITT	610.4	11
Mid Somerset SCITT Consortium EBITT	EBITT	603.9	12
University of Exeter	UNI	602.8	13
University of Manchester EBITT	EBITT	595.2	14
Primary Catholic Partnership	SCITT	595.0	15
Mid Essex ITT Consortium	SCITT	590.9	16
Southfield Community College	EBITT	589.0	17
University of Birmingham	UNI	585.4	18
Suffolk and Norfolk	SCITT	581.6	19
Staffordshire University	UNI	578.6	20

1. The Royal Academy of Dance is difficult to classify. It is not a SCITT, but nor is it a UNI, and since its funding model is aligned with SCITTs it tends to be grouped with them.

3.5. As was the case last year, the highest scorer of all is a SCITT, the Billericay Educational Consortium, which 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 2012 its highly qualified entrants,

outstanding Ofsted grades, and excellent rating given by newly qualified teachers have taken it to the very top of the 214 providers once more.

3.6. Second, was an EBITT, the King Edward's Consortium, a partnership of a varied mix of schools in the Birmingham area offering routes to Qualified Teacher Status principally through the Graduate Teacher Programme. It reaches second place through the excellent degree classes of its entrants and the high ratings given by its trainees in the NQT survey.

3.7. Third, and the leading university by some distance, is Cambridge University. Its entrants hold top class degrees and it achieves a very high quality score both in terms of Ofsted grades and the results of the NQT survey. This is true of both its primary and secondary provision. If it falls down anywhere, it is in the percentage of successful completers who are **not** in teaching. The other universities to make it into the top twenty were Exeter 13th, Birmingham 18th, and the small, specialised Staffordshire 20th.

3.8. The top twenty among all providers is dominated by the SCITTs, which occupy eleven of the places if the Royal Academy of Dance is included as one. This is somewhat surprising since while the SCITT route obtained the highest mean score overall, it was not significantly ahead of the universities or EBITTs. As well as some of the highest performers the SCITT route contains some of the lowest. The lowest score, of 306.2 compares with 360.6 for the lowest EBITT and 403.2 for the lowest UNI (apart from one institution which can never get its paperwork right). Charts B1a, B1a and B3a in Appendix B (page 45 *et seq*) give the full details.

3.9. The EBITTs show similar variation and this is associated with the providers being small also. The relatively poor showing of the universities is in part attributable to their size, which leads to clustering about the mean. This makes the performance of Cambridge, with its intake of 405 trainees against the 25 of the Billericay Educational Consortium and the 24 of the King Edward's Consortium, all the more impressive.

Top Universities

3.10. Chart 3.4 gives the top ten universities, together with their rankings in the previous two years. The modification of the 'quality' score to include the rating of newly qualified teachers has not substantially altered the order. Eight of the universities have consistently been in the top ten. Staffordshire, which offers only three PGCE courses, was in 2003 the top university provider and it hovered around the top places until 2007 when it began to slip back until last year it was in 34th spot, from which it has dramatically recovered. The striking improver is the University of Leicester up to 10th from 33rd. All the leading universities, apart from Staffordshire, are pre-1992 universities, and not the newer universities which have specialised in teacher training.

3.11. Those of you who compare the rankings year by year will notice that Buckingham which swept into the rankings in fifth place two years ago has now disappeared. This is because it did not take any TDA funding in 2010-11 and, therefore, does not form part of the Agency's statistics for that year. Buckingham, an independent

university, nevertheless, continues to have a thriving teacher training department with over 200 self-funded trainees, mainly from the independent sector.

Chart 3.4: Top Ten[1] Universities

University	Score	Rank 2012	Rank 2011	Rank 2010
University of Cambridge	637.3	1	2	1
University of Exeter	602.8	2	3	4
University of Birmingham	585.4	3	8	7
Staffordshire University	578.6	4	34	25
University of Oxford	567.5	5	1	2
University of Bristol	565.2	6	9	8
University of Manchester	563.9	7	12	9
Loughborough University	561.2	8	4	5
University of East Anglia	559.5	9	5	6
University of Leicester	555.4	10	33	29

1. Full listing in Appendix in Charts B1b.

Chart 3.5: Top Ten[1] Primary and Secondary Providers

Primary	Type	Score	Secondary	Type	Score
University of Cambridge	UNI	656.3	King Edward's Consortium	EBITT	641.2
Billericay Educational Consortium	SCITT	647.2	University of Cambridge	UNI	624.3
High Force Education	SCITT	619.7	Ninestiles Graduate Teacher Consortium	EBITT	617.4
Devon Primary SCITT Group	SCITT	613.1	Royal Academy of Dance	SCITT	616.7
Leicester and Leicestershire SCITT	SCITT	612.5	The North East Partnership	SCITT	612.2
University of Birmingham	UNI	611.3	University of Exeter	UNI	605.5
Jewish Teacher Training Partnership	SCITT	610.9	University of Manchester EBITT	EBITT	595.2
Portsmouth Primary SCITT	SCITT	610.4	Mid Essex ITT Consortium	SCITT	590.9
University of Reading	UNI	609.0	Southfield Community College	EBITT	589.0
University of Manchester	UNI	606.8	York St John University College	UNI	580.7

1. Full listings in Appendix in Charts B1a, B1a and B3a.

Primary and Secondary Providers

3.12. If, as in Chart 3.5, we rank all providers separately for primary and secondary programmes, we see that Cambridge University tops the primary list and is second on the secondary list. Top here is the King Edward's Consortium EBITT. Top performer in the overall list, the Billericay Educational Consortium SCITT, is second to Cambridge among the primary providers.

3.13. Of the top ten providers for primary teacher training, six are SCITTs and four universities. In addition to the universities we have met before, Reading comes in ninth. The top places for secondary teacher training are spread evenly around the routes, with four EBITTS, three UNIs and three SCITTs. Manchester EBITT which is part of Teach First is in fifth position. York St John's small secondary programme achieves tenth place, whereas its much larger primary programme comes out less well, resulting in 53rd place on the combined scores.

Entry Qualifications

3.14. In this section and the two following we look at the component scores which contribute to the total. In Chart 3.6 we show the top ten for entry qualifications, in the primary and secondary phases separately, for all providers with more than ten entrants (including those with no NQT scores).

Chart 3.6: Top Ten[1] for Entry Qualifications

Primary	Type	Score	Secondary	Type	Score
Billericay Educational Consortium	SCITT	743.0	King Edward's Consortium	EBITT	739.1
University of Cambridge	UNI	727.8	University of Cambridge	UNI	720.4
High Force Education	SCITT	698.2	Liverpool John Moores University Teach First	EBITT	712.3
University of Birmingham	UNI	692.3	George Spencer Training School	EBITT	700.7
University of Reading	UNI	688.7	University of Manchester EBITT	EBITT	699.3
University of Exeter	UNI	680.3	Jewish Teacher Training Partnership EBITT	EBITT	683.1
University of Manchester	UNI	677.5	Eastwood and Leigh GTP	EBITT	683.1
Liverpool John Moores University	UNI	669.7	Ninestiles Graduate Teacher Consortium	EBITT	659.9
University of Leicester	UNI	665.1	University of Exeter	UNI	657.7
Jewish Teacher Training Partnership	SCITT	659.9	Nottingham Trent University EBITT	EBITT	655.3

1. Full listings in Appendix B in Charts B1d, B2dand B3d.

3.15. In six cases more than 90%[4] the intake had at least an upper-second: the Billericay Educational Consortium and Cambridge University for primary and King Edward's Consortium, Cambridge University, Liverpool John Moores Teach First and the George Spencer Training School for secondary. Of the top ten primary providers with the highest entry qualifications, six were universities and four were SCITTs; of the top ten secondary providers, eight were EBITTs and two were universities.

Quality

3.16. Quality is something most people feel they can recognise when they see it, but it is difficult to capture authentically in numbers. We have used two indicators of the quality of teacher training provision in the present analysis. First, the grades awarded by school inspectors which have always formed part of our rankings. But this year we have added the trainees' perspective as elicited by the Newly Qualified Teachers Survey. The Ofsted inspectors' assessments now contribute only half the total; the other half coming from the NQT ratings.

Inspection Grades

3.17. We have made the change for two reasons. First, when we started, Ofsted's ratings of primary providers were for reading and number each along seven dimensions, and ratings for secondary were for each subject on six dimensions[5]. When we aggregated these grades we got a relatively smooth distribution. Now both primary and secondary provision is assessed on just two dimensions 'overall effectiveness' and 'capacity to improve'. The inspection and funding regimes have driven the providers to meet the inspectors' requirements, so although there are four-point scales only the top two places are occupied by the great majority of providers. Hence, what was once a smooth distribution has become essentially just three steps (1,1; 1,2+2,1; and 2,2). As Chart 3.7 shows nearly one third of the providers were judged as outstanding in their most recent inspections.

Chart 3.7: Percentage of Providers Judged Outstanding by Ofsted

Phase	UNI	SCITT	EBITT	All
Primary	46.7 (28.3)	43.3 (34.5)	20.3(18.3)	35.6 (25.5)
Secondary	41.4 (22.5)	25.9(17.9)	18.8(13.9)	28.5 (18.0)
Total	43.8 (25.2)	35.1 (26.3)	19.4 (15.8)	31.7 (21.4)

3.18. There has been a considerable increase in top grades awarded in the most recent Ofsted inspections (compared to the previous grades shown in brackets in Chart 3.7). Now over two-fifths of the university provision, over a third of the SCITT provision and nearly a fifth of the EBITT provision is judged outstanding. Primary providers were the more likely to receive the accolade. These percentages bear out the average scores shown in Charts 2.4 and 2.5 (page 6).

3.19. The percentages of Chart 3.7 stand in marked contrast to those in the early days of Ofsted's teacher training inspections. Even in the year 2000 only two primary

[4] Scores above 700, two standard deviations above the mean

[5] Teacher Training Agency (September 1998) *Initial Teacher Training Performance Profiles.*

providers, Canterbury Christ Church and Homerton College (now merged into Cambridge University) achieved straight top grades and no secondary provider did, although Oxford came close. The great increase in providers judged 'outstanding' - up from two in the year 2000 to 57 in 2012 (28 out of 60 primary and 29 out of 70 secondary) - reflects in part closer compliance with Ofsted's standards and the weeding out of unsatisfactory providers. But it is also associated with changes in the inspection framework. Initially, it could take top grades on 70 or more scales (twelve subjects each rated on six dimensions) for secondary provision to emerge as outstanding overall, but now it is just two. While the plethora of outstanding grades may be good news about the system, the judgements lose their usefulness in telling providers apart.

Trainees' Ratings

3.20. The compression of the Ofsted ratings has led us to draw on another set of data collected by the Teaching Agency when it was the TDA, the survey of newly qualified teachers. This has now been conducted ten times and attracts returns from nearly all providers. The survey consists of some general questions on the overall quality of the training and some that are more specific, for example, 'help to establish and maintain a good standard of behaviour in the classroom', 'help to teach specialist subject', and for primary trainees, 'preparation to teach reading using phonics'. In each case, the NQTs were asked to rate their training on a four-point scale from 'very good' to 'poor'. Here we home in on responses to the general question asking NQTs 'to rate the overall quality of your training'[6].

Chart 3.8: Correlation Ofsted NQT[1, 2, 3]

Phase	N[1]	Correlation Ofsted NQT
UNI	127	0.464**
SCITT	54	0.489**
EBITT	122	0.154
Total[2]	303	0.318**

1. Primary and secondary provision entered separately.

2. In order to have at least ten responses, for SCITTS and EBITTS a two-year period is taken, 2009-10 and 2010-11. Nevertheless 3 SCITTs and 10 EBITTs fell below this threshold.

3. All correlations significant beyond the 1 per cent level for UNI and SCITT but not EBITTs.

3.21. Chart 3.8 shows how well the inspectors' and newly qualified teachers' ratings correspond. There are significant correlations in the case of the UNIs and SCITTs (accounting for over a fifth of the variance), but not so for the EBITTS, where the trainees' ratings were generally more favourable. We know from the average scores of Charts 2.4 and 2.5 that the university provision more closely matched Ofsted's criteria. The NQT ratings came from those who had taken teaching posts, and they were probably giving due weight to the part that the training had played in them getting a job.

[6] Details of how we got from a four-point scale to a score to combine with the Ofsted judgements are given in Appendix A.

Chart 3.9: Top Ten[1] for Quality

Primary	Type	Score	Secondary	Type	Score
Leicester and Leicestershire SCITT	SCITT	681.0	Devon Secondary Teacher Training Group	SCITT	7648.0
University of Cambridge	UNI	664.5	University of Birmingham	UNI	637.1
Devon Primary SCITT Group	SCITT	664.5	University of Cambridge	UNI	631.6
East Lincolnshire GTP	EBITT	664.5	Staffordshire University	UNI	631.6
Billericay Educational Consortium	SCITT	653.5	Southfields Community College	EBITT	631.6
Cornwall SCITT Partnership (3-11)	SCITT	648.0	East Lincolnshire GTP	EBITT	620.6
Suffolk and Norfolk Primary SCITT	SCITT	642.5	University of East Anglia	UNI	620.6
Gateshead 3-7 SCITT	SCITT	637.1	Loughborough University	UNI	620.6
University of Manchester	UNI	631.6	The North East Partnership	SCITT	620.6
Portsmouth Primary SCITT	SCITT	626.1	Cornwall SCITT	SCITT	620.6

1. Full listings in Appendix in Charts B1a, B1a and B3a.

3.22. When we calculate a quality score from the inspectors' and newly qualified teachers' ratings, Chart 3.9 shows that the top primary provider for quality is the Leicester and Leicestershire SCITT, followed by Cambridge University and the Devon Primary SCITT Group. The top secondary providers on quality were the Devon Secondary Teacher Training Group SCITT, Birmingham University and Cambridge University. Altogether seven of the top ten primary providers on quality were SCITTs, two were UNIs and one an EBITT. Of the top ten secondary providers on quality, five were UNIs, three SCITTs and two EBITTs. The East Lincolnshire GTP which we have not met before was fourth for primary and sixth for secondary on quality, but it came only 16th among the EBITTs due mainly to its relatively low entry qualifications.

Entry to Teaching

3.23. In the listings in this chapter for entry qualifications, quality scores and overall rankings the same providers have continually appeared. But when it comes to entry into teaching the picture is different. Chart 3.10 shows that only one university (Nottingham Trent) reported that over 90% of its trainees were in teaching six months later, and then only just, 90.5%. This compares with over a quarter of the EBITTs and SCITTs.

Chart 3.10: Per Cent Providers with 90%+ Entry to Teaching

Phase	UNI	SCITT	EBITT	All
Primary	1.6 (60)	36.7 (30)	32.2 (59)	20.8 (149)
Secondary	0.0 (70)	18.5 (27)	25.9 (85)	14.8 (182)
Total	0.8 (130)	28.1 (57)	28.1 (144)	17.5 (331)

3.24. When we rank providers on the percentages of their trainees going into teaching the top ten places are dominated by the EBITTs. Nine of the top ten places for primary are taken by EBITTs as are seven of the top ten for secondary. The others are SCITTs. As might be inferred from Chart 3.10 no university makes either list.

Chart 3.11: Top Ten[1] for Taking Up a Teaching Post

Primary	Type	Score	Secondary	Type	Score
Carmel Teacher Training	EBITT	646.0	Carmel Teacher Training	EBITT	646.0
East Lincolnshire GTP	EBITT	646.0	Jewish Teacher Training Partnership EBITT	EBITT	646.0
Redcar and Cleveland Teacher Training	EBITT	646.0	Liverpool John Moores University Teach First	EBITT	646.0
Tendring Hundred Primary	EBITT	646.0	The North East Partnership	SCITT	646.0
The Kirklees Partnership	EBITT	646.0	Mid Somerset Consortium for Teacher Training	EBITT	628.1
The East Northamptonshire College EBITT	EBITT	646.0	The Beauchamp ITT Partnership	EBITT	619.6.
University of Southampton EBITT	SCITT	646.0	West Berkshire Training Partnership	EBITT	619.6
London East Consortium	EBITT	622.6	Mid Essex ITT Consortium	SCITT	618.4
Loughborough Encompass	EBITT	623.5	Royal Academy of Dance	SCITT	615.7
STORM/Forest Independent Primary Collegiate	EBITT	612.3	Southfields Community College	EBITT	615.7

1. Full listings in Appendix in Charts B1d, B2d and B3d.

3.25. Altogether seven of the primary providers report that 100% (equivalent to a standardised score of 646.0) of their trainees took teaching posts and as did four of the secondary providers. These, therefore, occupy tied ranks at the top of the listings. Carmel Teacher Training is at the head of both lists because of its alphabetical advantage. Although strong on entry to teaching it is 21st among the EBITTs overall due the relatively low qualifications of its intake. Six of the top ten for employment among the secondary providers do, however, make it to the top twenty overall: Royal Academy of Dance (6th): The North East Partnership (9th), Jewish Teacher Training Partnership (10th), Mid Somerset Consortium for Teacher Training (12th); Mid Essex ITT Consortium (16th) and Southfields Community College (17th).

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3.26. First among all providers is the Billericay Educational Consortium, followed by King Edward's Consortium, then Cambridge University. They are, respectively, the top SCITT, EBITT and UNI. Of the 20 leading providers, 11 are SCITTs, five EBITTs and four universities. The universities' scores tend to cluster closer to the mean reflecting their much larger intakes.

3.27. Six of the providers had intakes with more 90% holding at least an upper second: the Billericay Educational Consortium and Cambridge University for primary; and King Edward's Consortium, Cambridge University, Liverpool John Moores Teach First and the George Spencer Training School for secondary. Of the top ten primary providers with the highest entry qualifications, six were universities and four were SCITTs; of the top ten secondary providers, eight were EBITTs and two were universities.

3.28. In the latest round of Ofsted inspections, 43.8% of the UNIs, 35.1% of the SCITTs and 19.4% of the EBITTs were judged to be outstanding. The ratings of newly qualified teachers correlated significantly with Ofsted grades for UNIs (0.464) and SCITTs (0.489), but not for EBITTs. As we saw in Chapter 2 (page 5), Ofsted inspections did not appear to take into account entry to teaching, which is likely to have been an important factor in the salaried EBITT trainees' ratings. Top for quality (based on inspectors' and recent trainees' ratings) in primary teacher training were the Leicester and Leicestershire SCITT, the University of Cambridge and the Devon Primary SCITT Group; for secondary the top three were the Devon Secondary SCITT Group; the University of Birmingham and the University of Cambridge.

3.29. Only one university (Nottingham Trent) reported that 90% or more of its trainees were employed in teaching six months after completing. This contrasts with over a quarter (28.1%) of the SCITTs and EBITTs. Nine of the top ten places for the employment of primary trainees were taken by EBITTs, as were seven of the top ten for secondary. The others were SCITTs.

4. Trainees

4.1. In 2010-11 there were 37,340 recruits to initial teacher training. Chart 4.1 shows how they were distributed across the various routes. The pattern is similar to previous years. Nearly four-fifths (78.8%) entered university and college courses, 4.6% joined a SCITT, and 16.6% were employed in EBITTs. In terms of phases, 48.1% were training to be primary teachers (up from last year), 50.5% secondary teachers, and 1.4% Key Stage2/3 teachers. Just over a fifth (20.2%) were on undergraduate programmes (mainly primary).

Chart 4.1: ITT Entrants 2010-11

Phase/Course	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	6,342	-	86	6,428
Postgraduate	8,477	941	2,131	11,549
Key Stage 2/3				
Undergraduate	278	-	-	278
Postgraduate	199	-	35	234
Secondary				
Undergraduate	802	-	29	831
Postgraduate	13,333	766	3,921	18,020
Total[1]	29,431	1,707	6,202	37,340

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

4.2. Chart 4.2 shows intakes for past six years compared with the first year the Profiles were compiled.

Chart 4.2: Trends in ITT Intakes[1]

Phase/Route	1998	2007	2008	2009	2010	2011	2012
Primary							
UNIs	12,352	15,254	14,468	14,172	14,264	14,870	14,819
SCITTs	171	819	817	761	803	905	941
EBITTs	-	2,653	2,664	2,387	2,301	2,161	2,217
Total	12,523	18,726	17,949	17,320	17,368	17,936	17,977
Key Stage 2/3							
UNIs	459	556	544	522	557	562	477
SCITTs	-	41	0	0	0	0	0
EBITTs	-	49	33	18	7	55	35
Total	459	646	577	540	564	617	512
Secondary							
UNIs	15,438	15,263	15,036	14,293	13,924	14,814	14,135
SCITTs	317	838	848	779	782	858	766
EBITTs	-	4,407	4,508	4,454	4,260	4,204	3,950
Total	15,755	20,508	20,392	19,526	18,966	19,876	18,851
Grand Total	**28,737**	**39,880**	**38,918**	**37,386**	**36,898**	**38,429**	**37,340**

1. Taken from Chart C1 in appendix; year is year of profile publication, the training year is the previous academic year, 2010-11 in the case of the 2012 profiles.

4.3. Chart 4.2 is an abbreviation (to fit on the page) of the full run shown in Chart C1 in the appendix, page 82. There has been considerable growth since 1998 with an overall increase of 29.9%. Much of that growth has been through the diversification of training routes by the addition of SCITTS and EBITTs. But neither of these routes has expanded by very much in the past six years. 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. SCITTs have not taken off as might have been expected.

4.4. Recruitment overall has actually fallen by 6.4% in the past six years, but this looks to be a planned reduction to reflect falling pupil numbers. Primary trainees have increased by 3.8% since 2009 as the increased birth rate begins to feed into the primary school population.

Intake Characteristics

4.5. We gave a snapshot of the trainees across the different training routes in Chart 2.6 (page 7). Chart 4.3 explores how typical they were by setting out the trends since 1998 (the full tabulation is in Chart C2, page 83).

Chart 4.3: Trends in ITT Intakes[1, 2]

Characteristic	1998	2007	2008	2009	2010	2011	2012
Primary							
%Male	14	13	13	14	14	15	18
%Ethnic Minority	5	8	8	8	9	9	9
%Age25+	n/a	40	39	38	36	39	41
%Postgraduate	41	57	56	57	57	58	60
%PG2.1+ degree	49	58	58	60	60	61	63
Primary Intake	12,523	16,073	15,285	14,933	15,067	15,775	15,760
Secondary							
%Male	43	39	37	37	38	38	38
%Ethnic Minority	7	13	14	15	15	14	14
%Age25+	n/a	55	55	56	54	54	54
%Postgraduate	86	94	94	95	95	95	95
%PG2.1+ degree[3]	46	54	54	53	55	58	59
Secondary Intake	15,755	16,101	15,884	15,072	14,706	15,672	14,901

1. Extract from Chart C2 in appendix which gives trends profile by profile from 1998 to 2012.

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

4.6. Chart 4.3 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). Over the past six years (with an even sharper contrast to 1998) more males have been recruited to train as primary teachers, more have been recruited from the ethnic minorities, the degree classes have been higher (though with the caveat, as we explore in the next chapter, that more firsts and upper-seconds have been awarded). Primary teacher training has also seen a move away from the undergraduate route.

4.7. More from the ethnic minorities have also been recruited to secondary initial teacher training. Degree classes for this phase have also risen. But the percentage of male recruits has not changed appreciably. The small element of undergraduate teacher training for secondary has remained.

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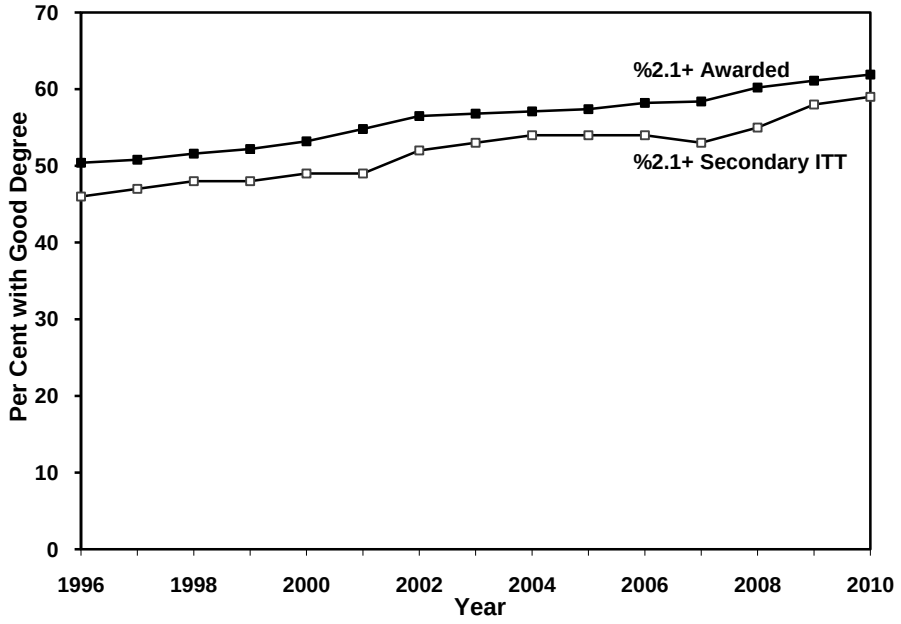
4.8. In 2010, there were 37,340 recruits to initial teacher training, nearly four-fifths to university courses, 16.6% to EBITTs and only 4.6% to SCITTs. The diversification of routes has facilitated the growth in recruitment. More men have been recruited to primary teacher training through the SCITT and EBITT routes. More of the intake are from ethnic minorities, particularly for secondary schools. Degree classes have risen, but, as we see in the next chapter, only in line with the increases in firsts and upper-seconds awarded.

5. Entry Qualifications

5.1. The degree classes of recruits to teacher training have been going up year by year. We saw in Chart 4.3 that the percentage with good degrees entering secondary teacher training has gone up from 46% in 1998 to 59% in the 2012 profiles. But it is also the case that more first and upper-seconds are being awarded by universities. In Chart 5.1 we put the two trends together. This brings out that teaching is keeping pace with the expanding output of good degrees, but not increasing its relative share.

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. In Chart 5.1 the percentage is based on the total of postgraduate trainees not just those entering on UK degrees. If these are excluded, as in Chart 5.4, the percentage for UNIs and SCITTs together rises to 62.2%, which is enough to bridge the gap to degrees awarded. 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 excluded over three in five of the trainees entered on good degrees. The percentage was slightly higher for primary courses, perhaps reflecting the greater competition for places in this phase. 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	8,477	8,276	5,401	65.3
Key Stage 2/3	6	199	193	101	52.3
Secondary	71	13,333	12,769	7,979	62.5
Total	135	22,009	21,238	13,481	63.5

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

5.4. Chart 5.3 shows that a similar proportion of the undergraduate trainees entered on A-levels (the others entered mainly on unspecified other qualifications). More primary trainees than secondary trainees entered on A-levels, but the highest proportion was for the few places available for Key Stage 2/3. There were differences across subjects and we will look at these in the next chapter (Chart 6.5, page 30).

Chart 5.3: University Undergraduate Courses

Phase	Providers	Entrants	A-Levels	% A-Levels
Primary	44	6,342	3,802	59.9
Key Stage 2/3	5	278	193	69.4
Secondary	18	802	411	51.2
Total	46	7,422	4,406	59.4

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

UNIs, SCITTs and EBITTs

5.5. In Chart 5.4 we set out side-by-side the degree classes of those entering all three postgraduate routes. In each case, they have risen since last year. The university entrants enter, on average, with the best degrees, although there were major differences among the EBITTs.

Chart 5.4: Good Degrees1 by Provider Type 2010-11

Phase	Universities		SCITT		EBITT		All	
	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree
Primary	8,477	65.3	941	59.8	2,131	60.4	11,549	64.0
Key Stage 2/3	199	52.3	-	-	35	59.4	234	53.3
Secondary	13,333	62.5	766	56.4	3,921	63.2	18,020	62.4
Total 2010-11	22,009	63.5	1,707	58.3	6,087	62.2	29,803	62.9
Total 2009-10	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; holders of non-UK qualifications excluded.

5.6. Employment based teacher training is an heterogeneous category. 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 Teach First and the OTTP are poles apart. Those signing up for Teach First are by far the best qualified of all training routes with 93.7% of the graduate entrants holding good degrees. The

Overseas Trained Teachers entering on UK degrees were, on the other hand, the least well qualified, with only 11.4% having a good degree.

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	17	94.1	-	-	526	93.7	543	93.7
GTP	1800	61.3	31	61.3	2930	59.1	4761	60.0
OTTP	49	16.3	1	0.0	73	8.2	123	11.4
Total	1866	60.4	32	59.4	3529	63.2	5427	62.2

1. First or 2i. as percentage of UK qualifications...Total of 5,417 differs from total EBITT entrants in Chart 4.1 (page 21) for two reasons. First, 660 with non UK degrees not included: 265 primary, 3 KS2/3, 392 secondary. Second, 115 take pre-degree programmes (Registered Teacher programme): 86 primary and 29 secondary.

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4.9. The degree classes of entrants to initial teacher training have been rising but this seems more a matter of keeping pace with the increase in good degrees awarded than teaching increasing its share of good graduates. Entrants to primary teacher training by all routes tend to have better degrees than recruits to secondary teacher training. Entrants to undergraduate courses tend to be poorly qualified in terms of A-levels.

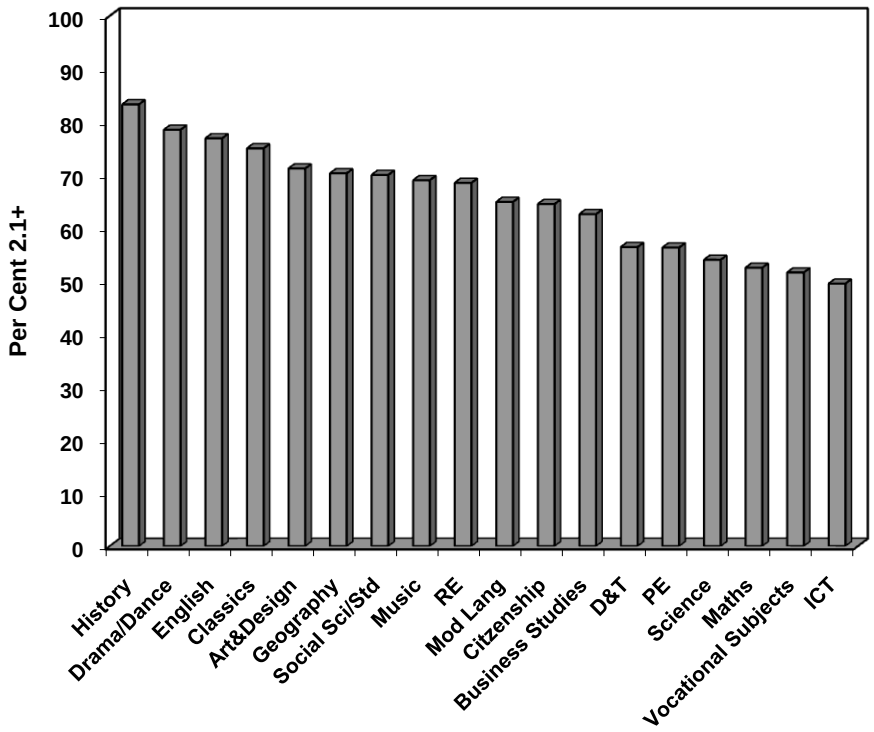
6. Subjects

6.1. Recruitment to secondary teacher training is the sum of 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 C3, page 84, in Appendix C. The percentages include all three training routes, but not non-UK qualifications. The trainees with the best degrees are in history (83.3%), drama/dance (78.5%), and English (76.9%).

Chart 6.1: Per Cent Good Degrees[1]



1. All entrants to universities, SCITTs and EBITTs holding UK degrees or equivalent with an upper-second or above, but excluding non UK degrees. See Chart A6 in appendix. Economic EBITTs and 'Other' EBITTs not included since fewer than ten trainees.

6.3. The least well qualified are in ICT (49.5%), vocational subjects (51.6%), mathematics (52.5%), and science (54.0%). This pattern has persisted over a number of years. 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 how well they do and their subject choices as they progress through school.

6.4. The government is anxious to tackle the issue of teacher quality and it is important, therefore, to quantify the task that confronts it. Chart 6.2 shows the percentages of the entrants by subject in the 2012 Profiles who did not have at least a lower-second.

It is not the obverse of Chart 6.1 since lower-seconds are not included in either. The final column of Chart 6.2 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: Postgraduate Trainees[1] by Subject Entering on Degrees Below a Lower Second

Subject[1]	Entrant	Non UK Degree	%Non-UK Degree[2]	UK Qualified	Below Lower Second	%Below Lower Second[3]	%Both Non-UK & Poor UK[4]
Mathematics	2,531	167	6.6	2,364	363	15.4	20.9
ICT	880	27	3.1	853	127	14.9	17.5
Modern languages	1,455	322	22.1	1,133	159	14.0	33.1
Science	3,177	142	4.5	3,035	386	12.7	16.6
Vocational subjects	451	17	3.8	434	50	11.5	14.9
D&T	1,143	37	3.2	1,106	119	10.8	13.6
Classics	49	1	2.0	48	5	10.4	12.2
Physical education	1,141	21	1.8	1,120	78	7.0	8.7
Business studies	575	54	9.4	521	36	6.9	15.7
Music	649	20	3.1	629	42	6.7	9.6
Citizenship	270	5	1.9	265	15	5.7	7.4
Religious education	815	21	2.6	794	42	5.3	7.7
Drama/dance	484	6	1.2	478	25	5.2	6.4
Art and design	588	15	2.6	573	29	5.1	7.5
English	2,327	100	4.3	2,227	105	4.7	8.8
Geography	709	29	4.1	680	29	4.3	8.2
Social science/studies	120	0	0.0	120	4	3.3	3.3
History	646	13	2.0	633	16	2.5	4.5
Total	18,020	999	5.5	17,021	1,630	9.6	14.6

1. Trainees in UNIs, SCITTs and EBITTs with rows ordered on ranking of the percentages of UK qualified with less than 2.2 degrees.

1. 7 in Economics and 3 on 'other' EBITTS not shown individually, but these trainees included in total.

2. Per Cent of Entrants.

2. Per Cent of UK Qualified.

4. Per Cent of Entrants.

6.5. The subjects with the highest percentages of UK qualified trainees with less than a lower-second degree are maths (15.4%), ICT (14.9%) and modern languages (14.0%). When non-UK degrees are included, a third of the modern languages intake lacks at least a 2.2 UK degree.

6.6. The situation in physics and chemistry is even more acute than shown in Chart 6.2 since the relatively strong recruitment to biology masks the shortfalls in the other sciences. Chart 6.3 shows that a fifth of the physics trainees and nearly 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. On the other hand, 90% of the biology recruits have a 2.2 or better. This raises the question of whether it is better to have a good biologist or a poor physicist teaching physics.

Chart 6.3: Degrees of Secondary Science Trainees

Science	First Year Trainees	Non UK Degree	%Non-UK Degree[1]	UK Qualified	Below Lower Second	%Below Lower Second[2]	%Both Non-UK & Poor UK[3]
Physics	603	17	2.8	586	105	17.9	20.2
Chemistry	943	46	4.9	897	126	14.0	18.2
Biology	1,065	35	3.3	1,030	76	7.4	10.4
Combined/General	566	44	7.7	522	79	15.1	21.7
Total	3,177	142	4.5	3,035	386	12.7	13.5

1. Per Cent of Entrants.

2. Per Cent of UK Qualified.

3. Per Cent of Entrants.

6.7. Chart 6.3 includes all three routes. The poor qualifications of the combined/general science trainees are in spite of all the Teach First science recruits being put into this category. It is apparent from Chart 6.4 that we cannot tell what contribution Teach First is making to the shortfalls in physics and chemistry. The Graduate Teacher Programme attracted 55 trainees to physics and 78 to chemistry, but OTTP added only 14 altogether.

Chart 6.4: EBITT Secondary Science Trainees

Phase	Teach First	GTP	OTTP	All
Physics	-	55	5	60
Chemistry	-	78	9	87
Biology	-	96	10	106
Combined/General	85	115	24	224
Total	85	344	48	477

Undergraduate Secondary[7] ITT Entry Qualifications by Subject

6.8. Undergraduate courses did little to make good the shortfalls. Chart 6.5 shows that in total they contributed only 831 out of the 18,851 secondary teacher trainees (4.4%). Approaching half (45.5%) were on PE courses. There were also more than a hundred trainees in maths (16.2%) and design and technology (13.8%). But contributions to modern languages, physics and chemistry were minimal. The chart also raises questions about the entry qualifications. Only about half the undergraduate secondary ITT entrants had two A-levels, although all those taking geography and three-quarters of those taking religious education did.

6.9. The picture was altogether rosier for primary undergraduate education. This route contributed over a third of the trainees (35.8%). Nearly three-fifths (59.1%) entered on A-levels with an average tariff score of 308.7 (equivalent to three Bs).

[7] 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[1]	Entrants	A-Levels	%A-Levels	Average Tariff Score[2]
Geography	12	12	100.0	312.5
Religious education	12	9	75.0	263.3
Mathematics	135	75	55.6	289.3
Physical education	378	201	53.2	288.9
English	25	13	52.0	286.4
Science	70	33	47.1	259.4
Design and technology	115	42	36.5	239.8
Music	6	2	33.3	180.0
ICT	73	24	32.9	262.1
Total Secondary	831	411	49.5	274.7
Total Primary	6428	3802	59.1	308.7

1. Not shown separately, but included in the total: modern languages (1), history (2), business studies (1) and vocational subjects (1).

2. Average of A-level and GNVQ grades, but does not include students entering on access or other qualifications. Points awarded: A*=140, A=120, B=100, C=80, D=60, E=40.

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6.10. The percentage of trainees with a first or upper-second ranged from 83.3% in history to 49.5% in ICT. Generally the arts subjects were in the upper part of the range and science subjects in the lower. Physics (17.9%), maths (15.4%), combined science (15.1%), ICT (14.9%) and chemistry (14.0%) had the highest percentages of UK qualified recruits lacking at least a lower-second class degree. Modern languages was similarly impoverished, but coped by recruiting from abroad (22.1% non-UK degrees).

6.11. EBITT routes did little to ameliorate the shortfalls in physics and chemistry. Neither did undergraduate secondary programmes add much, although there were 135 maths trainees. In total, undergraduate courses accounted for only 4.4% of recruits to secondary initial teacher training for secondary schools and only half entered on A-levels. On the other hand, undergraduate primary trainees contributed over a third of the intake (35.8%) and three-fifths entered on A-levels.

7. QTS and Into Teaching

7.1. In the 2012 Profiles (2010-11provision) there were 37,724 final year trainees, 384 (1.0 %) 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 310 on EBITT routes 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	5,627	-	81	5,708
Postgraduate[1]	8,707	940	2,197	11,844
Key Stage 2/3				
Undergraduate	240	-	-	240
Postgraduate	222	-	36	258
Secondary				
Undergraduate	688	-	37	725
Postgraduate[1]	14,021	767	4,161	18,949
Total	29,505	1,707	6,512	37,724

1. Includes assessment only University of Gloucester.

7.2. Chart 7.1 shows the distribution of those trainees on the various routes – 78.2% in UNIs; 4.5 % in SCITTs and 17.3% in EBITTs. Four-fifths (82.3%) were on postgraduate programmes. In terms of phase, 52.2% were secondary, 46.5% primary, and only 1.3% KS2/3.

Entry to Teaching

7.3. Chart 7.2 shows how many of the final year trainees – UNI, SCITT and EBITT– successfully completed and took teaching posts. Just over 70 % (70.4%) of the final year were recorded as being in teaching the following January, with higher percentages for SCITTs (74.4%) and EBITTs (77.0%) than universities (68.7%). Postgraduate trainees (71.7%) were more likely to be in teaching than undergraduate trainees (64.0%). The lowest conversion rate of training into teaching posts was for KS2/3 courses (56.0%), which must put a question mark against these courses.

7.4. Over one in 10 overall (10.7%) failed to complete their courses on time and a further 18.9% were not recorded as being in teaching. This does not mean that the trainees do not ever enter teaching (see trend lines in Charts 2.7 and 2.8, pages 8 and 9). 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[8].

[8] 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

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	6,673	5,941	89.0	4,271	64.0
Postgraduate	31,051	27,764	89.4	22,275	71.7
Provider Type					
Universities	29,505	26,181	88.7	20,264	68.7
SCITTs	1,707	1,569	91.9	1,270	74.4
EBITTs	6,512	5,955	91.4	5,012	77.0
Phase					
Primary	17,552	15,838	90.2	12,181	69.4
Key Stage 2/3	498	410	82.3	279	56.0
Secondary	19,674	17,457	88.7	14,086	71.6
Total	37,724	33,705	89.3	26,546	70.4

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 strands. All three postgraduate strands achieved pass rates around 90% comparable with that of the SCITTs (91.9%). But the Registered Teacher Programme (RTP) had a lower completion rate (81.4%). Eighty per cent of the final year Graduate Teacher Programme (GTP) trainees were in post in the January survey compared with less than half the RTP trainees. The Teach First figure of 60.4% is for the year after the two-year commitment and the drop is mainly due to those who had left to pursue their intended careers.

Chart 7.3: EBITT Trainees by QTS and Employment

EBITTs	Final Year Trainees	Awarded QTS	% Awarded QTS	In teaching	% In Teaching[1]
TFP	563	526	93.4	340	60.4
OTTP	656	590	89.9	482	73.5
RTP	118	96	81.4	57	48.3
GTP	5,175	4,743	91.7	4,133	79.9
Total	6,512	5,955	91.4	5,012	77.0

1. Percentage of final year trainees. The TDA expresses employment as a percentage of only those achieving QTS so the figures are higher. Overall the destinations of 8.6% of the final year trainees was not recorded, but this was true of nearly a third of the Teach First trainees (32.3%).

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 the 70.4% reported as

colleges and academies), have left service or who are in service in other sectors or outside England. 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.

being in teaching was made of 60.6% in maintained schools, 4.9% in independent schools, and 4.9% in 'in teaching sector not known'.

Chart 7.4: Types of Teaching Entered[1]

Phase and Course	Maintained		Non-Maintained		In Teaching: Sector Unknown		Total	
	N	%[2]	N	%[2]	N	%[2]	N	%[2]
Primary								
Undergraduate	3,279	57.4	154	2.7	219	3.8	3,652	64.0
Postgraduate	7,614	64.3	384	3.2	531	4.5	8,529	72.0
Key Stage 2/3								
Undergraduate	117	48.7	4	1.6	13	5.4	134	55.8
Postgraduate	100	38.7	11	4.3	34	13.2	145	56.2
Secondary								
Undergraduate	394	54.3	44	6.1	47	6.5	485	66.8
Postgraduate	11,345	59.8	1,235	6.5	1,021	5.4	13,601	71.7
Total	22,849	60.6	1,832	4.9	1,865	4.9	26,546	70.4

1. Includes universities, SCITTs and EBITTs

2. Percentages of final year trainees – see chart 10.1 for details.

Chart 7.5: Postgraduate Secondary Trainee Outcomes by Subject

Subject[1]	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Classics	48	46	95.8	44	91.7
Drama/dance	504	476	94.4	417	82.7
English	2,334	2,154	92.3	1,884	80.7
History	675	632	93.6	535	79.3
Geography	728	674	92.6	572	78.6
Physical education	1,176	1,125	95.7	920	78.2
Social sic/studies	127	119	93.7	98	77.2
Business studies	601	550	91.5	452	75.2
D & T	1,217	1,098	90.2	863	70.9
Mathematics	2,706	2,322	85.8	1,881	69.5
Religious education	848	762	89.9	589	69.5
Art and design	631	549	87.0	437	69.3
Music	668	604	90.4	463	69.3
Vocational subjects	460	409	88.9	315	68.5
Science	3,444	2,888	83.9	2,330	67.7
Modern languages	1,536	1,340	87.2	1,021	66.5
ICT	939	791	84.2	588	62.6
Citizenship	289	255	88.2	175	60.6
Total	18,949	16,811	88.7	13,601	71.8

1. Economics (7), 'Other' EBITT (4) and Assessment based (7) are not shown separately but are included in the total.

Subjects

7.7. The percentage entering teaching varies considerably with subject, ranging from classics (91.7%) to citizenship (60.6%). Chart 7.5 shows that in the main the percentage correlates with entry qualifications and is the inverse of the difficulty of recruiting trainees.

7.8. The top subjects for successful completion were generally those with the highest entry qualifications – classics (95.8%), drama/dance (94.4%) and history (93.6%); those with lower entry qualifications faring less well – science (83.9%), ICT 84.2%) and maths (85.8%). The correlation was close, but not perfect. PE with modest entry qualifications had a high success rate (95.7%).

7.9. High rates of successful completion were generally associated with high rates of entry to teaching: classics (91.7%), drama/dance (82.7%) and English (80.7%) at the top; and citizenship (60.6%), ICT (62.6%) and modern languages (66.5%) trailing. But demand for the subject also comes into play. In religious education 89.9% were awarded QTS, but only 69.5% had obtained teaching posts by the following January.

Science

7.10. Science is down the list, with 83.9% awarded QTS and 67.7% entering teaching. But there are important differences between the sciences. Chart 7.6 shows that not only do physics and chemistry find it harder to attract trainees than biology, but more drop out - 18.0% from physics compared with 12.5% from biology. A further 14.0 percentage points in each case 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[2]	% In Teaching
Undergraduate					
Physics	4	2	50.0	1	25.0
Chemistry	10	8	80.0	7	70.0
Biology	7	6	85.7	5	71.4
Combined/General	29	29	100.0	20	69.0
Total	50	45	90.0	33	66.0
Postgraduate					
Physics	639	524	82.0	434	67.9
Chemistry	981	826	84.2	644	65.6
Biology	1,126	985	87.5	830	73.7
Combined/General	698	553	79.2	422	60.5
Total	3,444	2,888	83.9	2,330	67.7
Grand Total	3,494	2,933	83.9	2,363	67.6

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

2. In maintained schools, independent schools and where the sector is unknown.

7.11. Chart 7.6 also shows that undergraduate courses make almost no contribution to the supply of science teachers. Of the 50 final year trainees a fifth failed to complete and only 33 obtained teaching posts. Only one physics teacher and seven chemistry teachers came through this route.

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7.12. Of the 37,734 final year trainees by all routes, 70.4% were reported as being in teaching the following January, 60.6% in maintained schools. Higher percentages from the GTP (79.9%) and SCITT routes (74.4%) were in teaching than those from the other routes. Classics (91.7%), drama/dance (82.7%) and English (80.7%) had the highest percentages in teaching and citizenship (60.6%), ICT (62.6%), and modern languages (66.5%) the lowest.

7.13. High drop-out from training contributed to the low entry to teaching in combined/general science (drop-out 20.8%), ICT (15.8%) and maths (14.2%) compared with an average of 11.3%. In physics, drop-out was 18.0% and in chemistry, 15.8%. A picture emerges of the subjects which struggle to fill their places also losing trainees along the way.

8. Policy Pointers

8.1. The government is undertaking major reforms of the teacher training system, and to ways of attracting and retaining teachers[9]. The Implementation Plan sets out some 23 proposals including:

- launching a new School Direct[10] programme where schools can select recruits who meet their needs, and nominate the provider of the teaching training;
- incorporating the Graduate Teacher Programme as a salaried strand of School Direct;
- introduction of generous bursaries tied to particular subjects and dependent on degree class;
- making the literacy and numeracy tests an entry requirement and more searching (and dispensing with the ICT skills test);
- creating a network of teaching schools;
- establishing university training schools on the Finnish model;
- expanding Teach First, and developing Teach Next to attract high-fliers from other professions;
- introducing a Troops-to-Teachers programme.

8.2. Essentially, there seem to be four main drivers:

1. continue to develop the diversity of routes;
2. give more control to schools;
3. improve the selection of trainees;
4. provide the incentives to bring more people forward for subjects in which there are ongoing shortages.

8.3. We will examine each in turn drawing on the data of the new Teaching Agency (collected by the Training and Development Agency for Schools) as summarized in this report. The TA's databases are an excellent resource, much envied in other countries, with which to identify likely barriers to successful implementation and evaluate the impact of the changes.

[9] DfE (November 2010). *The Importance of Teaching – the Schools White Paper;* DfE (June 2011). *Training Our Next Generation of Outstanding Teachers: An Improvement Strategy for Discussion*; DfE (November 2011). *Training Our Next Generation of Outstanding Teachers: Implementation Plan.*
[10] Teaching Agency (September 2012). *A Guide to School Direct 2013/14.*

1. Diversity of Routes

8.4. England was rescued from the slump in teacher supply at the turn of the 21st century, in no small measure, by the diversification of training routes. These have been grouped as higher education courses (UNI), school centred consortia (SCITT) and employment based (EBITT) as described in the introduction. The 2012 Profiles show that about four-fifths of the trainees in 2010-11entered on the higher education route.

8.5. Within the routes our analysis finds huge variation between providers. The three top performers overall comprise a SCITT (Billericay Educational Consortium), an EBITT (King Edward's Consortium) and a UNI (Cambridge University). Cambridge was outstanding on every dimension except entry to teaching. The three providers which came lowest were a college and two SCITTS. **The quality of provision is being taken into account in the allocation of places, but the very wide variation indicates that this should be pursued more vigorously.**

8.6. Under the reforms there will again be three routes but much modified: higher-education-led; school-led; and Teach First, with different strands for the new graduates and those taking up teaching late in life. The reforms will impact on universities and SCITTs, but the EBITT route will be most affected. The Graduate Teacher Programme and the Overseas Trained Teacher Programme will become a strand of School Direct, and to participate EBITTs will have to become SCITTs. The Registered Teacher Programme for non graduates is to be discontinued. Teach First run by a charity is to be expanded.

8.7. The analysis presented in this report suggests that all three current routes - higher education courses, school centred and employment based - have their advantages. Teacher training in the universities attracts trainees with the best degrees and it most closely fits with Ofsted's standards. The employment based routes, particularly the Graduate Teacher Programme, lead to a higher take-up of teaching posts, and the school centred schemes receive the most favourable ratings from recent trainees.

8.8. How will the routes fare under the new arrangements? We here consider the prospects for the Graduate Teacher Programme, Teach First, the Overseas Trained Teacher Programme and SCITTs. We will explore the likely outcomes of re-balancing the system in favour of schools in the second part of this chapter.

Graduate Teacher Programme

8.9. The Graduate Teacher Programme has been a great success, particularly in providing training that actually leads to employment in schools. **It seems to us that the government is taking a risk in stripping the GTP of its identity and merging it into School Direct, with less financial support to schools**.

8.10. The GTP comes out of Ofsted inspections less well than university courses, but this is associated with the inspectors appearing not to give due weight to entry to teaching. **'Employment rates' continues to be listed as a criterion for judging**

the outcomes for trainees[11]. And this is surely right: what is teacher training if the trainees do not become teachers? But we should like to see it given even more emphasis.

Teach First

8.11. The government is setting great store by Teach First and the scheme has undoubtedly been very successful in attracting top graduates into difficult schools. It is, however, very small and select. The 2012 Profiles show there were only 563 (1.5% of total) final year trainees in 2010-11. The Teach First entrants were initially signed up to spend two years before pursuing their intended careers. Blue chip companies had agreed to look upon them favourably in their recruitment processes. The fact that approaching half have chosen to remain in teaching is thus a gain.

8.12. **Our concern is whether its success is scalable**. As it is doubled in size will there be enough participating blue chip companies to offer the considerable incentive of an interview? If there are not, will Teach First become just another teacher training route, and will it then be taking potential trainees away from university courses? The draw could be that a salary is on offer whereas the other routes open to new graduates all charge tuition fees. The expansion could also mean that Teach First has to look beyond the top universities.

Overseas Trained Teacher Programme

8.13. The Overseas Trained Teacher Programme has made only a small contribution to teacher supply (656; 1.7% of the total in 2010-11) and there is low retention. The Teaching Agency figures show that the percentage remaining in teaching in England fell to 59% for primary and 62% for secondary five years after training. The route is not mentioned in the Implementation Plan, but the implication is that it can be accommodated within School Direct. There is less need of it since the teaching qualifications of a number of countries, including Australia, New Zealand, Canada and the United States are being accepted without the need for further training.

School Centred Initial Teacher Training

8.14. The SCITTs received the highest ratings from recent trainees. Overall the primary SCITTs appeared more successful than those for secondary. Possibly this reflects their small size. Twenty-five trainees for primary can be mutually reinforcing, but spread out over the secondary subjects each will have different concerns.

8.15. The SCITT route is likely to expand under the government reforms, particularly as EBITTs will have to convert to be able to participate in School Direct. But there is an issue. **Why, for all their success and enthusiastic ratings from trainees, have the SCITTs not taken off in recent years?** The total entry recorded in the 2012 Profiles (N=1,707) is about the same as that for 2006 (N=1.711), amounting to less than one in twenty of the intake overall. **Is it because schools have not in the main wanted to take on a training function alongside their prime task of teaching children? And will this change?**

[11] Ofsted (June 2012). *Initial Teacher Education (ITE) Inspection Handbook for use from September 2012*.

2. More Control to Schools

8.16. A major thrust of the government reforms is to give the schools more control of teacher training. Historically, the training of teachers has been based in universities and teacher training colleges. The schools were expected to provide placements for teaching practice, but generally received no payment for doing so. As the training programmes evolved and the schools became 'partners', the universities did pass on some of the funding, but not much since the starting point was zero. Perhaps, unsurprisingly, some schools were reluctant to take part and placements have been in short supply.

8.17. Another reason for making the change to school-led training is that teacher recruitment via higher education is a two-stage process. The universities and colleges were allocated a specified number of training places and they worked hard at filling them to draw down their full funding. Not all those they took on wanted ultimately to become teachers or had the qualities to do so. Furthermore, the higher education institutions did not have to live with their decisions beyond the training period. School-led teacher training is essentially a one-stage process where the schools have to think hard about whether the person will be an asset to them. The present report shows that the Graduate Teacher Programme was notably better at providing teachers for schools than the higher education route.

8.18. Under the reforms the balance of power between universities and schools will be appreciably altered. For the next two years the universities will continue to receive a guaranteed - but smaller - allocation of training places. The other places will be put into the hands of schools through School Direct[12]. It will be for the schools to seek out the higher education institutions and agree to let the places to them.

8.19. **It will be fascinating to see in the Teaching Agency data how this redistribution of power plays out.** The theory behind it is very persuasive, but will it work in practice? The early signs are good. There has been a rush from schools to receive School Direct places. But the universities have warned that if they cannot achieve a critical mass in minority subjects they may not be able to continue to provide them.

3. Improve the Selection of Trainees

8.20. The government attaches great importance to improving the quality of teaching through improving the quality of trainees. Its bursary scheme for teacher trainees is linked to the class of degree obtained, there are to be tougher tests in literacy and numeracy which will become entry tests, and Ofsted's inspection framework will look for evidence of the recruitment of high quality trainees.

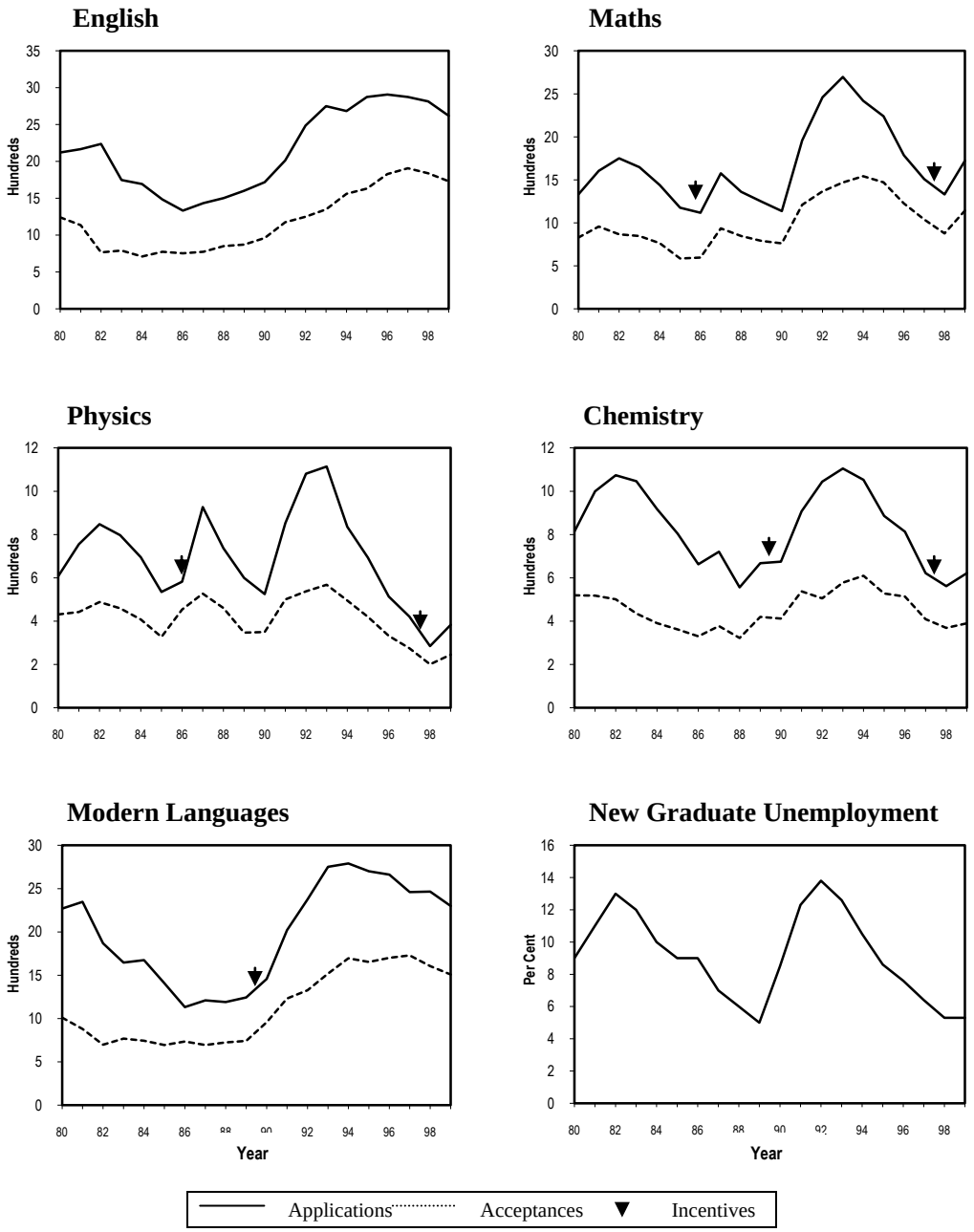
8.21. Crucial to this approach is that the providers should have more applicants than places so that they can select. That has not always been the case in all subjects. The 2012 Profiles, as discussed in Chapter 6, show that, even without the new requirements, providers of training in subjects like physics, chemistry, mathematics, ICT and modern languages have struggled to fill the available places. Moreover, these courses have the lowest completion rates and the lowest entry to teaching

[12] Teaching Agency (September 2012). *A Guide to School Direct 2013/14.*

(Chart 7.5, page 33), suggesting that not everyone who was taken on wanted, or was suited, to becoming a teacher.

8.22. The government's policies for increasing the numbers of applicants may, therefore, run up against reluctance to become a teacher. It is, however, a favourable time in which to attempt to raise the bar for entry. Chart 8.1 shows how closely the recruitment to teacher training courses mirrored the pattern for unemployment among new graduates over the twenty years from 1980. **In short, it is easier to attract people to teaching when there are fewer opportunities elsewhere**. The present economic difficulties can be expected to have the silver lining of bringing forward more well qualified applicants to train as teachers.

Chart 8.1: Recruitment to PGCE Courses



Source: Smithers, A. and Robinson, P. (2000). *Attracting Teachers*. Nuffield Foundation

8.23. Chart 5.1 (page 24) shows that the percentage of teacher trainees with good degrees has increased from 46% to 59% since 1996. But this seems to reflect only the increased output of good degrees from the universities. It will be interesting to see from the Training Agency data gathered in future years whether at this time of difficulty in the economy the measures and incentives introduced by the government increase the percentage of recruits with good degrees above the general run. That is, will they enable teaching to increase its share of the good graduates?

4. Shortage Subjects

8.24. The government has responded to the endemic shortages of teachers in subjects like physics, maths, chemistry, and modern languages by introducing a generous bursary scheme. This will range from £20,000 for a 'first' to nothing for a 'third'. In some other subjects and primary, a bursary of £9,000 is available for a 'first' and £5,000 for an 'upper second', but nothing for anything lower. No bursaries will be available in a number of fields including citizenship, general science, business studies, psychology, and media studies.

8.25. The bursaries are substantial enough to encourage well qualified graduates in the shortage subjects to seriously consider teaching. **But it will be important to monitor where the degrees are being obtained**. A 'first' is not a 'first' is not a 'first'. Good degrees in some universities may only equate to something lower in the top universities. Employers generally take into account not only the class of degree but where it was obtained. Similarly, for the bursary scheme to be truly effective, the government may find itself having to do this also.

Conclusion

8.26. The data assembled by the Training and Development Agency for Schools and transferred to the Teaching Agency are an excellent basis for creating a quantitative picture of the current state of teacher supply.

8.27. The data as summarised in this report show that the three existing training routes – higher education courses, school centred and employment based - are successful in different ways and they provide for different types of trainees. Within the routes there is huge variation, with the Billericay Educational Consortium (SCITT), King Edward's Consortium (EBITT) and Cambridge University doing outstandingly well.

8.28. Trends in recruitment and outcomes can be traced on a comparable basis over the period from when the Teacher Training Profiles were first published (1998-2012). During that time there has been an increase in male trainees for primary schools through the SCITTs and EBITTs, more trainees from ethnic minorities, and degree classes have risen in line with the expanding output of good degrees. The data will be an invaluable baseline for tracking the impact of the government's teacher training reforms.

Appendix A

Methods

Rankings

A.1 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 2012 Profiles refer to the training year 2010-11. The rankings are based on entry qualifications, Ofsted grades, the ratings of newly qualified teachers, and the percentages 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 college, SCITT and EBITT providers are standardised together in the one pool so the scores are directly comparable.

Intake

A.2 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.

Quality

A.3 The method by which the quality score is obtained has been modified this year. Ofsted grades on their own have lost their usefulness in telling providers apart. Whereas, at first, providers for primary schools were graded on two sets of seven dimensions relating to reading and number, and providers for secondary schools were graded on six dimensions for each subject, now there are just two dimensions in all. Since most providers are assessed as '1' or '2', instead of a smooth distribution we have essentially just three outcomes: 1.1; 1.2 + 2.1; and 2.2. This year in order give a broader perspective we have derived half the 'quality' score from the Ofsted grades and half from the results of the Newly Qualified Teachers survey.

Ofsted Ratings

A.4 Providers were graded on the two dimensions 'overall effectiveness' and 'capacity to improve'. We have combined the outcomes to create what is, in effect, a seven point scale arrived at from two '1's through to two '4's. But since providers with low grades have to adapt or die, nearly all the providers come out on the top three rungs of the seven-point scale.

Survey of Newly Qualified Trainees

A.5 Each year since 2003 the former Training and Development Agency has conducted a survey of the views of newly qualified teachers (NQTs) in the January to March following completion. A questionnaire was sent to all new teachers registered with the General Teaching Council for England (which has now been disbanded). It must be borne in mind that in interpreting the responses we are dealing with the successes of the system, those that have completed their training, registered and are willing to respond.

A.6 The survey consists of some questions on the overall quality of the training and questions addressing specific aspects, for example, 'help to establish and maintain a good standard of behaviour in the classroom',' help to teach specialist subject', and even, for primary trainees, 'preparation to teach reading using phonics'. In each case the NQTs were asked to rate their training on a four-point scale from 'very good' to 'poor'.

A.7 In this report we analyse responses to the question asking NQTs 'to rate the overall quality of your training' and, among other things, we compare the survey responses to Ofsted inspectors' ratings. In order to get the recent trainees' responses on the same scale as the other dimensions we scored 10 points for a rating of 'very good', 6 for 'good', 3 for 'adequate' and zero for 'poor'. A mean score was calculated for each provider, which was then standardised to a mean of 500, with a standard deviation of 100. The minimum number of responses for inclusion was set at 10. All 74 higher education providers met this requirement for the base year of this report, 2010-11, but with the much smaller SCITTS and EBITTs, the two years 2009-10 and 2010-11 have had to be taken together to ensure that most of these school-led providers could be included. Even so, there were insufficient responses from two SCITTS and 11 EBITTs.

In Teaching

A.8 The percentage of the final year students recorded as being in teaching six months after completion is summed across courses. All final year students are included, whether undergraduate or postgraduate. As with the other dimensions, entry into teaching is standardised to a mean of 500 and a standard deviation of 100.

Coverage

A.9 The rankings include 214 providers (74 UNIs, 53 SCITTs and 87 EBITTs) in 2010-11 with a minimum of 10 entrants for whom full information was available on intake qualifications, inspection grades, entry into teaching, and newly qualified teachers' ratings. The new style tables appear in Appendix B as Charts B1a, B2a and B3a. For comparison, the old style rankings are also given as Charts B1d, B2d and B3d.

A.10 Key stage 2/3 courses are not included in the league tables because there was no separate inspection information on them when we started in 1998, but the data are included in the trend and other tabulations of Appendix C.

Appendix B

Navigating the Rankings

B.1 The rankings are set out in the order: UNIs (Charts B1a-d); SCITTs (Charts B2a-d); and EBITTs (Charts B3a-d).

B.2 In each case the sequence is:

- new style ranking with the 'quality' score derived from Ofsted grades and the NQT survey;
- this year's rankings compared with the previous two years;
- the results of the survey of newly qualified teachers;
- ranking, as in previous years, with 'quality' scores based solely on Ofsted grades.

Chart B1a: New Style[1,2] University ITT Rankings, 2012

Universities and Colleges	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Intake	Quality	Teaching	Total	
University of Cambridge	727.8	664.5	576.6	656.3	720.4	631.6	520.8	624.3	637.3
University of Exeter	680.3	587.6	524.7	597.5	657.7	615.1	543.8	605.5	602.8
University of Birmingham	692.3	609.6	532.0	611.3	526.0	637.1	560.2	574.4	585.4
Staffordshire University					609.8	631.6	494.4	578.6	578.6
University of Oxford					634.5	560.1	507.7	567.5	567.5
University of Bristol					650.3	555.5	489.9	565.2	565.2
University of Manchester	677.5	631.6	511.4	606.8	521.1	582.1	513.8	539.0	563.9
Loughborough University					526.0	620.6	537.2	561.2	561.2
University of East Anglia	579.6	582.1	484.7	548.8	535.2	620.6	553.5	569.8	559.5
University of Leicester	665.1	506.0	541.7	571.0	570.4	539.0	520.8	543.4	555.4
University of Reading	688.7	593.1	545.0	609.0	535.2	495.8	523.5	518.2	552.4
University of Sheffield					567.6	523.3	565.3	552.1	552.1
University of Winchester	587.7	543.6	524.4	551.9					551.9
University of Bath					597.9	517.0	536.5	550.5	550.5
King's College London					513.0	587.6	527.2	542.6	542.6
Manchester Metropolitan University	625.7	516.1	457.1	533.0	557.0	576.6	498.4	544.0	539.2
St Mary's University College	503.5	598.6	503.8	535.3	492.9	615.1	525.9	544.6	538.5
University of Chester	619.0	532.6	511.4	554.3	527.4	489.6	529.6	515.5	533.1
Central School of Speech and Drama					617.2	462.8	517.5	532.5	532.5
University of Derby	544.0	528.8	518.1	530.3					530.3
University of Sussex					546.8	517.8	525.6	530.1	530.1
University of York					466.1	609.6	511.7	529.1	529.1
University of Warwick	550.0	576.6	479.6	535.4	559.1	511.5	493.2	521.3	526.9
University of Durham	610.2	516.1	392.9	506.4	578.5	532.6	520.2	543.8	526.3
Institute of Education, University of London	605.3	462.8	458.3	508.8	555.3	582.1	443.5	526.9	522.5
University of Newcastle	508.1	407.9	527.8	481.2	554.5	506.8	562.3	541.2	520.6
University of Nottingham					464.0	604.1	489.3	519.1	519.1
University of Worcester	524.3	538.1	461.1	507.8	515.8	571.1	517.8	534.9	518.7
Leeds Trinity University College	545.7	511.5	485.3	514.2	534.5	539.0	487.1	520.2	517.1
University of Portsmouth					480.2	561.0	503.5	514.9	514.9

University of Chichester	528.1	510.7	470.5	503.1	529.5	576.6	488.0	531.4	513.6
Northumbria University	518.6	576.6	443.8	513.0					513.0
Liverpool Hope University	625.7	445.6	415.6	495.6	552.4	565.6	486.8	535.0	511.2
University of Plymouth	597.2	554.6	427.4	526.4	580.6	396.9	465.3	480.9	510.9
Bath Spa University	572.2	554.6	421.1	515.9	458.7	571.1	472.3	500.7	510.5
Kingston University	552.4	490.3	535.9	526.2	442.9	435.4	497.7	458.7	507.7
University of Southampton	545.0	396.9	524.1	488.7	494.0	490.3	540.8	508.4	499.7
Oxford Brookes University	567.6	516.1	443.2	509.0	502.1	473.8	434.4	470.1	499.1
Birmingham City University	422.1	560.1	450.8	477.7	523.9	604.1	535.0	554.3	498.9
University College Birmingham	386.9	609.6	499.0	498.5					498.5
Sheffield Hallam University	615.1	489.6	497.1	533.9	509.5	517.0	399.5	475.3	497.9
Nottingham Trent University	629.9	468.3	588.1	562.1	423.9	424.4	479.6	442.6	496.7
University of Wolverhampton	502.4	554.6	476.8	511.3	408.7	571.1	457.7	479.2	494.0
University of Northampton	461.9	517.0	491.7	490.2					490.2
University of The West of England	546.8	456.6	417.1	473.5	467.6	593.1	459.9	506.8	487.9
Canterbury Christ Church University	479.9	538.1	458.3	492.1	494.3	543.6	396.5	478.1	486.9
University of Bedfordshire	495.4	451.1	488.7	478.4	434.8	495.8	540.2	490.3	483.8
University of Brighton, School of Education	498.2	582.1	472.6	517.6	392.9	576.6	397.1	455.5	483.7
University of Gloucestershire	528.1	543.6	452.9	508.2	542.6	456.6	324.0	441.1	480.7
Liverpool John Moores University	669.7	501.3	565.6	578.9	475.3	424.4	481.1	460.2	480.7
University of Leeds	623.2	424.4	489.6	512.4	448.2	484.8	454.4	462.5	479.9
Goldsmiths University	528.1	446.3	478.3	484.3	500.0	495.8	430.8	475.5	478.9
York St John University College	571.5	381.3	465.6	472.8	564.1	599.5	578.7	580.7	477.7
Edge Hill University	397.5	598.6	425.3	473.8	393.6	593.1	428.3	471.7	472.5
University of Hull	458.4	479.3	448.9	462.2	452.1	500.5	508.1	486.9	469.7
Middlesex University	441.8	446.3	464.7	451.0	470.0	479.3	490.2	479.8	467.7
Brunel University	453.1	532.6	508.1	497.9	457.3	396.9	445.3	433.2	467.2
Roehampton University	496.4	473.8	373.8	448.0	563.7	609.6	382.9	518.7	465.4
University of Greenwich	487.6	435.4	458.6	460.5	415.4	506.0	479.6	467.0	463.1
Newman University College	520.7	429.9	447.4	466.0	527.4	451.8	367.7	449.0	461.7
Bishop Grosseteste University College Lincoln	459.5	549.1	347.1	451.9	484.1	545.3	511.4	513.6	460.3
University of East London	413.3	446.3	558.7	472.8	376.3	440.9	502.0	439.7	458.5

University of Hertfordshire	465.8	396.9	492.6	451.8	498.2	429.9	492.6	473.5	456.0
Keele University					447.8	500.5	411.4	453.2	453.2
University of Sunderland	556.3	321.7	412.0	430.0	406.3	543.6	432.9	460.9	452.0
Leeds Metropolitan University	531.3	424.4	404.1	453.2	380.2	446.3	502.3	442.9	451.4
University of Huddersfield					447.5	418.9	407.7	424.7	424.7
The Open University					418.9	527.1	310.7	418.9	418.9
London South Bank University	414.4	374.1	462.3	416.9					416.9
Anglia Ruskin University	459.1	277.7	492.3	409.7	491.1	327.2	472.0	430.1	416.2
London Metropolitan University	343.6	358.4	488.3	396.8	402.0	402.4	472.3	425.6	412.5
University College Plymouth St Mark & St John	410.1	462.1	349.8	407.3	474.9	424.4	329.8	409.7	408.5
University of Cumbria	460.5	402.4	288.6	383.8	464.4	473.8	413.5	450.6	403.2
Bradford College	196.4	396.9	39.7	211.0	340.4	446.3	39.7	275.5	237.8

1. University of Winchester secondary ITT (9 entrants) not included because fewer than ten entrants. University of Buckingham which came fifth last year not included since none of the trainees, in independent or state schools, now funded by the TDA.

2. Quality scores derived from Ofsted and NQT ratings. Three university programmes had fewer than ten responses to the NQT survey and have been omitted: primary - University of Huddersfield; and secondary - London South Bank University and Northumbria University. Since these universities offered other programmes which met the minimum NQT requirement the overall number of providers in the table is not affected.

Chart B1b: University[1, 2] ITT Intakes and Rankings[3]

Universities and Colleges	Primary		Secondary		Grand[2] Total	Rank		
	Intake	Score	Intake	Score		2012	2011	2010
University of Cambridge	165	656.3	240	624.3	637.3	1	2	1
University of Exeter	186	597.5	354	605.5	602.8	2	3	4
University of Birmingham	98	611.3	231	574.4	585.4	3	8	7
Staffordshire University			48	578.6	578.6	4	34	25
University of Oxford			183	567.5	567.5	5	1	2
University of Bristol			227	565.2	565.2	6	9	8
University of Manchester	130	606.8	224	539.0	563.9	7	12	9
Loughborough University			115	561.2	561.2	8	4	5
University of East Anglia	169	548.8	176	569.8	559.5	9	5	6
University of Leicester	133	571.0	172	543.4	555.4	10	33	29
University of Reading	112	609.0	185	518.2	552.4	11	23	18
University of Sheffield			139	552.1	552.1	12	16	12
University of Winchester	307	551.9			551.9	13	28	21
University of Bath			130	550.5	550.5	14	47	41
King's College London			201	542.6	542.6	15	6	23
Manchester Metropolitan University	471	533.0	601	544.0	539.2	16	40	38
St Mary's University College	354	535.3	187	544.6	538.5	17	51	62
University of Chester	116	554.3	140	515.5	533.1	18	11	32
Central School of Speech and Drama			32	532.5	532.5	19	18	16
University of Derby	185	530.3			530.3	20	13	35
University of Sussex			123	530.1	530.1	21	24	11
University of York			131	529.1	529.1	22	7	14
University of Warwick	176	535.4	269	521.3	526.9	23	15	3
University of Durham	164	506.4	186	543.8	526.3	24	25	20
Institute of Education, University of London	233	508.8	713	526.9	522.5	25	17	15
University of Newcastle	75	481.2	143	541.2	520.6	26	39	31
University of Nottingham			232	519.1	519.1	27	14	13
University of Worcester	278	507.8	187	534.9	518.7	28	22	26
Leeds Trinity University College	152	514.2	138	520.2	517.1	29	36	44
University of Portsmouth			128	514.9	514.9	30	65	43

University of Chichester	253	503.1	150	531.4	513.6	31	19	46
Northumbria University	264	513.0			513.0	32	10	10
Liverpool Hope University	469	495.6	308	535.0	511.2	33	46	47
University of Plymouth	217	526.4	112	480.9	510.9	34	26	22
Bath Spa University	280	515.9	157	500.7	510.5	35	54	53
Kingston University	223	526.2	84	458.7	507.7	36	52	56
University of Southampton	165	488.7	212	508.4	499.7	37	44	27
Oxford Brookes University	372	509.0	126	470.1	499.1	38	27	24
Birmingham City University	399	477.7	153	554.3	498.9	39	21	19
University College Birmingham	33	498.5			498.5	40	35	28
Sheffield Hallam University	339	533.9	541	475.3	497.9	41	32	49
Nottingham Trent University	172	562.1	208	442.6	496.7	42	42	50
University of Wolverhampton	152	511.3	177	479.2	494.0	43	30	30
University of Northampton	228	490.2			490.2	44	29	17
University of The West of England	260	473.5	197	506.8	487.9	45	53	59
Canterbury Christ Church University	606	492.1	364	478.1	486.9	46	43	33
University of Bedfordshire	237	478.4	201	490.3	483.8	47	70	69
University of Brighton, School of Education	295	517.6	356	455.5	483.7	48	31	39
University of Gloucestershire	235	508.2	163	441.1	480.7	49	20	60
Liverpool John Moores University	75	578.9	361	460.2	480.7	50	50	34
University of Leeds	119	512.4	221	462.5	479.9	51	49	42
Goldsmiths University	184	484.3	297	475.5	478.9	52	71	52
York St John University College	357	472.8	17	580.7	477.7	53	38	36
Edge Hill University	464	473.8	654	471.7	472.5	54	62	54
University of Hull	280	462.2	122	486.9	469.7	55	63	55
Middlesex University	196	451.0	270	479.8	467.7	56	68	70
Brunel University	159	497.9	144	433.2	467.2	57	48	48
Roehampton University	566	448.0	184	518.7	465.4	58	56	57
University of Greenwich	287	460.5	186	467.0	463.1	59	67	68
Newman University College	233	466.0	78	449.0	461.7	60	59	45
Bishop Grosseteste University College Lincoln	343	451.9	54	513.6	460.3	61	37	58
University of East London	263	472.8	200	439.7	458.5	62	60	51

University of Hertfordshire	352	451.8	85	473.5	456.0	63	57	61
Keele University			227	453.2	453.2	64	41	37
University of Sunderland	122	430.0	302	460.9	452.0	65	55	64
Leeds Metropolitan University	199	453.2	44	442.9	451.4	66	45	40
University of Huddersfield			136	424.7	424.7	67	58	67
The Open University			216	418.9	418.9	68	69	65
London South Bank University	233	416.9			416.9	69	64	73
Anglia Ruskin University	193	409.7	89	430.1	416.2	70	72	66
London Metropolitan University	135	396.8	162	425.6	412.5	71	73	72
University College Plymouth St Mark & St John	199	407.3	184	409.7	408.5	72	66	71
University of Cumbria	967	383.8	395	450.6	403.2	73	61	63
Bradford College	171	211.0	122	275.5	237.8	74	74	74

1. University of Winchester secondary ITT (9 entrants) not included because fewer than ten entrants. University of Buckingham which came fifth last year not included since none of the trainees, in independent or state schools, now funded by the TDA.

2. Quality scores derived from Ofsted and NQT ratings. Three university programmes had fewer than ten responses to the NQT survey and have been omitted: primary - University of Huddersfield; and secondary - London South Bank University and Northumbria University. Since these universities offered other programmes which met the minimum NQT requirement the overall number of providers in the table is not affected.

3. Rankings in 2012 for new style compilation; rankings for 2011 and 2010 old style compilation.

Chart B1c: Survey of Newly Qualified Teachers[1] from Universities

Universities and Colleges	Primary		Secondary		Grand[2] Total
	Intake	Score	Intake	Score	
University of Cambridge	86	707.4	94	641.5	673.0
Staffordshire University			12	641.5	641.5
University of Birmingham	34	597.5	88	652.5	637.1
Loughborough University			42	619.5	619.5
University of Derby	49	608.5			608.5
University College Birmingham	14	597.5			597.5
University of Sheffield			51	597.5	597.5
University of York			51	597.5	597.5
University of Exeter	57	553.5	137	608.5	592.3
St Mary's University College	82	575.5	68	608.5	590.5
University of Nottingham			76	586.5	586.5
University of Portsmouth			50	586.5	586.5
University of Sussex			50	586.5	586.5
University of East Anglia	57	542.5	68	619.5	584.4
University of Manchester	41	641.5	66	542.5	580.4
University of Bristol			83	575.5	575.5
Edge Hill University	142	575.5	169	564.5	569.5
King's College London			46	553.5	553.5
University of Reading	42	564.5	61	542.5	551.5
University of Brighton, School of Education	78	542.5	112	531.5	536.1
Roehampton University	136	498.6	76	597.5	534.0
Northumbria University	72	531.5			531.5
Institute of Education, University of London	60	476.6	194	542.5	527.0
Birmingham City University	107	498.6	50	586.5	526.6
Leeds Trinity University College	37	487.6	42	542.5	516.8
University of Leicester	37	476.6	55	542.5	516.0
University of Newcastle	19	366.7	52	564.5	511.6
University of Wolverhampton	32	487.6	57	520.6	508.7
Bishop Grosseteste University College Lincoln	108	476.6	21	641.5	503.4
University of Warwick	52	531.5	105	487.6	502.1

Goldsmiths University	52	443.6	74	542.5	501.7
Bath Spa University	91	487.6	60	520.6	500.7
Kingston University	68	531.5	28	421.6	499.5
University of Bath			42	498.6	498.6
University of Northampton	57	498.6			498.6
University of Oxford			59	498.6	498.6
University of Hull	64	509.6	29	465.6	495.8
Middlesex University	43	443.6	103	509.6	490.1
University of Worcester	75	454.6	82	520.6	489.0
Manchester Metropolitan University	114	410.6	210	531.5	489.0
University of Leeds	35	399.6	77	520.6	482.8
Sheffield Hallam University	79	443.6	140	498.6	478.7
University of The West of England	62	377.7	71	564.5	477.4
Central School of Speech and Drama			13	476.6	476.6
Keele University			58	465.6	465.6
University of Winchester	78	465.6			465.6
Canterbury Christ Church University	142	454.6	133	465.6	459.9
University of Chichester	73	399.6	50	531.5	453.3
University of Bedfordshire	87	366.7	80	542.5	450.9
University of Southampton	62	344.7	76	531.5	447.6
University of Sunderland	19	366.7	70	465.6	444.5
University of Greenwich	64	421.6	45	476.6	444.3
University of Chester	33	443.6	45	443.6	443.6
Nottingham Trent University	48	487.6	54	399.6	441.0
University of East London	61	443.6	50	432.6	438.7
University of Plymouth	61	487.6	33	344.7	437.4
The Open University			70	432.6	432.6
Oxford Brookes University	116	410.6	37	498.6	431.9
Liverpool Hope University	94	355.7	90	509.6	430.9
University of Gloucestershire	74	465.6	50	377.7	430.1
University of Durham	43	410.6	45	443.6	427.5
York St John University College	95	399.6	11	663.4	427.0

Newman University College	60	410.6	23	454.6	422.8
Liverpool John Moores University	17	553.5	101	399.6	421.8
University of Cumbria	226	355.7	167	498.6	416.4
Leeds Metropolitan University	47	399.6	18	443.6	411.8
University College Plymouth St Mark & St John	52	388.6	65	399.6	394.8
Bradford College	42	344.7	41	443.6	393.5
University of Huddersfield			42	388.6	388.6
Brunel University	34	443.6	46	344.7	386.7
University of Hertfordshire	88	344.7	22	410.6	357.9
London Metropolitan University	26	267.7	40	355.7	321.0
Anglia Ruskin University	64	278.7	32	377.7	311.7
London South Bank University	58	212.8			212.8

1. Minimum of ten responses in 2010-11 for inclusion

Chart B1d: Old Style[1] University ITT Rankings, 2012

Universities and Colleges[2]	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Intake	Quality	Teaching	Total	
University of Cambridge	727.8	621.7	576.6	642.0	720.4	621.7	520.8	621.0	629.5
University of Exeter	680.3	621.7	524.7	608.9	657.7	621.7	543.8	607.7	608.1
University of Oxford					634.5	621.7	507.7	588.0	588.0
University of Birmingham	692.3	621.7	532.0	615.3	526.0	621.7	560.2	569.3	583.0
University of Winchester	587.7	621.7	524.4	577.9					577.9
Staffordshire University					609.8	621.7	494.4	575.3	575.3
University of Manchester	677.5	621.7	511.4	603.5	521.1	621.7	513.8	552.2	571.0
University of East Anglia	579.6	621.7	484.7	562.0	535.2	621.7	553.5	570.1	566.1
Manchester Metropolitan University	625.7	621.7	457.1	568.2	557.0	621.7	498.4	559.0	563.0
Loughborough University					526.0	621.7	537.2	561.6	561.6
University of Leicester	665.1	535.5	541.7	580.8	570.4	535.5	520.8	542.2	559.0
University of Bristol					650.3	535.5	489.9	558.6	558.6
University of Durham	610.2	621.7	392.9	541.6	578.5	621.7	520.2	573.4	558.5
University of Bath					597.9	535.5	536.5	556.6	556.6
University of Chester	619.0	621.7	511.4	584.0	527.4	535.5	529.6	530.8	554.9
King's College London					513.0	621.7	527.2	553.9	553.9
University of Reading	688.7	621.7	545.0	618.5	535.2	449.1	523.5	502.6	546.3
St Mary's University College	503.5	621.7	503.8	543.0	492.9	621.7	525.9	546.8	544.3
University of Chichester	528.1	621.7	470.5	540.1	529.5	621.7	488.0	546.4	542.4
University of Worcester	524.3	621.7	461.1	535.7	515.8	621.7	517.8	551.7	542.1
University of Warwick	550.0	621.7	479.6	550.4	559.1	535.5	493.2	529.3	537.6
Liverpool Hope University	625.7	535.5	415.6	525.6	552.4	621.7	486.8	553.6	536.7
University of York					466.1	621.7	511.7	533.2	533.2
Northumbria University	518.6	621.7	443.8	528.0	605.3	621.7	574.7	600.6	532.4
University of Plymouth	597.2	621.7	427.4	548.7	580.6	449.1	465.3	498.3	531.6
Institute of Education, University of London	605.3	449.1	458.3	504.2	555.3	621.7	443.5	540.1	531.3
Bath Spa University	572.2	621.7	421.1	538.3	458.7	621.7	472.3	517.6	530.8
Central School of Speech and Drama					617.2	449.1	517.5	527.9	527.9
University of Sheffield					567.6	449.1	565.3	527.3	527.3
University of Nottingham					464.0	621.7	489.3	525.0	525.0

Oxford Brookes University	567.6	621.7	443.2	544.1	502.1	449.1	434.4	461.8	523.3
Leeds Trinity University College	545.7	535.5	485.3	522.2	534.5	535.5	487.1	519.0	520.7
Birmingham City University	422.1	621.7	450.8	498.2	523.9	621.7	535.0	560.2	515.4
Canterbury Christ Church University	479.9	621.7	458.3	520.0	494.3	621.7	396.5	504.2	514.0
University of Wolverhampton	502.4	621.7	476.8	533.6	408.7	621.7	457.7	496.0	513.4
University of Newcastle	508.1	449.1	527.8	495.0	554.5	449.1	562.3	522.0	512.7
Sheffield Hallam University	615.1	535.5	497.1	549.3	509.5	535.5	399.5	481.5	507.6
University of Sussex					546.8	449.1	525.6	507.2	507.2
University of The West of England	546.8	535.5	417.1	499.8	467.6	621.7	459.9	516.4	506.9
University of Gloucestershire	528.1	621.7	452.9	534.2	542.6	535.5	324.0	467.4	506.8
University of Portsmouth					480.2	535.5	503.5	506.4	506.4
University of Derby	544.0	449.1	518.1	503.7					503.7
University College Birmingham	386.9	621.7	499.0	502.5					502.5
University of Southampton	545.0	449.1	524.1	506.1	494.0	449.1	540.8	494.6	499.6
Kingston University	552.4	449.1	535.9	512.5	442.9	449.1	497.7	463.2	499.0
Nottingham Trent University	629.9	449.1	588.1	555.7	423.9	449.1	479.6	450.8	498.3
University of Brighton, School of Education	498.2	621.7	472.6	530.8	392.9	621.7	397.1	470.5	497.9
University of Northampton	461.9	535.5	491.7	496.4					496.4
University of Bedfordshire	495.4	535.5	488.7	506.5	434.8	449.1	540.2	474.7	491.9
Brunel University	453.1	621.7	508.1	527.6	457.3	449.1	445.3	450.6	491.0
Liverpool John Moores University	669.7	449.1	565.6	561.5	475.3	449.1	481.1	468.5	484.5
Edge Hill University	397.5	621.7	425.3	481.5	393.6	621.7	428.3	481.2	481.3
Bishop Grosseteste University College Lincoln	459.5	621.7	347.1	476.1	484.1	449.1	511.4	481.5	476.8
University of Leeds	623.2	449.1	489.6	520.6	448.2	449.1	454.4	450.6	475.1
University of Hertfordshire	465.8	449.1	492.6	469.2	498.2	449.1	492.6	480.0	471.3
York St John University College	571.5	362.9	465.6	466.7	564.1	535.5	578.7	559.4	470.9
University of Greenwich	487.6	449.1	458.6	465.1	415.4	535.5	479.6	476.8	469.7
Goldsmiths University	528.1	449.1	478.3	485.2	500.0	449.1	430.8	459.9	469.6
Newman University College	520.7	449.1	447.4	472.4	527.4	449.1	367.7	448.1	466.3
University of Sunderland	556.3	276.8	412.0	415.0	406.3	621.7	432.9	486.9	466.2
University of Hull	458.4	449.1	448.9	452.1	452.1	535.5	508.1	498.5	466.2
Keele University					447.8	535.5	411.4	464.9	464.9

London South Bank University	414.4	535.5	462.3	470.7	167.5	535.5	418.6	373.9	464.9
Middlesex University	441.8	449.1	464.7	451.9	470.0	449.1	490.2	469.8	462.2
University of East London	413.3	449.1	558.7	473.7	376.3	449.1	502.0	442.5	460.2
Roehampton University	496.4	449.1	373.8	439.8	563.7	621.7	382.9	522.7	460.1
Leeds Metropolitan University	531.3	449.1	404.1	461.5	380.2	449.1	502.3	443.9	458.3
University of Huddersfield	643.7	621.7	480.8	582.0	447.5	449.1	407.7	434.8	452.8
The Open University					418.9	621.7	310.7	450.4	450.4
London Metropolitan University	343.6	449.1	488.3	427.0	402.0	449.1	472.3	441.1	434.7
University College Plymouth St Mark & St John	410.1	535.5	349.8	431.8	474.9	449.1	329.8	417.9	425.2
University of Cumbria	460.5	449.1	288.6	399.4	464.4	449.1	413.5	442.3	411.8
Anglia Ruskin University	459.1	276.8	492.3	409.4	491.1	276.8	472.0	413.3	410.6
Bradford College	196.4	449.1	39.7	228.4	340.4	449.1	39.7	276.4	248.4

1. As in previous years.

2. Two omissions: University of Winchester secondary ITT (9 entrants) not included because fewer than ten entrants. University of Buckingham which came fifth last year not included since none of the trainees, in independent or state schools, now funded by the TDA.

Chart B2a: New Style[1] SCITT Rankings, 2012

SCITTs	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
Billericay Educational Consortium (SCITT)	743.0	653.5	545.0	647.2					647.2
High Force Education SCITT	698.2	582.1	578.7	619.7					619.7
Royal Academy of Dance SCITT					630.3	604.1	615.7	616.7	616.7
Devon Primary SCITT Group SCITT	640.8	664.5	533.8	613.1					613.1
Leicester and Leicestershire SCITT	552.4	681.0	604.1	612.5					612.5
The North East Partnership SCITT					570.0	620.6	646.0	612.2	612.2
Jewish Teacher Training Partnership SCITT	659.9	587.6	585.4	610.9					610.9
Portsmouth Primary SCITT	601.0	626.1	604.1	610.4					610.4
Primary Catholic Partnership SCITT	606.7	587.6	590.8	595.0					595.0
Mid-Essex ITT Consortium (SCITT)					603.5	550.8	618.4	590.9	590.9
Suffolk and Norfolk Primary SCITT	513.7	642.5	588.7	581.6					581.6
Devon Secondary Teacher Training Group SCITT					548.6	648.0	524.7	573.8	573.8
Northumbria DT Partnership SCITT					624.3	609.6	476.2	570.0	570.0
The Bedfordshire Schools' Training Partnership SCITT					603.5	479.3	588.4	557.1	557.1
Thames Primary Consortium SCITT	544.7	506.8	585.4	545.6					545.6
Swindon SCITT					536.2	523.3	552.6	537.4	537.4
Tendring Hundred Primary SCITT	418.9	545.3	646.0	536.7					536.7
Birmingham Primary Training Partnership SCITT	489.4	512.3	597.5	533.1					533.1
Wandsworth Primary Schools Consortium SCITT	509.5	507.7	578.7	532.0					532.0
Poole SCITT	489.4	506.8	597.5	531.2					531.2
Forest Independent Primary Collegiate SCITT	536.2	451.8	599.3	529.1					529.1
Cornwall SCITT					484.1	620.6	480.8	528.5	528.5
South Coast SCITT	404.9	545.3	597.5	515.9					515.9
North Tyneside 3-7 SCITT	469.3	604.1	464.1	512.5					512.5
Cornwall SCITT Partnership (3-11)	484.1	648.0	398.9	510.4					510.4
Durham Secondary Applied SCITT					418.9	588.5	517.5	508.3	508.3
Bromley Schools Collegiate SCITT					484.1	571.1	466.2	507.2	507.2
Kent and Medway Training SCITT					489.4	512.3	512.9	504.9	504.9
Northampton Teacher Training Partnership SCITT					442.5	495.8	574.7	504.4	504.4
Chiltern Training Group SCITT					501.4	549.1	456.5	502.3	502.3

Leeds SCITT					477.8	517.8	505.9	500.5	500.5
West Midlands Consortium SCITT					464.7	539.0	491.1	498.3	498.3
Gateshead 3-7 SCITT	472.5	637.1	363.2	490.9					490.9
Suffolk and Norfolk Secondary SCITT					493.6	424.3	545.0	487.7	487.7
Somerset SCITT Consortium	531.3	576.6	355.0	487.6					487.6
Outstanding Primary Schools SCITT	475.7	506.8	479.6	487.3					487.3
Dorset Teacher Training Partnership SCITT	354.8	620.6	480.8	485.4					485.4
Colchester Teacher Training Consortium SCITT					397.1	506.8	551.4	485.1	485.1
Cumbria Primary Teacher Training Centre SCITT	320.3	561.7	552.6	478.2					478.2
London Diocesan Board of Schools SCITT	301.7	550.8	570.2	474.2					474.2
The Grand Union Training Partnership					507.0	418.8	477.4	467.8	467.8
Bournemouth Poole and Dorset East Secondary					402.0	387.7	593.2	461.0	461.0
South West Teacher Training SCITT					448.2	545.3	364.4	452.6	452.6
The Pilgrim Partnership SCITT	345.7	457.3	546.9	450.0					450.0
Essex Primary Schools Training Group SCITT	368.6	462.8	515.9	449.1					449.1
Nottingham City Primary SCITT	354.8	385.9	563.2	434.7					434.7
North Essex Teacher Training (NETT) (SCITT)					497.1	396.9	376.5	423.5	423.5
The Shire Foundation SCITT	386.9	369.4	508.1	421.4					421.4
The Learning Institute South West SCITT					451.0	468.3	317.7	412.3	412.3
SCITTELS	516.9	315.3	400.1	410.8					410.8
Gloucestershire SCITT Consortium SCITT					311.9	478.6	379.2	389.9	389.9
The Titan Partnership, Birmingham SCITT					254.5	380.4	325.0	319.9	319.9
The Robert Owen Foundation SCITT	447.5	347.4	318.3	371.1	312.6	250.3	241.9	268.3	306.2

1. Quality based on Ofsted ratings and NQT survey. NQT data not available for: primary - The Titan Partnership; secondary - Hastings and Rother SCITT or Maryvale Institute SCITT. All would have been in lowly positions if 'Quality' had been based only on Ofsted ratings.

Chart B2b: SCITT[1] Intakes and Ranking[2] by Year

SCITTs	Primary		Secondary		Grand Total	Rank		
	Intake	Score	Intake	Score		2012	2011	2010
Billericay Educational Consortium (SCITT)	25	647.2			647.2	1	1	6
High Force Education SCITT	29	619.7			619.7	2	26	
Royal Academy of Dance SCITT			20	616.7	616.7	3	6	3
Devon Primary SCITT Group SCITT	27	613.1			613.1	4	3	18
Leicester and Leicestershire SCITT	29	612.5			612.5	5	5	11
The North East Partnership SCITT			22	612.2	612.2	6	2	5
Jewish Teacher Training Partnership SCITT	19	610.9			610.9	7	13	29
Portsmouth Primary SCITT	29	610.4			610.4	8	12	1
Primary Catholic Partnership SCITT	33	595.0			595.0	9	48	32
Mid-Essex ITT Consortium (SCITT)			22	590.9	590.9	10	19	23
Suffolk and Norfolk Primary SCITT	52	581.6			581.6	11	4	28
Devon Secondary Teacher Training Group SCITT			20	573.8	573.8	12	7	4
Northumbria DT Partnership SCITT			24	570.0	570.0	13	18	7
The Bedfordshire Schools' Training Partnership SCITT			21	557.1	557.1	14	15	12
Thames Primary Consortium SCITT	30	545.6			545.6	15	10	15
Swindon SCITT			26	537.4	537.4	16	28	35
Tendring Hundred Primary SCITT	20	536.7			536.7	17	41	39
Birmingham Primary Training Partnership SCITT	25	533.1			533.1	18	34	40
Wandsworth Primary Schools Consortium SCITT	36	532.0			532.0	19	16	26
Poole SCITT	25	531.2			531.2	20	25	13
Forest Independent Primary Collegiate SCITT	25	529.1			529.1	21	14	22
Cornwall SCITT			55	528.5	528.5	22	11	17
South Coast SCITT	25	515.9			515.9	23	21	37
North Tyneside 3-7 SCITT	28	512.5			512.5	24	23	19
Cornwall SCITT Partnership (3-11)	27	510.4			510.4	25	32	8
Durham Secondary Applied SCITT			33	508.3	508.3	26	17	36
Bromley Schools Collegiate SCITT			27	507.2	507.2	27	24	2
Kent and Medway Training SCITT			41	504.9	504.9	28	22	31
Northampton Teacher Training Partnership SCITT			17	504.4	504.4	29	40	45

Chiltern Training Group SCITT			48	502.3	502.3	30	9	14
Leeds SCITT			25	500.5	500.5	31	46	30
West Midlands Consortium SCITT			46	498.3	498.3	32	39	24
Gateshead 3-7 SCITT	33	490.9			490.9	33	35	38
Suffolk and Norfolk Secondary SCITT			37	487.7	487.7	34	29	50
Somerset SCITT Consortium	49	487.6			487.6	35	20	43
Outstanding Primary Schools SCITT	93	487.3			487.3	36	31	44
Dorset Teacher Training Partnership SCITT	22	485.4			485.4	37	38	9
Colchester Teacher Training Consortium SCITT			32	485.1	485.1	38	47	21
Cumbria Primary Teacher Training Centre SCITT	26	478.2			478.2	39	45	41
London Diocesan Board of Schools SCITT	23	474.2			474.2	40	37	46
The Grand Union Training Partnership			18	467.8	467.8	41	30	33
Bournemouth Poole and Dorset East Secondary SCITT			23	461.0	461.0	42	50	20
South West Teacher Training SCITT			28	452.6	452.6	43	8	10
The Pilgrim Partnership SCITT	49	450.0			450.0	44	27	16
Essex Primary Schools Training Group SCITT	28	449.1			449.1	45	44	27
Nottingham City Primary SCITT	22	434.7			434.7	46	42	49
North Essex Teacher Training (NETT) (SCITT)			18	423.5	423.5	47	43	25
The Shire Foundation SCITT	22	421.4			421.4	48	33	42
The Learning Institute South West SCITT			23	412.3	412.3	49	51	34
SCITTELS	37	410.8			410.8	50	49	48
Gloucestershire SCITT Consortium SCITT			23	389.9	389.9	51	36	47
The Titan Partnership, Birmingham SCITT			16	319.9	319.9	52	52	52
The Robert Owen Foundation SCITT	38	371.1	65	268.3	306.2	53	53	51

1. Quality scores based on Ofsted ratings and NQT survey. NQT data not available for one primary EBITT: The Titan Partnership and two secondary EBITTs: Hastings and Rother SCITT or Maryvale Institute SCITT. All would have been close to the bottom of the ranking if the Ofsted ratings alone had been used.

2. Rankings in 2012 for new style compilation; rankings for 2011 and 2010 old style compilation.

Chart B2c: Survey of Newly Qualified Teachers (SCITTs[1])

SCITTs	Primary		Secondary		Grand[2] Total
	Intake	Score	Intake	Score	
Leicester and Leicestershire SCITT	22	740.4			740.4
Devon Primary SCITT Group	23	707.4			707.4
Billericay Educational Consortium (SCITT)	14	685.4			685.4
Cornwall SCITT Partnership (3-11)	21	674.4			674.4
Cumbria Primary Teacher Training Centre SCITT	25	674.4			674.4
Devon Secondary Teacher Training Group SCITT			16	674.4	674.4
Suffolk and Norfolk Primary SCITT	52	663.4			663.4
Gateshead 3-7 SCITT	28	652.5			652.5
London Diocesan Board of Schools SCITT	16	652.5			652.5
Mid-Essex ITT Consortium (SCITT)			17	652.5	652.5
Wandsworth Primary Schools Consortium SCITT	30	652.5			652.5
Durham Secondary Applied SCITT			28	641.5	641.5
South Coast SCITT	23	641.5			641.5
South West Teacher Training SCITT			33	641.5	641.5
Tendring Hundred Primary SCITT	18	641.5			641.5
Portsmouth Primary SCITT	20	630.5			630.5
Cornwall SCITT			51	619.5	619.5
Dorset Teacher Training Partnership SCITT	20	619.5			619.5
The North East Partnership SCITT			17	619.5	619.5
Northumbria DT Partnership SCITT			26	597.5	597.5
Swindon SCITT			24	597.5	597.5
Leeds SCITT			20	586.5	586.5
North Tyneside 3-7 SCITT	27	586.5			586.5
Royal Academy of Dance SCITT			26	586.5	586.5
Birmingham Primary Training Partnership SCITT	20	575.5			575.5
Kent and Medway Training SCITT			28	575.5	575.5
Colchester Teacher Training Consortium SCITT			29	564.5	564.5
Outstanding Primary Schools SCITT	63	564.5			564.5
Poole SCITT	22	564.5			564.5
Thames Primary Consortium SCITT	29	564.5			564.5

Jewish Teacher Training Partnership SCITT	15	553.5			553.5
Primary Catholic Partnership SCITT	18	553.5			553.5
High Force Education SCITT	18	542.5			542.5
Northampton Teacher Training Partnership SCITT			16	542.5	542.5
West Midlands Consortium SCITT			37	542.5	542.5
Somerset SCITT Consortium	42	531.5			531.5
Bromley Schools Collegiate SCITT			29	520.6	520.6
The Bedfordshire Schools' Training Partnership SCITT			18	509.6	509.6
Bournemouth Poole and Dorset East Secondary SCITT			21	498.6	498.6
The Learning Institute South West SCITT			14	487.6	487.6
Chiltern Training Group SCITT			33	476.6	476.6
Essex Primary Schools Training Group SCITT	21	476.6			476.6
The Pilgrim Partnership SCITT	28	465.6			465.6
Forest Independent Primary Collegiate SCITT	20	454.6			454.6
Gloucestershire SCITT Consortium SCITT			15	421.6	421.6
Suffolk and Norfolk Secondary SCITT			31	399.6	399.6
The Grand Union Training Partnership			18	388.6	388.6
West Mercia Consortium	13	366.7			366.7
North Essex Teacher Training (NETT) (SCITT)			12	344.7	344.7
Nottingham City Primary SCITT	19	322.7			322.7
The Titan Partnership, Birmingham SCITT			12	311.7	311.7
The Shire Foundation SCITT	11	289.7			289.7
SCITTELS	19	267.7			267.7
The Robert Owen Foundation SCITT	12	245.8	50	223.8	228.0

1. Minimum of ten responses in 2010-11 plus 2009-10. The Titan Partnership (primary); Hastings and Rother SCITT (secondary) and Maryvale Institute SCITT (secondary) fell below this threshold.

Chart B2d: Old Style SCITT[1] Rankings, 2012

SCITTs	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
Billericay Educational Consortium (SCITT)	743.0	621.7	545.0	636.6					636.6
High Force Education SCITT	698.2	621.7	578.7	632.9					632.9
Royal Academy of Dance					630.3	621.7	615.7	622.5	622.5
Jewish Teacher Training Partnership SCITT	659.9	621.7	585.4	622.3					622.3
The North East Partnership SCITT					570.0	621.7	646.0	612.6	612.6
Portsmouth Primary SCITT	601.0	621.7	604.1	608.9					608.9
Primary Catholic Partnership SCITT	606.7	621.7	590.8	606.4					606.4
Devon Primary SCITT Group SCITT	640.8	621.7	533.8	598.8					598.8
Leicester and Leicestershire SCITT	552.4	621.7	604.1	592.7					592.7
Suffolk and Norfolk Primary SCITT	513.7	621.7	588.7	574.7					574.7
Northumbria DT Partnership SCITT					624.3	621.7	476.2	574.1	574.1
Devon Secondary Teacher Training Group SCITT					548.6	621.7	524.7	565.0	565.0
Mid-Essex ITT Consortium (SCITT)					603.5	449.1	618.4	557.0	557.0
The Bedfordshire Schools' Training Partnership SCITT					603.5	449.1	588.4	547.0	547.0
Cornwall SCITT					484.1	621.7	480.8	528.8	528.8
Forest Independent Primary Collegiate SCITT	536.2	449.1	599.3	528.2					528.2
Chiltern Training Group SCITT					501.4	621.7	456.5	526.5	526.5
Thames Primary Consortium SCITT	544.7	449.1	585.4	526.4					526.4
Bromley Schools Collegiate SCITT					484.1	621.7	466.2	524.0	524.0
North Tyneside 3-7 SCITT	469.3	621.7	464.1	518.4					518.4
Swindon SCITT					536.2	449.1	552.6	512.6	512.6
Birmingham Primary Training Partnership SCITT	489.4	449.1	597.5	512.0					512.0
Poole SCITT	489.4	449.1	597.5	512.0					512.0
Tendring Hundred Primary SCITT	418.9	449.1	646.0	504.7					504.7
Somerset SCITT Consortium	531.3	621.7	355.0	502.6					502.6
Cornwall SCITT Partnership (3-11)	484.1	621.7	398.9	501.6					501.6
West Midlands Consortium SCITT					464.7	535.5	491.1	497.1	497.1
Suffolk and Norfolk Secondary SCITT					493.6	449.1	545.0	495.9	495.9
Durham Secondary Applied SCITT					418.9	535.5	517.5	490.6	490.6
Northampton Teacher Training Partnership SCITT					442.5	449.1	574.7	488.8	488.8

Gateshead 3-7 SCITT	472.5	621.7	363.2	485.8					485.8
Dorset Teacher Training Partnership SCITT	354.8	621.7	480.8	485.8					485.8
South Coast SCITT	404.9	449.1	597.5	483.8					483.8
Kent and Medway Training SCITT					489.4	449.1	512.9	483.8	483.8
Wandsworth Primary Schools Consortium SCITT	509.5	362.9	578.7	483.7					483.7
The Grand Union Training Partnership					507.0	449.1	477.4	477.8	477.8
Leeds SCITT					477.8	449.1	505.9	477.6	477.6
Outstanding Primary Schools SCITT	475.7	449.1	479.6	468.1					468.1
Colchester Teacher Training Consortium SCITT					397.1	449.1	551.4	465.9	465.9
Nottingham City Primary SCITT	354.8	449.1	563.2	455.7					455.7
The Shire Foundation SCITT	386.9	449.1	508.1	448.0					448.0
The Pilgrim Partnership SCITT	345.7	449.1	546.9	447.2					447.2
Essex Primary Schools Training Group SCITT	368.6	449.1	515.9	444.5					444.5
North Essex Teacher Training (NETT) (SCITT)					497.1	449.1	376.5	440.9	440.9
Cumbria Primary Teacher Training Centre SCITT	320.3	449.1	552.6	440.7					440.7
London Diocesan Board of Schools SCITT	301.7	449.1	570.2	440.3					440.3
SCITTELS	516.9	362.9	400.1	426.6					426.6
Bournemouth Poole and Dorset East Secondary					402.0	276.8	593.2	424.0	424.0
South West Teacher Training SCITT					448.2	449.1	364.4	420.5	420.5
Gloucestershire SCITT Consortium SCITT					311.9	535.5	379.2	408.9	408.9
The Learning Institute South West SCITT					451.0	449.1	317.7	405.9	405.9
Hastings and Rother SCITT					477.8	276.8	299.5	351.3	351.3
The Titan Partnership, Birmingham SCITT	360.1	449.1	241.9	350.4	254.5	449.1	325.0	342.8	346.1
The Robert Owen Foundation SCITT	447.5	449.1	318.3	404.9	312.6	276.8	241.9	277.1	324.3
Maryvale Institute SCITT					273.8	535.5	161.0	323.4	323.4

1. West Mercia Consortium with 3 entrants merged into The Robert Owen Foundation SCITT.

Chart B3a: New Style[1, 2, 3] EBITT Rankings, 2012

EBITTs[1,]	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
King Edward's Consortium (EBITT)					739.1	589.2	595.4	641.2	641.2
Ninestiles Graduate Teacher Consortium (EBITT)					659.9	578.2	614.2	617.4	617.4
Somerset SCITT Consortium (EBITT)	608.4	604.1	599.3	603.9					603.9
University of Manchester (EBITT)					699.3	527.1	559.3	595.2	595.2
Southfields Community College (EBITT)					519.7	631.6	615.7	589.0	589.0
London East Consortium, University of Cumbria (EBITT)	602.1	506.8	622.6	577.2					577.2
Loughborough Encompass (EBITT)	614.8	468.3	623.5	568.9					568.9
Redcar & Cleveland Teacher Training Partnership (EBITT)	605.3	561.7	646.0	604.3	489.4	550.8	550.2	530.1	568.4
Mid-Essex ITT Consortium (EBITT)					595.1	512.3	597.5	568.3	568.3
Alban Federation (EBITT)					608.4	495.8	599.3	567.8	567.8
The Havering Teacher Training Partnership (EBITT)					559.8	527.1	610.2	565.7	565.7
University of Warwick (EBITT)					614.8	544.5	537.2	565.5	565.5
Stockton-on-Tees TTP (EBITT)					536.2	545.3	602.6	561.4	561.4
Forest Independent Primary Collegiate (EBITT)	522.5	539.0	612.3	557.9					557.9
Canterbury Christ Church University (EBITT)	518.3	538.1	519.3	525.2	594.0	549.1	549.9	564.3	557.7
East Lincolnshire GTP (EBITT)	418.9	664.5	646.0	576.5	451.0	620.6	563.2	544.9	554.8
Hertfordshire Regional Partnership (EBITT)	549.3	538.1	575.3	554.2	539.4	543.6	575.3	552.8	553.4
University of Nottingham GTP (EBITT)					536.2	609.6	512.9	552.9	552.9
The Pilgrim Partnership (EBITT)	630.3	418.8	605.7	551.6					551.6
Bishop Grosseteste University College GTP (EBITT)	570.0	523.3	602.6	565.3	570.0	517.8	524.7	537.5	551.4

Carmel Teacher Training (EBITT)					446.1	554.6	646.0	548.9	548.9
University of Worcester (EBITT)	466.5	598.6	578.7	547.9					547.9
The Beauchamp ITT Partnership (EBITT)					474.6	528.8	619.6	541.0	541.0
East Sussex Primary GTP (EBITT)	507.0	620.6	494.4	540.7					540.7
Mid Somerset Consortium for TT (EBITT)					507.0	484.8	628.1	540.0	540.0
Doncaster GTP Partnership (EBITT)					489.4	545.3	576.0	536.9	536.9
E-Qualitas (EBITT)	566.5	489.6	588.7	548.3	524.6	500.6	562.3	529.2	536.0
Oxon-Bucks Partnership (EBITT)	658.4	567.2	548.1	591.3	466.5	451.8	561.4	493.2	535.2
Newman University College (EBITT)	495.0	587.6	506.8	529.8	548.2	554.6	501.7	534.8	532.5
Thamesmead School ITT Partnership (EBITT)					483.0	599.5	508.1	530.2	530.2
The Bedfordshire Schools' Training Partnership (EBITT)					507.0	506.8	562.3	525.4	525.4
Merseyside and Cheshire GTP Partnership (EBITT)	477.8	469.2	597.5	514.8	536.2	469.2	583.2	529.6	522.6
Northumbria University (EBITT)					517.6	495.8	552.6	522.0	522.0
University College Plymouth St Mark & St John (EBITT)	585.9	501.3	477.4	521.5	547.2	512.3	500.5	520.0	520.7
Essex Schools ITT Partnership (EBITT)	459.5	587.6	571.4	539.5	487.6	527.1	508.1	507.6	519.3
West Berkshire Training Partnership (EBITT)	608.4	435.3	565.0	536.3	418.9	484.8	619.6	507.8	519.2
Suffolk and Norfolk GTP provider (EBITT)	509.5	495.1	515.0	506.5	509.5	484.1	577.8	523.8	518.3
University of Derby GTP (EBITT)	547.9	539.0	530.5	539.1	436.6	478.6	581.4	498.8	517.9
University of Bedfordshire (EBITT)	526.0	477.7	511.4	505.0	536.2	461.2	597.5	531.6	517.8
CILT The National Centre for Languages (EBITT)					595.1	555.5	395.6	515.4	515.4
University of Sussex (EBITT)					542.2	511.6	478.3	510.7	510.7

Bromley Schools Collegiate (EBITT)					529.2	489.6	501.7	506.8	506.8
The Slough Partnership (EBITT)					348.5	566.5	602.6	505.9	505.9
The East Northamptonshire College (EBITT)					511.6	479.3	524.7	505.2	505.2
Wessex Schools Training Partnership (EBITT)					570.0	457.3	484.4	503.9	503.9
Gloucester ITE Partnership (EBITT)	469.3	495.8	443.8	469.6	612.0	446.3	572.6	543.6	503.9
The Wakefield Partnership for Initial Teacher Training (EBITT)					322.8	615.1	566.9	501.6	501.6
University of Chichester (EBITT)	527.4	484.1	511.4	507.6	458.0	528.1	487.1	491.1	497.9
Kent and Medway Training GTP (EBITT)					418.9	457.3	610.2	495.5	495.5
University of East London (EBITT)					462.3	435.3	582.9	493.5	493.5
University of Brighton, School of Education(EBITT)	435.9	451.1	590.8	492.6					492.6
George Abbot School (EBITT)					400.3	484.1	588.4	490.9	490.9
Northamptonshire, Leicester & Milton Keynes Consortium (EBITT)	547.2	473.8	566.9	529.3	489.4	429.8	396.2	438.5	489.7
Matthew Moss ITT Partnership (EBITT)					442.5	451.8	565.0	486.5	486.5
Two Mile Ash ITT Partnership (EBITT)	536.2	457.3	459.6	484.4					484.4
Eastwood and Leigh GTP Partnership (EBITT)					683.1	409.6	357.4	483.4	483.4
Kent County Council (EBITT)	480.9	495.8	518.4	498.4	430.9	435.3	556.9	474.4	483.0
Institute of Education, University of London (EBITT)	500.3	560.1	436.8	499.1	505.2	532.6	375.6	471.1	482.5
The Kirklees Partnership (EBITT)	439.7	495.8	646.0	527.2	373.2	413.4	549.0	445.2	480.0
The Shire Foundation (EBITT)	403.1	451.8	565.0	473.3					473.3
Hull Citywide GTP Partnership (EBITT)	404.9	512.3	529.3	482.1	494.3	435.3	469.6	466.4	471.1
Surrey LA (EBITT)	309.8	523.3	578.7	470.6					470.6

London South Bank University (EBITT)	449.9	484.1	476.5	470.2					470.2
North West & Lancashire GTP Consortium (EBITT)	418.9	469.2	537.8	475.3	463.3	441.8	497.4	467.5	469.3
University of Wolverhampton (EBITT)	454.9	484.8	371.3	437.0	460.5	451.8	541.4	484.6	468.7
STORM (EBITT)	489.4	376.7	612.3	492.8	458.0	382.2	516.8	452.4	467.1
North Lincolnshire ITT Partnership (EBITT)	386.9	523.3	480.8	463.7					463.7
West London Partnership (GTP/OTT) (EBITT)	403.8	462.8	537.8	468.1	418.9	429.8	523.8	457.5	462.0
University of Sunderland (EBITT)					430.9	429.8	517.5	459.4	459.4
University of Southampton (EBITT)					418.9	457.3	498.0	458.1	458.1
Southend Teacher Training Partnership (EBITT)	464.0	321.7	524.7	436.8	489.4	321.7	595.4	468.8	453.7
The Cambridge Partnership (EBITT)					422.8	338.2	591.7	450.9	450.9
London North Consortium (EBITT)	437.6	402.4	455.9	432.0	433.7	402.4	582.6	472.9	447.3
West Midlands Consortium (EBITT)					368.6	484.8	480.8	444.7	444.7
Dorset Teacher Education Partnership (EBITT)					386.9	457.3	482.9	442.4	442.4
Nottingham Trent University (EBITT)	544.0	484.8	490.2	506.3	655.3	435.3	188.5	426.4	439.1
Bradford & Northern Employment based Teacher Training (EBITT)	426.7	338.2	433.8	399.6	513.3	387.7	534.7	478.6	438.6
Birmingham Advisory Schools Service (EBITT)	439.7	447.2	511.4	466.1	435.9	381.3	408.6	408.6	435.1
University of Reading (EBITT)	405.6	429.8	402.9	412.8	588.0	457.3	367.7	471.0	435.0
Education Management Direct (EBITT)	518.6	451.8	398.9	456.5	432.3	462.8	294.9	396.7	426.9
Sheffield Hallam University (EBITT)	622.9	385.9	212.8	407.2	531.7	451.8	291.0	424.8	422.8
SCITTELS (EBITT)	324.9	337.3	572.6	411.6					411.6
LearnED (EBITT)					286.9	511.6	418.6	405.7	405.7

North Essex Teacher Training (NETT) (EBITT)					348.5	462.8	398.0	403.1	403.1
University of Bath (EBITT)					469.3	414.3	264.9	382.8	382.8
The Robert Owen Foundation (EBITT)	382.0	354.7	462.3	399.6	329.8	310.7	464.1	368.2	377.5
Royal Borough of Windsor & Maidenhead GTTP (EBITT)					340.8	380.4	360.7	360.6	360.6

1. Eleven primary EBITTs omitted because intake below ten: George Spencer Training School (1); The Cambridge Partnership (1); University of Chester EBITT (5); Eastwood and Leigh GTP Partnership (7); Doncaster GTP Partnership (8); The Slough Partnership (8); Isle of Wight Partnership (9); Kingsbridge Education Improvement Partnership GTP (9); Northumbria University EBITT (9); Stockton-on-Tees Teacher Training Partnership (9); The Wakefield Partnership for Initial Teacher Training (9).

2. Two secondary EBITTs omitted because intake below ten: Kingsbridge Education Improvement Partnership GTP (8); London South Bank University EBITT (9).

3. NQT data were missing for: a number of EBITTS which it has been possible to include in the old style ranking in B3d. Primary (8): 2Schools Consortium; Bourton Meadow ITT Centre (EBITT) Primary; Carmel Teacher Training; Dorset Teacher Education Partnership; Royal Borough of Windsor & Maidenhead GTP; The East Northamptonshire College (EBITT); University of Southampton (EBITT); University of Sunderland (EBITT). Secondary (10) Colchester Teacher Training Consortium; George Spencer Training School; Isle of Wight Partnership; Liverpool John Moores University Teach First; Saffron Walden and Comberton Training School; The Titan Partnership, Birmingham (EBITT); University of Chester (EBITT); North Lincolnshire ITT Partnership (EBITT); University of Brighton, School of Education (EBITT); University of Worcester (EBITT). Both (2): Jewish Teacher Training Partnership (EBITT); Stoke on Trent GTP (EBITT). This means that Chart B3a omits 11 EBITTs that appear in B3d. Of these, Liverpool John Moores (using data from a general inspection of Teach First rather than a specific inspection) and the George Spencer Training School would have been in the top ten.

Chart B3b: EBITT[1] Intakes and Scores

EBITTs[1,2]	Primary		Secondary		Grand Total	Rank	
	Intake	Score	Intake	Intake		2012	2011
King Edward's Consortium (EBITT)			24	641.2	641.2	1	9
Ninestiles Graduate Teacher Consortium (EBITT)			19	617.4	617.4	2	74
Somerset SCITT Consortium (EBITT)	13	603.9			603.9	3	76
University of Manchester (EBITT)			49	595.2	595.2	4	
Southfields Community College (EBITT)			19	589.0	589.0	5	1
London East Consortium, University of Cumbria (EBITT)	26	577.2			577.2	6	38
Loughborough Encompass (EBITT)	27	568.9			568.9	7	21
Redcar & Cleveland Teacher Training Partnership (EBITT)	17	604.3	16	530.1	568.4	8	20
Mid-Essex ITT Consortium (EBITT)			24	568.3	568.3	9	48
Alban Federation (EBITT)			13	567.8	567.8	10	7
The Havering Teacher Training Partnership (EBITT)			30	565.7	565.7	11	5
University of Warwick (EBITT)			37	565.5	565.5	12	12
Stockton-on-Tees TTP (EBITT)			14	561.4	561.4	13	16
Forest Independent Primary Collegiate (EBITT)	18	557.9			557.9	14	3
Canterbury Christ Church University (EBITT)	105	525.2	518	564.3	557.7	15	2
East Lincolnshire GTP (EBITT)	10	576.5	22	544.9	554.8	16	6
Hertfordshire Regional Partnership (EBITT)	60	554.2	92	552.8	553.4	17	23
University of Nottingham GTP (EBITT)			41	552.9	552.9	18	4
The Pilgrim Partnership (EBITT)	15	551.6			551.6	19	25
Bishop Grosseteste University College GTP (EBITT)	14	565.3	14	537.5	551.4	20	37
Carmel Teacher Training (EBITT)			13	548.9	548.9	21	78
University of Worcester (EBITT)	37	547.9			547.9	22	72
The Beauchamp ITT Partnership (EBITT)			20	541.0	541.0	23	56
East Sussex Primary GTP (EBITT)	26	540.7			540.7	24	10
Mid Somerset Consortium for TT (EBITT)			33	540.0	540.0	25	49
Doncaster GTP Partnership (EBITT)			25	536.9	536.9	26	60
E-Qualitas (EBITT)	110	548.3	195	529.2	536.0	27	17
Oxon-Bucks Partnership (EBITT)	33	591.3	44	493.2	535.2	28	67
Newman University College (EBITT)	52	529.8	61	534.8	532.5	29	8
Thamesmead School ITT Partnership (EBITT)			22	530.2	530.2	30	61

The Bedfordshire Schools' Training Partnership (EBITT)			27	525.4	525.4	31	19
Merseyside and Cheshire GTP Partnership (EBITT)	25	514.8	28	529.6	522.6	32	34
Northumbria University (EBITT)			26	522.0	522.0	33	27
University College Plymouth St Mark & St John (EBITT)	19	521.5	23	520.0	520.7	34	36
Essex Schools ITT Partnership (EBITT)	60	539.5	103	507.6	519.3	35	62
West Berkshire Training Partnership (EBITT)	14	536.3	21	507.8	519.2	36	14
Suffolk and Norfolk GTP provider (EBITT)	36	506.5	77	523.8	518.3	37	50
University of Derby GTP (EBITT)	43	539.1	48	498.8	517.9	38	66
University of Bedfordshire (EBITT)	27	505.0	25	531.6	517.8	39	31
CILT The National Centre for Languages (EBITT)			44	515.4	515.4	40	51
University of Sussex (EBITT)			44	510.7	510.7	41	22
Bromley Schools Collegiate (EBITT)			35	506.8	506.8	42	28
The Slough Partnership (EBITT)			11	505.9	505.9	43	
The East Northamptonshire College (EBITT)			19	505.2	505.2	44	42
Wessex Schools Training Partnership (EBITT)			14	503.9	503.9	45	71
Gloucester ITE Partnership (EBITT)	36	469.6	31	543.6	503.9	46	44
The Wakefield Partnership for Initial Teacher Training (EBITT)			23	501.6	501.6	47	11
University of Chichester (EBITT)	26	507.6	37	491.1	497.9	48	52
Kent and Medway Training GTP (EBITT)			16	495.5	495.5	49	46
University of East London (EBITT)			73	493.5	493.5	50	53
University of Brighton, School of Education(EBITT)	21	492.6			492.6	51	26
George Abbot School (EBITT)			21	490.9	490.9	52	15
Northamptonshire, Leicester & Milton Keynes Consortium (EBITT)	22	529.3	17	438.5	489.7	53	45
Matthew Moss ITT Partnership (EBITT)			15	486.5	486.5	54	30
Two Mile Ash ITT Partnership (EBITT)	25	484.4			484.4	55	54
Eastwood and Leigh GTP Partnership (EBITT)			16	483.4	483.4	56	68
Kent County Council (EBITT)	18	498.4	32	474.4	483.0	57	35
Institute of Education, University of London (EBITT)	44	499.1	64	471.1	482.5	58	77
The Kirklees Partnership (EBITT)	17	527.2	23	445.2	480.0	59	40
The Shire Foundation (EBITT)	46	473.3			473.3	60	18
Hull Citywide GTP Partnership (EBITT)	25	482.1	58	466.4	471.1	61	39
Surrey LA (EBITT)	29	470.6			470.6	62	29

London South Bank University (EBITT)	74	470.2			470.2	63	59
North West and Lancashire GTP Consortium (EBITT)	26	475.3	89	467.5	469.3	64	79
University of Wolverhampton (EBITT)	53	437.0	106	484.6	468.7	65	73
STORM (EBITT)	35	492.8	61	452.4	467.1	66	85
North Lincolnshire ITT Partnership (EBITT)	11	463.7			463.7	67	69
West London Partnership (GTP/OTT) (EBITT)	105	468.1	145	457.5	462.0	68	63
University of Sunderland (EBITT)			31	459.4	459.4	69	57
University of Southampton (EBITT)			40	458.1	458.1	70	33
Southend Teacher Training Partnership (EBITT)	41	436.8	46	468.8	453.7	71	80
The Cambridge Partnership (EBITT)			109	450.9	450.9	72	75
London North Consortium (EBITT)	114	432.0	68	472.9	447.3	73	65
West Midlands Consortium (EBITT)			21	444.7	444.7	74	24
Dorset Teacher Education Partnership (EBITT)			24	442.4	442.4	75	41
Nottingham Trent University (EBITT)	33	506.3	174	426.4	439.1	76	13
Bradford & Northern Employment based Teacher Training (EBITT)	46	399.6	45	478.6	438.6	77	84
Birmingham Advisory Schools Service (EBITT)	18	466.1	21	408.6	435.1	78	64
University of Reading (EBITT)	125	412.8	77	471.0	435.0	79	43
Education Management Direct (EBITT)	53	456.5	52	396.7	426.9	80	81
Sheffield Hallam University (EBITT)	20	407.2	156	424.8	422.8	81	32
SCITTELS (EBITT)	32	411.6			411.6	82	70
LearnED (EBITT)			16	405.7	405.7	83	55
North Essex Teacher Training (NETT) (EBITT)			22	403.1	403.1	84	47
University of Bath (EBITT)			35	382.8	382.8	85	82
The Robert Owen Foundation (EBITT)	38	399.6	91	368.2	377.5	86	83
Royal Borough of Windsor & Maidenhead GTTP (EBITT)			18	360.6	360.6	87	58

1. For details see footnotes of Chart B3a.

Chart B3c: Survey of Newly Qualified Teachers[1] (EBITTs)

EBITTs	Primary		Secondary		Grand[2] Total
	Intake	Score	Intake	Score	
King Edward's Consortium (EBITT)			36	729.4	729.4
Ninestiles Graduate Teacher Consortium (EBITT)			17	707.4	707.4
Thamesmead School ITT Partnership (EBITT)			15	663.4	663.4
Redcar & Cleveland Teacher Training Partnership (EBITT)	12	674.4	15	652.5	662.2
East Lincolnshire GTP (EBITT)	12	707.4	24	619.5	648.8
Southfields Community College (EBITT)			18	641.5	641.5
Stockton-on-Tees TTP (EBITT)			15	641.5	641.5
Doncaster GTP Partnership (EBITT)	11	619.5	25	641.5	634.7
East Sussex Primary GTP (EBITT)	19	619.5			619.5
The Beauchamp ITT Partnership (EBITT)			14	608.5	608.5
The Wakefield Partnership for Initial Teacher Training (EBITT)			20	608.5	608.5
North Lincolnshire ITT Partnership (EBITT)	14	597.5			597.5
Surrey LA (EBITT)	20	597.5			597.5
The Slough Partnership (EBITT)			12	597.5	597.5
University of Nottingham GTP (EBITT)			32	597.5	597.5
Bishop Grosseteste University College GTP (EBITT)	12	597.5	13	586.5	591.8
Somerset SCITT Consortium (EBITT)	11	586.5			586.5
CILT The National Centre for Languages (EBITT) closed			31	575.5	575.5
Merseyside and Cheshire GTP Partnership (EBITT)	25	575.5	19	575.5	575.5
Mid-Essex ITT Consortium (EBITT)			29	575.5	575.5
University of Worcester (EBITT)	28	575.5			575.5
London East Consortium, University of Cumbria (EBITT)	14	564.5			564.5
The Bedfordshire Schools' Training Partnership (EBITT)			26	564.5	564.5
University College Plymouth St Mark & St John (EBITT)	21	553.5	17	575.5	563.4
University of Warwick (EBITT)			30	553.5	553.5
Northumbria University (EBITT)	12	575.5	25	542.5	553.2
Oxon-Bucks Partnership (EBITT)	28	685.4	44	454.6	544.4
Alban Federation (EBITT)			13	542.5	542.5
Eastwood and Leigh GTP Partnership (EBITT)			16	542.5	542.5
Forest Independent Primary Collegiate (EBITT)	11	542.5			542.5

North West and Lancashire GTP Consortium (EBITT)	21	575.5	85	520.6	531.4
Mid Somerset Consortium for TT (EBITT)			34	520.6	520.6
West Midlands Consortium (EBITT)			14	520.6	520.6
Newman University College (EBITT)	48	553.5	54	487.6	518.6
The East Northamptonshire College (EBITT)			13	509.6	509.6
Loughborough Encompass (EBITT)	25	487.6			487.6
Carmel Teacher Training (EBITT)			18	487.6	487.6
LearnED (EBITT)			13	487.6	487.6
University of Sussex (EBITT)			41	487.6	487.6
Gloucester ITE Partnership (EBITT)	26	542.5	33	443.6	487.2
Hull Citywide GTP Partnership (EBITT)	23	575.5	31	421.6	487.2
STORM (EBITT)	19	476.6	36	487.6	483.8
University of Chichester (EBITT)	22	432.6	29	520.6	482.6
University of Derby GTP (EBITT)	32	542.5	36	421.6	478.5
North Essex Teacher Training (NETT) (EBITT)			13	476.6	476.6
Essex Schools ITT Partnership (EBITT)	45	553.5	86	432.6	474.2
Canterbury Christ Church University (EBITT)	55	454.6	280	476.6	473.0
West Berkshire Training Partnership (EBITT)	16	421.6	16	520.6	471.1
Birmingham Advisory Schools Service (EBITT)	15	531.5	13	399.6	470.3
University of Wolverhampton (EBITT)	26	520.6	86	454.6	469.9
Education Management Direct (EBITT)	36	454.6	57	476.6	468.1
Dorset Teacher Education Partnership (EBITT)			33	465.6	465.6
Kent and Medway Training GTP (EBITT)			14	465.6	465.6
Two Mile Ash ITT Partnership (EBITT)	23	465.6			465.6
University of Bath (EBITT)			30	465.6	465.6
University of Southampton (EBITT)			40	465.6	465.6
Wessex Schools Training Partnership (EBITT)			12	465.6	465.6
Institute of Education, University of London (EBITT)	27	498.6	47	443.6	463.7
Northamptonshire, Leicester & Milton Keynes Consortium (EBITT)	21	498.6	14	410.6	463.4
Kent County Council (EBITT)	14	542.5	27	421.6	462.9
Hertfordshire Regional Partnership (EBITT)	43	454.6	93	465.6	462.1
Bradford & Northern Employment based Teacher Training (EBITT)	23	399.6	37	498.6	460.6

E-Qualitas (EBITT)	46	443.6	148	465.6	460.4
Matthew Moss ITT Partnership (EBITT)			14	454.6	454.6
The Shire Foundation (EBITT)	32	454.6			454.6
The Kirklees Partnership (EBITT)	13	542.5	16	377.7	451.6
Bromley Schools Collegiate (EBITT)			29	443.6	443.6
Nottingham Trent University (EBITT)	22	520.6	82	421.6	442.6
Suffolk and Norfolk GTP provider (EBITT)	29	454.6	44	432.6	441.3
West London Partnership (GTP/OTT) (EBITT)	52	476.6	101	410.6	433.0
University of Reading (EBITT)	80	410.6	55	465.6	433.0
University of Manchester (EBITT)			19	432.6	432.6
George Abbot School (EBITT)			22	432.6	432.6
London South Bank University (EBITT)	43	432.6			432.6
The Havering Teacher Training Partnership (EBITT)			28	432.6	432.6
Sheffield Hallam University (EBITT)	17	322.7	76	454.6	430.5
University of East London (EBITT)			42	421.6	421.6
University of Sunderland (EBITT)			23	410.6	410.6
The Cambridge Partnership (EBITT)			86	399.6	399.6
The Pilgrim Partnership (EBITT)	18	388.6			388.6
Southend Teacher Training Partnership (EBITT)	17	366.7	46	366.7	366.7
University of Brighton, School of Education(EBITT)	18	366.7			366.7
The Robert Owen Foundation (EBITT)	18	432.6	57	344.7	365.8
London North Consortium (EBITT)	73	355.7	48	355.7	355.7
University of Gloucestershire - ULF (EBITT)	32	333.7			333.7
University of Bedfordshire (EBITT)	13	333.7	14	300.7	316.6
Royal Borough of Windsor & Maidenhead GTTP (EBITT)			12	311.7	311.7
SCITTELS (EBITT)	15	311.7			311.7

1. Minimum of ten responses in total from 2010-11 and 2009-10. EBITTs falling below this threshold: Primary (8)- 2Schools Consortium; Bourton Meadow ITT Centre (EBITT) Primary; Carmel Teacher Training; Dorset Teacher Education Partnership; Royal Borough of Windsor & Maidenhead GTP; The East Northamptonshire College (EBITT); University of Southampton (EBITT); University of Sunderland (EBITT) and Secondary (10) - Colchester Teacher Training Consortium; George Spencer Training School; Isle of Wight Partnership; Liverpool John Moores University Teach First; Saffron Walden and Comberton Training School; The Titan Partnership, Birmingham (EBITT); University of Chester (EBITT); North Lincolnshire ITT Partnership (EBITT); University of Brighton, School of Education (EBITT); University of Worcester (EBITT). Both (2): Jewish Teacher Training Partnership (EBITT); Stoke on Trent GTP (EBITT).

Chart B3d: Old Style EBITT[1] Rankings, 2012

EBITTs'	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
Liverpool John Moores University Teach First (EBITT)					712.3	621.7	646.0	660.0	660.0
University of Manchester (EBITT)					699.3	621.7	559.3	626.7	626.7
Somerset SCITT Consortium (EBITT)	608.4	621.7	599.3	609.8					609.8
The Havering Teacher Training Partnership (EBITT)					559.8	621.7	610.2	597.2	597.2
King Edward's Consortium (EBITT)					739.1	449.1	595.4	594.5	594.5
Southfields Community College (EBITT)					519.7	621.7	615.7	585.7	585.7
Canterbury Christ Church University (EBITT)	518.3	621.7	519.3	553.1	594.0	621.7	549.9	588.5	582.5
Hertfordshire Regional Partnership (EBITT)	549.3	621.7	575.3	582.1	539.4	621.7	575.3	578.8	580.1
George Spencer Training School (EBITT)					700.7	449.1	585.4	578.4	578.4
Ninestiles Graduate Teacher Consortium (EBITT)					659.9	449.1	614.2	574.4	574.4
University of Bedfordshire (EBITT)	526.0	621.7	511.4	553.0	536.2	621.7	597.5	585.1	568.5
Carmel Teacher Training (EBITT)	418.9	621.7	646.0	562.2	446.1	621.7	646.0	571.2	567.3
Bourton Meadow ITT Centre (EBITT)	469.3	621.7	605.7	565.5					565.5
University of Warwick (EBITT)					614.8	535.5	537.2	562.5	562.5
Loughborough Encompass (EBITT)	614.8	449.1	623.5	562.5					562.5
The Pilgrim Partnership (EBITT)	630.3	449.1	605.7	561.7					561.7
London East Consortium, University of Cumbria (EBITT)	602.1	449.1	622.6	557.9					557.9
University of Nottingham GTP (EBITT)					536.2	621.7	512.9	556.9	556.9
Forest Independent Primary Collegiate (EBITT)	522.5	535.5	612.3	556.8					556.8

Alban Federation (EBITT)					608.4	449.1	599.3	552.3	552.3
East Lincolnshire GTP (EBITT)	418.9	621.7	646.0	562.2	451.0	621.7	563.2	545.3	550.6
Newman University College (EBITT)	495.0	621.7	506.8	541.2	548.2	621.7	501.7	557.2	549.8
E-Qualitas (EBITT)	566.5	535.5	588.7	563.6	524.6	535.5	562.3	540.8	549.0
University of Chester (EBITT)					489.4	621.7	535.6	548.9	548.9
Mid-Essex ITT Consortium (EBITT)					595.1	449.1	597.5	547.2	547.2
University of Worcester (EBITT)	466.5	621.7	578.7	555.6	418.9	621.7	505.9	515.5	544.6
Essex Schools ITT Partnership (EBITT)	459.5	621.7	571.4	550.8	487.6	621.7	508.1	539.1	543.4
East Sussex Primary GTP (EBITT)	507.0	621.7	494.4	541.0					541.0
Suffolk and Norfolk GTP provider (EBITT)	509.5	535.5	515.0	520.0	509.5	535.5	577.8	540.9	534.2
Redcar & Cleveland Teacher Training Partnership (EBITT)	605.3	449.1	646.0	566.8	489.4	449.1	550.2	496.2	532.6
Stockton-on-Tees TTP (EBITT)					536.2	449.1	602.6	529.3	529.3
Mid Somerset Consortium for TT (EBITT)					507.0	449.1	628.1	528.1	528.1
Bishop Grosseteste University College GTP (EBITT)	570.0	449.1	602.6	540.6	570.0	449.1	524.7	514.6	527.6
University of Derby GTP (EBITT)	547.9	535.5	530.5	537.9	436.6	535.5	581.4	517.8	527.3
Bromley Schools Collegiate (EBITT)					529.2	535.5	501.7	522.1	522.1
University of Sussex (EBITT)					542.2	535.5	478.3	518.7	518.7
University of Brighton, School of Education(EBITT)	435.9	535.5	590.8	520.7	418.9	535.5	585.4	513.3	518.3
Oxon-Bucks Partnership (EBITT)	658.4	449.1	548.1	551.9	466.5	449.1	561.4	492.3	517.8
The Beauchamp ITT Partnership (EBITT)					474.6	449.1	619.6	514.4	514.4

West Berkshire Training Partnership (EBITT)	608.4	449.1	565.0	540.9	418.9	449.1	619.6	495.9	513.9
Thamesmead School ITT Partnership (EBITT)					483.0	535.5	508.1	508.9	508.9
CILT The National Centre for Languages (EBITT)					595.1	535.5	395.6	508.7	508.7
Institute of Education, University of London (EBITT)	500.3	621.7	436.8	519.6	505.2	621.7	375.6	500.8	508.5
George Abbot School (EBITT)					400.3	535.5	588.4	508.1	508.1
University of Chichester (EBITT)	527.4	535.5	511.4	524.8	458.0	535.5	487.1	493.6	506.4
Northumbria University (EBITT)					517.6	449.1	552.6	506.4	506.4
The Bedfordshire Schools' Training Partnership (EBITT)					507.0	449.1	562.3	506.1	506.1
Doncaster GTP Partnership (EBITT)					489.4	449.1	576.0	504.8	504.8
The Wakefield Partnership for Initial Teacher Training					322.8	621.7	566.9	503.8	503.8
University College Plymouth St Mark & St John (EBITT)	585.9	449.1	477.4	504.1	547.2	449.1	500.5	498.9	501.3
Wessex Schools Training Partnership (EBITT)					570.0	449.1	484.4	501.2	501.2
The East Northamptonshire College (EBITT)	418.9	449.1	646.0	504.7	511.6	449.1	524.7	495.1	498.4
University of East London (EBITT)					462.3	449.1	582.9	498.1	498.1
2Schools Consortium (EBITT)	507.0	449.1	537.8	497.9					497.9
Gloucester ITE Partnership (EBITT)	469.3	449.1	443.8	454.1	612.0	449.1	572.6	544.6	495.9
The Slough Partnership (EBITT)					348.5	535.5	602.6	495.5	495.5
Kent and Medway Training GTP (EBITT)					418.9	449.1	610.2	492.7	492.7
Northamptonshire, Leicester & Milton Keynes Consortium	547.2	449.1	566.9	521.0	489.4	449.1	396.2	444.9	487.8
London South Bank University (EBITT)	449.9	535.5	476.5	487.3					487.3

Merseyside and Cheshire GTP Partnership (EBITT)	477.8	362.9	597.5	479.4	536.2	362.9	583.2	494.1	487.2
Matthew Moss ITT Partnership (EBITT)					442.5	449.1	565.0	485.6	485.6
Jewish Teacher Training Partnership (EBITT)	451.0	276.8	599.3	442.4	683.1	276.8	646.0	535.3	483.2
Two Mile Ash ITT Partnership (EBITT)	536.2	449.1	459.6	481.6					481.6
Kent County Council (EBITT)	480.9	449.1	518.4	482.8	430.9	449.1	556.9	479.0	480.3
The Kirklees Partnership (EBITT)	439.7	449.1	646.0	511.6	373.2	449.1	549.0	457.1	480.2
Colchester Teacher Training Consortium (EBITT)					451.0	449.1	535.6	478.6	478.6
The Shire Foundation (EBITT)	403.1	449.1	565.0	472.4					472.4
University of Southampton (EBITT)	489.4	449.1	646.0	528.2	418.9	449.1	498.0	455.4	469.9
Hull Citywide GTP Partnership (EBITT)	404.9	449.1	529.3	461.1	494.3	449.1	469.6	471.0	468.0
Isle of Wight Partnership (EBITT)					442.5	449.1	501.7	464.4	464.4
University of Wolverhampton (EBITT)	454.9	449.1	371.3	425.1	460.5	449.1	541.4	483.7	464.1
West London Partnership (GTP/OTT) (EBITT)	403.8	449.1	537.8	463.5	418.9	449.1	523.8	463.9	463.8
London North Consortium (EBITT)	437.6	449.1	455.9	447.5	433.7	449.1	582.6	488.5	462.8
Saffron Walden and Comberton Training School (EBITT)					348.5	449.1	590.8	462.8	462.8
North Lincolnshire ITT Partnership (EBITT)	386.9	449.1	480.8	438.9	451.0	449.1	535.6	478.6	458.7
University of Sunderland (EBITT)	489.4	449.1	373.2	437.2	430.9	449.1	517.5	465.8	455.3
Surrey LA (EBITT)	309.8	449.1	578.7	445.8					445.8
Dorset Teacher Education Partnership (EBITT)	357.0	449.1	550.2	452.1	386.9	449.1	482.9	439.6	445.3
Nottingham Trent University (EBITT)	544.0	449.1	490.2	494.4	655.3	449.1	188.5	431.0	441.1

North West and Lancashire GTP Consortium (EBITT)	418.9	362.9	537.8	439.9	463.3	362.9	497.4	441.2	440.9
Eastwood and Leigh GTP Partnership (EBITT)					683.1	276.8	357.4	439.1	439.1
Southend Teacher Training Partnership (EBITT)	464.0	276.8	524.7	421.8	489.4	276.8	595.4	453.8	438.8
University of Reading (EBITT)	405.6	449.1	402.9	419.2	588.0	449.1	367.7	468.3	437.9
West Midlands Consortium (EBITT)					368.6	449.1	480.8	432.8	432.8
STORM (EBITT)	489.4	276.8	612.3	459.5	458.0	276.8	516.8	417.2	432.6
The Cambridge Partnership (EBITT)					422.8	276.8	591.7	430.4	430.4
Sheffield Hallam University (EBITT)	622.9	449.1	212.8	428.3	531.7	449.1	291.0	423.9	424.4
Education Management Direct (EBITT)	518.6	449.1	398.9	455.5	432.3	449.1	294.9	392.1	424.1
SCITTELS (EBITT)	324.9	362.9	572.6	420.2					420.2
Royal Borough of Windsor & Maidenhead GTTP (EBITT)	418.9	449.1	585.4	484.5	340.8	449.1	360.7	383.5	419.6
Birmingham Advisory Schools Service (EBITT)	439.7	362.9	511.4	438.0	435.9	362.9	408.6	402.5	418.9
Stoke on Trent GTP (EBITT)	502.8	276.8	501.7	427.1	442.5	276.8	484.4	401.2	416.3
LearnED (EBITT)					286.9	535.5	418.6	413.7	413.7
Bradford & Northern Employment based Teacher Training	426.7	276.8	433.8	379.1	513.3	276.8	534.7	441.6	410.0
North Essex Teacher Training (NETT) (EBITT)					348.5	449.1	398.0	398.5	398.5
The Titan Partnership, Birmingham (EBITT)					301.7	449.1	410.1	387.0	387.0
University of Bath (EBITT)					469.3	362.9	264.9	365.7	365.7
The Robert Owen Foundation (EBITT)	382.0	276.8	462.3	373.7	329.8	276.8	464.1	356.9	361.8

1. Eleven primary EBITTs omitted because intake below ten: George Spencer Training School (1); The Cambridge Partnership (1); University of Chester EBITT (5); Eastwood and Leigh GTP Partnership (7); Doncaster GTP Partnership (8); The Slough Partnership (8); Isle of Wight Partnership (9); Kingsbridge Education Improvement Partnership GTP (9); Northumbria University EBITT (9); Stockton-on-Tees Teacher Training Partnership (9); The Wakefield Partnership for Initial Teacher Training (9). 2. Two secondary EBITTs omitted because intake below ten: Kingsbridge Education Improvement Partnership GTP (8); London South Bank University EBITT (9).

Appendix C

Other Charts

C.1 The charts in Appendix C are:

- trend in entries via the different routes (Table C1);
- trends in trainee characteristics (Table C2);
- qualifications of 2010-11 entrants (Table C3);
- outcomes by route (Table C4).

Chart C1: 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**	**2012**
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	14,819
SCITTs	171	205	345	416	495	566	721	787	871	819	817	761	803	905	941
EBITTs	-	-	-	-	-	1,169	1,363	2,010	2,722	2,653	2,664	2,387	2,301	2,161	2,217
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	17,977
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	14,135
SCITTs	317	358	396	368	511	484	558	635	786	838	848	779	782	858	766
EBITTs	-	5	23	35	222	1,964	2,540	3,321	4,335	4,407	4,508	4,454	4,260	4,204	3,950
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	18,851
Key Stage 2/3															
Unis and Colleges	459	705	750	737	640	750	672	786	723	556	544	522	557	562	477
SCITTs	-	-	-	18	21	38	41	52	54	41	0	0	0	0	0
EBITTs	-	-	-	-	-	10	51	86	49	49	33	18	7	55	35
Total	459	705	750	775	661	798	764	924	826	646	577	540	564	617	512
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	37,340

Chart C2: 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**	**2012**
Primary															
%Male	14	13	13	13	13	13	12	13	13	13	13	14	14	15	18
%Ethnic Minority	5	5	5	6	6	6	6	7	8	8	8	8	9	9	9
%Age25+	n/a	n/a	37	38	39	44	43	44	43	40	39	38	36	39	41
%Postgraduate	41	41	44	46	49	54	55	58	58	57	56	57	57	58	60
%PG2.1+ degree	49	53	52	51	52	54	55	54	55	58	58	60	60	61	63
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	15,760
Secondary															
%Male	43	40	38	38	36	37	37	40	38	39	37	37	38	38	38
%Ethnic Minority	7	7	7	8	8	8	9	10	11	13	14	15	15	14	14
%Age25+	n/a	n/a	55	54	55	56	57	57	56	55	55	56	54	54	54
%Postgraduate	86	86	88	90	92	93	94	94	95	94	94	95	95	95	95
%PG2.1+ degree	46	47	48	48	49	49	52	53	54	54	54	53	55	58	59
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	14,901

Chart C3: 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	467	72.6	8	87.5	113	63.9	588	71.2
Business studies	464	60.6	14	76.9	97	69.7	575	62.6
Citizenship	205	63.7	8	50	57	69.6	270	64.5
Classics	30	80			19	66.7	49	75.0
Design and technology	781	55.4	112	63.6	250	56.4	1,143	56.4
Drama/dance	221	86.8	33	78.8	230	70.2	484	78.5
Economics					7	80	7	80.0
English	1,557	80.1	63	73	707	69.6	2,327	76.9
Geography	608	70.9	20	45	81	72.2	709	70.3
History	492	85.2	12	83.3	142	75.9	646	83.3
ICT	640	49.5	65	40.3	175	52.7	880	49.5
Mathematics	1,913	50.5	91	48.8	527	61.6	2,531	52.5
Modern languages	1,183	64.4	51	60.6	221	68.9	1,455	64.9
Music	486	71.1	24	62.5	139	62.6	649	69.0
Other EBITT					3	100	3	100.0
Physical education	690	62.8	68	58.2	383	43.8	1,141	56.3
Religious education	622	68.8	33	41.4	160	72.4	815	68.5
Science	2,578	52.7	122	48.3	477	63.3	3,177	54.0
Social science/studies	95	75.8			25	48	120	70.0
Vocational subjects	301	47.8	42	43.9	108	65.7	451	51.6
Totals	13,333	62.5	766	56.4	3,921	63.2	18,020	62.4

1. First or 2(i).as percentage of those entering on UK qualifications but not those entering on non- UK qualifications.

Chart C4: ITT Outcomes by Route

Provider[1]	Final Year Trainees[2]	Awarded QTS	% Awarded QTS	In Teaching	Per Cent in Teaching[3]
Primary					
Universities PG	8,707	7,847	90.1	6,044	69.4
Universities UG	5,627	5,027	89.3	3,624	64.4
SCITT	940	876	93.2	734	78.1
EBITT PG	2,197	2,022	92.0	1,751	79.7
EBITT UG	81	66	81.5	28	34.6
Key Stage 2/3					
Universities PG	222	179	80.6	121	54.5
Universities UG	240	202	84.2	134	55.8
EBITT PG	36	29	80.6	24	66.7
Secondary					
Universities PG	14,021	12,310	87.8	9,885	70.5
Universities UG	688	616	89.5	456	66.3
SCITT	767	693	90.4	536	69.9
EBITT PG	4,161	3,808	91.5	3,180	76.4
EBITT UG	37	30	81.1	29	78.4
Totals					
Undergraduate	6,673	5,941	89.0	4,271	64.0
Postgraduate	31,051	27,764	89.4	22,275	71.7
Totals					
Universities	29,505	26,181	88.7	20,264	68.7
SCITTs	1,707	1,569	91.9	1,270	74.4
EBITTs	6,512	5,955	91.4	5,012	77.0
Totals					
Primary	17,552	15,838	90.2	12,181	69.4
Key Stage 2/3	498	410	82.3	279	56.0
Secondary	19,674	17,457	88.7	14,086	71.6
Grand Total	**37,724**	**33,705**	**89.3**	**26,546**	**70.4**

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