THE GOOD TEACHER TRAINING GUIDE 2013

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Executive Summary

Every year since the official Teacher Training Profiles were first compiled sixteen years ago, CEER has produced an independent report comparing the providers. Entry qualifications, quality of provision, and take-up of teaching posts are scored and standardised to produce a performance score for each provider.

In 2013 the King Edward's Consortium, an EBITT in Birmingham offering secondary ITT, emerged as the top provider. In joint second place were the Billericay Educational Consortium, a SCITT primary provider (which came first last year), and the University of Cambridge, a large provider of both primary and secondary ITT.

The top three for primary ITT were the University of Manchester, the University of Huddersfield and the Billericay Educational Consortium. The top three for secondary ITT were the King Edward's Consortium, the University of Cambridge, and the North East Partnership, a SCITT.

SCITTS as a group had the highest average score. University providers had the most highly qualified entrants, but lower take-up of teaching posts than SCITTs and EBITTs.

The picture given by Ofsted grades and NQT ratings of the quality of the training providers differed somewhat. Ofsted judged university provision to be best, but the newly qualified gave their vote to SCITTS. There was no connection between Ofsted grades and NQT ratings for EBITTs.

Of the 35,790 publicly funded recruits (there were in addition 230 privately funded at the University of Buckingham), over three-quarters (76.4%) were on university courses, nearly a fifth (18.9%) on EBITT programmes, but just under one in twenty in SCITTs (4.8%). The number of Key Stage 2/3 trainees has fallen to only 271.

More men are recruited to primary ITT through EBITTs than university courses. Trainees in the universities, particularly for the primary phase, tend to be younger than on SCITT or EBITT programmes.

The percentage of recruits with good degrees has risen year by year. This has been mainly in line with more being awarded by universities, but since the 2009 profiles there has been an increase relative to this trend.

Eight of the top ten postgraduate primary ITT providers with the highest entry qualifications were universities, with one SCITT and one EBITT. Of all primary providers, the University of Birmingham had the highest percentage of entrants with good degrees.

The University of Cambridge headed the secondary ITT list. In anticipation of government reforms, a number of universities have formed their own EBITTs. In part this is to accommodate Teach First. University EBITTs had a strong showing among the top ten secondary providers.

Since most teacher training programmes last one year, the final-year trainees were substantially the same people as the entrants, but with some additions from longer courses and repeaters. There were 36,898 final-year trainees against 35,790 entrants. Both show that about three-quarters are trained by the universities, with some shift towards school-led training and more trainees for primary schools since last year.

About three quarters (74.7%) had entered teaching, an increase of 4.3 percentage points since last year. Failure to complete or pass remained at just over ten per cent, so the increase overall reflects fewer falling by the wayside between qualifying and taking a post.

Among the individual providers school-led programmes did better for teaching take-up. All of the top ten primary providers and all of the secondary providers were school-led. The highest ranked universities were the University of Chester in 24th spot for primary and the University of Cambridge in 20th place for secondary.

Secondary ITT is the aggregate of the individual subjects. The percentages of good degrees ranged from above eighty in the cases of classics, social sciences, history and drama/dance to below sixty for maths, D&T, science and ICT.

Subjects with insufficient well-qualified applicants tended to accept as trainees those with poor degrees. Shortfalls were also made good by recruiting on overseas qualifications. In modern languages, understandably, nearly a quarter were admitted in this way.

Undergraduate secondary ITT courses are mainly directed at shortage subjects, but entries have fallen to 3.3% of trainees and the entrants were poorly qualified in A-level terms.

Subjects with poorly qualified entrants tended to have higher course dropout and fewer of the completers in teaching, with the percentages of trainees making it to the classroom ranging from 65.9% ICT, 70.1% modern languages, 71.4% science and maths 72.5% to 94.9% classics, social sciences 86.3% and 85.5% geography and history 84.9%.

Our analysis of the 2013 Teacher Training Profiles shows that both university-led and school-led approaches have their strengths. University-led programmes tend to have entrants with higher entry qualifications and better Ofsted grades, but school-led programmes tend to have higher teaching take up and to be rated more favourably by newly qualified trainees.

Since the purpose of teacher training is to train teachers, we attach particular importance to entry to teaching and the views of trainees, and our interpretation is that, on balance, the evidence is quite promising for the government's intended reforms.

1. Introduction

1.1. This is the sixteenth year in which the Centre for Education and Employment Research has produced a report summarizing the rich and diverse data compiled by the Government's teacher training agency in its various guises[1]. In fact, CEER was there at the very beginning when we were called in by the first chief executive, Anthea Millett, who was concerned that the provider profiles so painstakingly assembled would not be much used because they were so detailed (and initially only available in booklet form). She asked us to create ways in which the profiles could be made more accessible. A good relationship with the teaching agency has been maintained ever since, but at arm's length with the report being entirely independent and having no official recognition.

1.2. Since the first profiles were published in 1998 covering the training year 1996-97 and incorporating entry to teaching by March 1998, CEER has summarized the profiles in the same way. In essence, the teaching agency assembles three types of information about each provider: (1) the qualifications of the entrants; (2) Ofsted's grading of the quality of the training offered; and (3) completion rates and entry to teaching of the final-year trainees. We have turned the percentages and ratings into scores which we have standardised and summed giving equal weight to each area. More recently, we have also made use of the teaching agency's survey of newly qualified teachers' ratings of their training. We have compared this to the Ofsted grades received and given both equal weight in scoring the quality of provision[2].

1.3. As provision has become more diversified, we have made other changes to the reporting. We have added comparison of the training routes to the other comparisons. We have also given increasing attention to the trend data. In the chapters which follow we set out our findings on who are the best training providers, overall, within the main training routes and within the school phases. We then aggregate the scores of individual providers to compare the university-led and school-led approaches to teacher training. Special attention is given to the quality of provision.

1.4. In Chapter 4 we ask: who is recruited to teacher training? How many trainees are there and on what routes? How has this changed over the years? Are the trainees different now from what they were in the 1998 profiles? What about entry qualifications? And which providers recruit the best qualified trainees? This is followed by a detailed look at the final-year trainees: how many successfully complete their courses and how many take up teaching posts? The top providers for teaching take-up are identified and comparisons made between the main training routes. Secondary ITT is the aggregation of teacher training in the individual subjects, and it is to these we turn in Chapter 6.

[1] Successively, Teacher Training Agency, Training and Development Agency for Schools, Teaching Agency, and the National College for Teaching and Leadership. Collectively, they will be referred to as the teaching agency in lower case.

[2] The methods are fully described at the beginning of the appendix. Although the charts in the text concentrate on the most successful providers, the full ranking along with trend data are given in the eleven charts of the appendix.

1.5. We conclude the report with a brief commentary on what the data seem to say about the major reforms on which the Government was about to embark as the 2011-12 training year was in progress.

2. Who's Best?

2.1. In this chapter we use the data published in the 2013 Performance Profiles of the National College of Teaching and Leadership to compare the teacher training providers. They are ranked overall and within their routes of universities and other higher education institutions (UNIs), school-centred schemes (SCITTs), and employment-based teacher training (EBITTs). A performance score for each provider is arrived from the data on: (1) entry qualifications; (2) the quality of the programmes as judged by both Ofsted and the newly qualified teachers; and (3) the proportion of the newly qualified teachers recorded as teaching in schools six months after qualifying. The details of how we did this are given in the Appendix.

2.2. Chart 2.1 shows the distribution of the 310 programmes (counting primary and secondary separately) included in the comparisons. Forty-eight[3] had to be left out for failing to meet one or more of the criteria: at least ten entrants; a recent published Ofsted report; at least ten responses to the newly qualified teachers survey (NQT); at least five per cent recorded as having entered teaching. Their trainees are, however, included in Chapters 3-5 on entrants, teaching take-up and subjects. The exclusions together with the reason(s) are tabulated in Chart A7 in the appendix. In five cases there was no information at all suggesting that while the provider was still on the books it was no longer active. This could also apply to others with multiple missing data[4].

Chart 2.1: Providers Ranked in this Study[1]

Phase	UNI	SCITT	EBITT	Total
Primary	59	28	60	147
Secondary	67	23	73	163
Total	126	51	133	310

1. Seventeen Key Stage 2/3 programmes (8 in UNIs and 9 in EBITTs have never been included in the rankings since at the outset they were not graded separately by Ofsted. The trainees are, however, included in the trainee totals in later chapters.

2.3. The raw scores of the 310 providers with a full set of data were all standardized together so that direct comparisons are possible within and between provider types. We can see, therefore, which provider achieves the best score overall. Where a provider offers both undergraduate and postgraduate routes for the same school phase they are combined, weighted by the number of entrants, to give one score. Similarly, where a provider offers both primary and secondary ITT, which meet the criteria, they are combined, weighted according to entrant numbers, to produce an overall score. Drawing together the data in these ways enables us to rank 73 UNIs, 50 SCITTs and 89 EBITTs as shown in Charts A1-6 in the appendix. In this chapter we concentrate on the top performers.

[3] See Chart A7 in the appendix for details. Data sets were incomplete for 18 primary programmes, 21 secondary, and for nine both primary and secondary.

[4] This is not the case for the University of Buckingham one of those excluded. In 2011-12, the base year of this report, it had 230 PGCE trainees and this has risen to 368 in 2013-14, but none of them is funded through the NCTL and so they do not appear in its performance profiles.

The Best

2.4. The twenty providers with the best scores are shown in Chart 2.2. The first three are the same as last year, but the King Edward's Consortium has overtaken the Billericay Educational Consortium to be the top provider of 2013. Behind it the University of Cambridge and the Billericay Education Consortium are tied in second place.

Chart 2.2: Top Twenty Teacher Training Providers, 2013

Provider	Type	Phase	Entrants	Score	Rank	
King Edward's Consortium	EBITT	Sec	24	666.8	1	(2)
Billericay Educational Consortium	SCITT	Prim	28	642.0	2=	(1)
University of Cambridge	UNI	Both	399	642.0	2=	(3)
Bourton Meadow ITT Centre	EBITT	Prim	20	623.5	4	-[1]
Portsmouth Primary SCITT	SCITT	Prim	31	623.2	5	(11)
The North East Partnership	SCITT	Sec	22	618.9	6	(9)
University of Oxford	UNI	Sec	176	614.0	7	(29)
High Force Education	SCITT	Prim	34	606.6	8	(4)
Suffolk and Norfolk Primary SCITT	SCITT	Prim	56	605.1	9=	(19)
University of Nottingham GTP	EBITT	Sec	78	605.1	9=	(42)
Northumbria DT Partnership	SCITT	Sec	26	602.3	11	(23)
Devon Primary SCITT Group	SCITT	Prim	33	600.2	12	(7)
Leicester and Leicestershire SCITT	SCITT	Prim	32	599.4	13	(8)
University of Exeter	UNI	Both	529	592.6	14	(13)
London East Consortium, Univ of Cumbria	EBITT	Prim	25	591.8	15	(21)
University of Manchester EBITT	EBITT	Sec	44	584.7	16	(14)
University of Birmingham	UNI	Both	290	584.6	17	(18)
Royal Academy of Dance[2]	'SCITT'	Sec	29	584.1	18	(6)
Devon Secondary Teacher Training Group	SCITT	Sec	23	582.1	19	(22)
University of Derby	UNI	Prim	210	575.8	20	(79)

1. Bourton Meadow ITT did not have enough NQT returns to be ranked in GTTG 2012

2. The Royal Academy of Dance is listed among the SCITTs in the Performance Profiles because it is funded on the same basis even though it is not one.

2.5. Since the University of Cambridge's ITT provision (399) is some fifteen times larger than that of King Edward's (24) or Billericay (28) its performance is particularly impressive. King Edward's[5] is an employment-based provider (EBITT) and Billericay[6] a school-centred provider (SCITT), so all three of the main provider types are represented in the top positions. Overall, half of the top 20 were SCITTS,

[5] A partnership of schools in the Birmingham area offering secondary ITT to Qualified Teacher Status.
[6] 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.

a quarter EBITTS and a quarter universities. In the next chapter we show that the SCITTS receive very high ratings from the newly qualified teachers.

Universities, SCITTs and EBITTs

2.6. All three types of initial teacher training current in 2011-12 are well represented in the top 20 performers. But they differ in many ways – among them size, intakes, qualifications awarded and years in existence. It is interesting therefore to compare the providers within these types as well as overall.

Top Universities

2.7. Chart 2.3 shows the top ten universities in the 2013 profiles together with their scores and rankings. The full listing of university performance is given in Charts A1 and A2 in the appendix. Some universities provide exclusively primary or secondary ITT, but many provide both. Of the top ten, six provide both, three just secondary and one just primary. Both the primary and secondary scores are given in Chart 2.3, but the total is not a simple average. It is weighted according to the size of the intake, for example, in the cases of Birmingham and Exeter the secondary intakes are bigger than those for primary so the secondary score has more influence on the total score. The rankings have been relatively stable over the past three years bearing in mind that last year was the first in which the ratings of newly trained teachers were taken into account in the quality score.

Chart 2.3: Top Ten[1] Universities

University	Primary ITT	Secondary ITT	Total Score	Rank 2013	Rank 2012	Rank 2011
University of Cambridge	630.3	652.7	642.0	1	1	2
University of Oxford		614.0	614.0	2	5	1
University of Exeter	608.7	581.9	592.6	3	2	3
Univ of Birmingham	630.3	564.7	584.6	4	3	8
University of Derby	575.8		575.8	5	20	13
University of Manchester	646.0	521.5	572.3	6	7	12
University of Bristol		566.1	566.1	7	6	9
University of Durham	575.3	551.1	563.5	8	24	25
University of Reading	599.4	526.3	562.4	9	11	23
University of Sheffield		557.4	557.4	11	12	16

1. Full listing in Appendices A1 and A2.

2.8. Six of the universities (Cambridge, Oxford, Exeter, Birmingham, Manchester and Bristol) were in or just outside the top ten in all three years. Two others (Reading and Sheffield) were just outside the top ten last year and just in this year. The University of Sheffield, in fact, came eleventh among the higher education providers this year, but the Central School of Speech and Drama, with only 19 entries, has

been left out of this comparison where we are aiming, as far as possible, to compare like with like.

2.9. The major improvers this year as far as the top ten universities goes have been the University of Derby rising from 20th to fifth and the University of Durham rising from 24th to eighth. In the case of Derby, a provider of primary ITT, much of the improvement was due to the increase in its quality score; for Durham the rise stemmed mainly from its primary provision where entry qualifications and entry to teaching were appreciably higher.

SCITTs

2.10. The Billericay Educational Consortium, a primary provider, is the top SCITT for the third year running. In fact, the top ten is similar in each of the three years. In second and third positions, respectively, were the Portsmouth Primary SCITT and the North East Partnership, a secondary provider. Chart 2.4 shows that eight were in the top ten or just outside it over the three years and the other two were just outside last year, the first in which the ratings of the newly qualified teachers contributed half the quality score. As will be discussed in the next chapter, the SCITTs receive particularly strong ratings from their successful trainees. As to be expected from the overall comparison in Chart 2.1, scores in the SCITT top ten were higher position for position than for the universities with the notable exception of the very top performers, the University of Cambridge and the Billericay Educational Consortium where the scores were tied.

Chart 2.4: Top Ten[1] SCITTs

SCITT	Primary ITT	Secondary ITT	Total Score	Rank 2013	Rank 2012	Rank 2011
Billericay Educ Consortium	642.0		642.0	1	1	1
Portsmouth Primary SCITT	623.2		623.2	2	8	12
The North East Partnership		618.9	618.9	3	6	2
High Force Education SCITT	606.6		606.6	4	2	26
Suffolk and Norfolk Primary	605.1		605.1	5	11	4
Northumbria DT Partnership		602.3	602.3	6	13	18
Devon Primary SCITT Group	600.2		600.2	7	4	3
Leicester and Leicestershire	599.4		599.4	8	5	5
Royal Academy of Dance[1]		584.1	584.1	9	3	6
Devon Secondary TTG		582.1	582.1	10	12	7

1. Full listing in Appendices A3 and A4.

2. The Royal Academy of Dance is listed among the SCITTs in the Performance Profiles because it is funded on the same basis even though it is not one. The South Coast SCITT, a primary provider, with 572.1 points, in 11th position, is the one that misses out.

2.11. SCITTs tend to concentrate on either primary or secondary provision. The top ten included six primary providers (it would have been seven had the South Coast

SCITT been included rather than the Royal Academy of Dance) and in higher positions than the four secondary. This hints that the primary provision is better than the secondary and we will explore this further later.

EBITTs

2.12. The top ITT provider overall in the 2013 profiles is the King Edward's Consortium, an EBITT in Birmingham. It is an archetypal EBITT in which a group of schools collaborates to provide on-the-job teacher training. EBITTs differ from SCITTs, which are also school-led, principally in that the former offers training to Qualified Teacher Status while the latter, in addition, is a route to a PGCE. But within this simple categorisation there is much intermingling. Chart 2.5 shows that five of the top ten EBITT providers this year are organised through universities. Two of those, the University of Nottingham Graduate Teacher Programme and the Institute of Education EBITT were among the fastest risers. There is more volatility in the EBITT table than is the case with universities and SCITTs, partly because EBITTs are newer and partly because they tend to be small. With the increasing involvement of the universities this is, however, changing, with the Institute of Education's EBITT having an intake of 358 compared with the typical 20-30.

Chart 2.5: Top Ten[1] EBITTs

EBITTs	Primary ITT	Secondary ITT	Total Score	Rank 2013	Rank 2012
King Edward's Consortium		666.8	666.8	1	1
Bourton Meadow ITT Centre	623.5		623.5	2	
Univ of Nottingham GTP		605.1	605.1	3	18
London East Consortium, Univ Cumbria	591.8		591.8	4	6
Univ of Manchester EBITT		584.7	584.7	5	4
East Sussex Primary GTP	575.0		575.0	6	24
Two Mile Ash Partnership	574.0		574.0	7	55
Wessex Schools TP		573.8	573.8	8	45
Institute of Education EBITT	557.3	582.9	573.5	9	58
University of Warwick EBITT	525.1	578.1	571.8	10	12

1. Full listing in Appendices A5 and A6.

2.13. Like the SCITTs, the EBITTs have tended to offer either primary or secondary ITT, not often both. But that too is changing with the involvement of the universities. There is no indication in the EBITT top ten, as in the SCITT listing, that primary provision tends to be stronger. But it remains a possibility and that leads us to look at ITT performance by phase.

Best Primary and Secondary

2.14. In compiling the overall tables where a provider has offered both primary and secondary ITT we have combined them. A somewhat different pattern emerges,

when, as in Chart 2.6, we list the phases separately. The University of Manchester is identified as the best primary ITT provider followed by the University of Huddersfield and the Billericay Educational Consortium. The best secondary ITT provider is the best provider overall, King Edward's Consortium, second is the University of Cambridge and third the North East Partnership SCITT.

2.15. The top two providers by phase were for secondary ITT, but at the other eight levels it was the primary ITT providers who were ahead. Five of the top primary ITT providers were universities with their scores boosted by high entry qualifications. The five school-led (SCITT and EBITT) primary ITT providers generally made it into the top ten through the high levels of teaching take-up.

2.16. The two universities among the leading secondary ITT providers along with the three university EBITTs and the Royal Academy of Dance were distinguished by very high entry qualifications. The three SCITTs achieved their high positions by very high scores for quality especially from NQT ratings. The top performer of all, the King Edward's Consortium was more than 1.5 standard deviations above the mean on entry qualifications, quality and entry to the profession.

Chart 2.6: Top Ten[1] Primary and Secondary Providers

Primary	Type	Score	Secondary	Type	Score
University of Manchester	UNI	646.0	King Edward's Consortium (	EBITT	666.8
University of Huddersfield	UNI	643.3	University of Cambridge	UNI	652.7
Billericay Educational Consortium (SCITT)	SCITT	642.0	The North East Partnership	SCITT	618.9
University of Birmingham	UNI	630.3	University of Oxford	UNI	614.0
University of Cambridge	UNI	630.3	University of Nottingham GTP	EBITT	605.1
Bourton Meadow ITT Centre)	EBITT	623.5	Northumbria DT Partnership	SCITT	602.3
Portsmouth Primary SCITT	SCITT	623.2	University of Manchester EBITT	EBITT	584.7
University of Exeter	UNI	608.7	Royal Academy of Dance	'SCITT'	584.1
High Force Education SCITT	SCITT	606.6	Institute of Education, Univ of London EBITT	EBITT	582.9
Suffolk and Norfolk Primary SCITT	SCITT	605.1	Devon Secondary Teacher Training Group	SCITT	582.1

1. Full listings in Appendix in Charts A1, A3 and A5.

Résumé

2.17. The best provider of ITT in England in 2013 is the King Edward's Consortium, a secondary EBITT in Birmingham. In joint second place were last year's top provider, the Billericay Educational Consortium, a primary SCITT, and the University of Cambridge, a large provider of both primary and secondary ITT.

2.18. The top three for primary ITT were the University of Manchester, the University of Huddersfield (brought down overall by the poor showing of its larger secondary provision) and the Billericay Educational Consortium. The top three for secondary ITT were the King Edward's Consortium, the University of Cambridge, and the North East Partnership, a SCITT.

3. University or School Led?

3.1. In this chapter rather than comparing the individual providers we compare what were in 2011-12 the main routes to becoming a qualified teacher: (1) through the universities and colleges (which we have abbreviated to UNIs); (2) through the school centred schemes (SCITTs); and (3) through the employment based programmes (EBITTs). The university route is by far the biggest. Chart 3.1 shows the numbers of entrants and final-year trainees in 2011-12[7]. They do not exactly match[8]. There were 3.1% more in the final-year than entrants attributable to repeaters and those on courses lasting more than a year. Nevertheless, they are substantially the same people. UNIs contributed over three-quarters, EBITTs nearly a fifth, with the SCITT route the smallest, accounting for just under a twentieth.

Chart 3.1: Trainees

Phase	Entrants		Final Year	
	N	%	N	%
UNI	27,341	76.4	28,242	76.5
SCITT	1,727	4.8	1,780	4.8
EBITT	6,722	18.8	6,876	18.7
Total	35,790	100.0	36,898	100.0

UNIs, SCITTs and EBITTs

3.2. In this section we aggregate and average the scores of the individual providers included in the rankings as UNIs, SCITTs or EBITTs (see Charts Appendix1-6). Chart 3.2 shows that UNIs have significantly higher entry qualifications than the other two routes, but they do not come out top overall because fewer of the trainees make it into teaching. The SCITT route emerges as the best overall, because it has a significantly higher quality score and more of its trainees became teachers.

Chart 3.2: Routes Compared[1]

Route	N	Entry[2]	Quality[3]	In Post[4]	Overall Score[5]
UNI	126	**524.8**	504.1	*478.8*	502.6
SCITT	51	486.0	**536.6**	524.0	**515.5**
EBITT	133	481.9	*482.1*	510.9	491.6

1. Bold denotes significantly above the two other provider types; italics significantly below the two other provider types.

2. Universities have higher entry qualifications than EBITTs (P< 0.001) and SCITTs (P<0.05).

3. SCITTs have higher quality ratings than EBITTs (P< 0.001) and UNIs (P< 0.05), and UNIs have higher ratings than EBITTs (P<0.05). This arises from the SCITTs scoring much higher among NQTs, and Ofsted rating UNIs higher than EBITTs.

4. SCITTs (P<0.01) and EBITTs (P<0.01) achieve significantly higher teaching take-up than UNIs.

5. Overall score of SCITTs above that for EBITTs (P<0.05), all other difference not significant.

[7] These are all entrants and final year trainees funded through NCTL irrespective of whether the provider was included in the rankings described in Chapter 2.

[8] 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 EBITT programmes are tailored (in length and other ways) to the prior experience of the trainees.

Quality

3.3. The quality score combines Ofsted grades and NQT ratings. The final column of Chart 3.3 shows the extent of the association between the two. There is a significant correlation overall and for the UNI and SCITT routes. But there seems to be little connection between the judgements of Ofsted inspectors and the successful trainees about the quality of EBITTs, which is concerning.

Chart 3.3: Quality

Route	N	Ofsted[1]	NQT[2]	Quality[3,]	Correlation Ofsted NQT[4]
UNI	126	518.8*	489.4	504.1	0.495**
SCITT	51	506.0	**567.2**	**536.6**	0.455**
EBITT	133	479.9	484.3	*482.1*	0.154
All[5]	310	500.0	500.0	500.0	0.336**

1. UNI grades significantly higher than EBITT grades at 0.01 level.

2. SCITTs receive substantially higher ratings from NQTs than do UNIs and EBITTs at beyond the 0.001 level of significance.

3. SCITTs have higher quality scores overall than EBITTs (P< 0.001) and UNIs (P< 0.05), and UNIs have higher scores than EBITTs (P<0.05).

4. Two asterisks indicate that the correlation is significant at the 0.01 level, and one, at the five per cent level.

5. Means set to 500 in standardisation across all providers.

3.4. Chart 3.3 also shows that Ofsted awards higher grades, on average, to university ITT, but SCITTs are given by far the best ratings from the NQTs. This difference is underlined by looking at the individual rankings. Chart 3.4 shows the percentages of providers by route and phase graded as outstanding by Ofsted. The inspectorate seems to hold a distinct preference for PGCE courses over on-the-job training for QTS through EBITTs. Just under a quarter of these are graded outstanding compared with over 40% of the UNIs and SCITTs.

Chart 3.4: Percentages Graded Outstanding by Ofsted

Phase	UNI	SCITT	EBITT	Total
Primary	49.2	50.0	25.0	39.5
Secondary	35.8	30.4	23.3	29.4
Total	42.1	41.1	24.1	34.2[1]

1.106 out of 310 providers in total (see Chart 4.1 for breakdown of providers).

3.5. The trainees, however, tend to see it rather differently. Chart 3.5 shows the top NQT ratings for primary and secondary. Of the primary providers with the highest ratings (tie for 10th position), seven were SCITTs, two were EBITTs and two were UNIs. There were only two UNIs among the top ten for secondary also, but here there were five EBITTs and three SCITTs.

3.6. When the Ofsted grades and NQT ratings are amalgamated, as we have seen in Charts 3.2 and 3.3, it is the SCITTs who come out on top for quality, with the UNIs significantly above the EBITTs. Although the average quality scores for EBITTs from Ofsted and the NQT survey are similar, as Chart 3.3 shows, they are not significantly correlated.

Chart 3.5: Top Ten[1] Primary and Secondary Provider on Trainees' Ratings

Primary	Type	NQT Score	Secondary	Type	NQT Score
Devon Primary SCITT Group	SCITT	777.5	King Edward's Consortium	EBITT	742.3
Leicester and Leicestershire SCITT	SCITT	754.1	Kingsbridge EIP GTP	EBITT	742.3
South Coast SCITT	SCITT	754.1	Durham Secondary Applied SCITT	SCITT	695.5
University of Huddersfield	UNI	718.9	Devon Secondary Teacher Training Group	SCITT	683.8
Billericay Educational Consortium	SCITT	707.2	Redcar & Cleveland TT Partnership	EBITT	683.8
Wandsworth Primary Schools Consortium	SCITT	707.2	Ninestiles Graduate Teacher Consortium	EBITT	672.1
Redcar & Cleveland TT Partnership	EBITT	695.5	Staffordshire University	UNI	660.4
Jewish Teacher Training Partnership	SCITT	683.8	The North East Partnership	SCITT	660.4
Primary Catholic Partnership	SCITT	683.8	York St John University	UNI	660.4
Stockton-on-Tees TTP	EBITT	683.8	Stockton-on-Tees TT Partnership	EBITT	637.0
University of Cambridge	UNI	683.8			

1. Tied 10th place for primary.

3.7. How does the quality score relate to the other dimensions? Chart 3.6 shows it correlates significantly but not strongly with entry qualifications and entry to the profession for both primary and secondary ITT. But entry qualifications seem to have little bearing for primary ITT trainees on being in post six months after qualifying.

Chart 3.6: Correlations between Dimensions[1, 2]

Route	Entry	Quality	In Post
Entry Qualifications		0.16*	0.031
Quality	0.27**		0.37**
In Teaching Post	0.28**	0.20**	

1. Primary ITT providers above the diagonal and secondary ITT providers below.

2. Two asterisks indicate that the correlation is significant at the 0.01 level, and one, at the five per cent level.

Phases

3.8. There was a hint in Chapter 2, supported by Chart 3.4, that primary ITT might be faring better in the rankings. This is borne out by Chart 3.7. Primary ITT scores are higher overall and, specifically, on entry qualifications and entry to the profession. In spite of higher Ofsted grades there was not, however, a statistically significant difference in their average quality scores.

Chart 3.7: School Phases[1]

Phase	N	Entry	Quality	In Post	Overall Score
Primary	147	512.9*	501.3	509.1*	507.8*
Secondary	163	488.3	498.8	491.7	493.0

1. Score for primary ITT significantly higher at the five per cent level for entry qualifications, entry to the profession and overall score.

Résumé

3.9. In 2011-12 over three-quarters of initial teacher training was in university courses, nearly 19% in EBITTs and just under 5% in SCITTs. The SCITT route emerged with the best overall score, mainly due to the very favourable ratings from newly qualified teachers and impressive teaching take-up. University providers had the most highly qualified entrants, but this was offset by the poor take-up of teaching posts. Ofsted gave proportionally fewer outstanding grades to EBITTs, where there was no correlation with ratings by students. Five of the top ten secondary providers on NQT ratings were EBITTs and three were SCITTS. Providers of primary ITT scored significantly higher overall than providers of secondary ITT.

4. Entrants to Teacher Training

4.1. In 2011-12 there were 35,790 publicly funded recruits to initial teacher training (there were in addition 230 privately funded secondary ITT trainees which do not appear in the NCTL figures)[9]. Chart 4.1 shows the distribution of the publicly funded trainees across the various routes. The pattern is similar to previous years, with some shift to EBITT programmes. Over three-quarters (76.4%) entered university and college courses, 4.8% a SCITT programme, and 18.9% were employed in EBITTs.

Chart 4.1: ITT Entrants 2011-2012

Phase/Course	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	6,401	-	80	6,481
Postgraduate	9,204	1,032	2,737	12,973
Key Stage 2/3				
Undergraduate	149	-	-	149
Postgraduate	103	-	19	122
Secondary				
Undergraduate	468	-	13	481
Postgraduate	11,016	695	3,873	15,584
Total[1]	27,341	1,727	6,722	35,790

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

4.2. In terms of phases, 54.4% were training to be primary teachers, 44.9% secondary teachers, and 0.8% Key Stage 2/3 teachers. The number entering primary ITT was up by 8.2% on last year reflecting the increase in primary age pupils. Key Stage 2/3 entries were down by almost half (47.0%) to just 271, raising questions about the future of this form of provision. Just over a fifth of the trainees (20.2%) were on undergraduate courses, almost entirely in primary ITT.

4.3. The trends in ITT entrants in the primary and secondary phases since the profiles were first published in 1998 (1996 intake[10]) are shown in Chart 4.2[11]. Over the 16 years, the primary ITT intake has increased by over half (55.4%), while recruitment to secondary ITT is hardly different in the most recent profile from what it was in 1998. The 2013 profiles are the first in which more have been recruited to primary than secondary ITT. The crossover is consistent with pupil projections[12]. Primary pupil numbers are expected to rise for the foreseeable future whereas the number of secondary-age pupils is expected to continue to fall till 2015, in spite of the raising of the participation age.

[9] The University of Buckingham PGCE programmes have grown to take 368 trainees in 2013-14, so it is something of an omission for DfE statistics to overlook them.

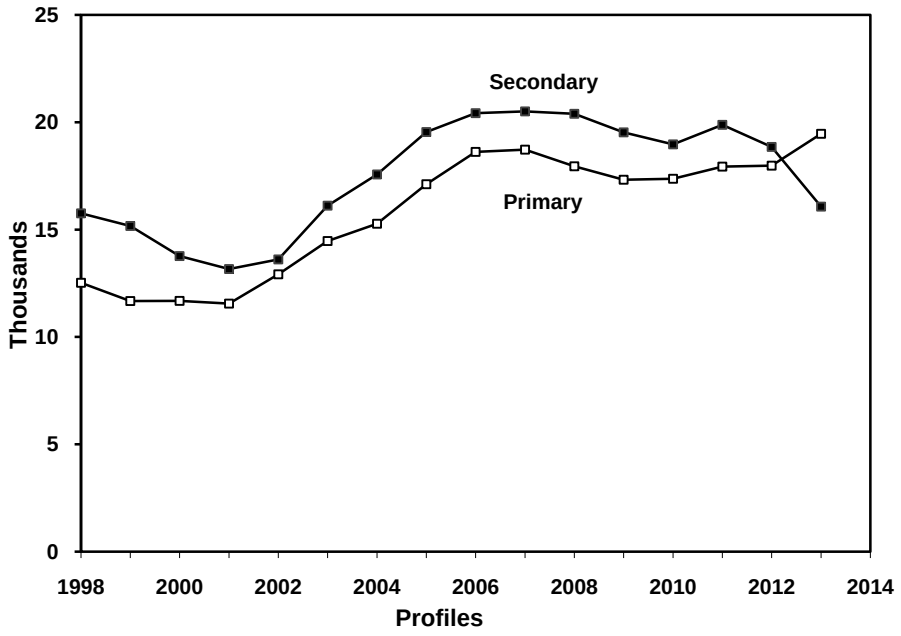
[10] Training year 1996-97, but to allow the take-up of teaching posts to be included the profiles were compiled and made available in 1998. The profiles have continued on that basis so 2013 profiles refer to 2011 recruits.

[11] The data on which this graph is based are set out in Chart A8 in the appendix.

[12] DfE (2013). *National Pupil Projections: Future Trends in Pupil Numbers*. SFR 11/2013.

4.4. Pupil numbers are, however, not the only driver of training allocations. There may have been a surplus of teachers from previous years, teachers may be leaving at a higher or lower rate, and some training places, for example for maths, physics and modern languages, are known to be difficult to fill. The need to take into account other factors may explain why primary allocations were only increased in 1999 (2001 profile in Chart 4.2) when pupil numbers had been rising since 1985 and were about to fall for a period. Neither are the secondary allocations entirely consistent with pupil projections.

Chart 4.2: Primary and Secondary ITT Intakes[1, 2]



1. KS2/3, never more than 1,000 and only 271 in latest figures not included.
2. Does not include several hundred privately funded trainees at University of Buckingham.

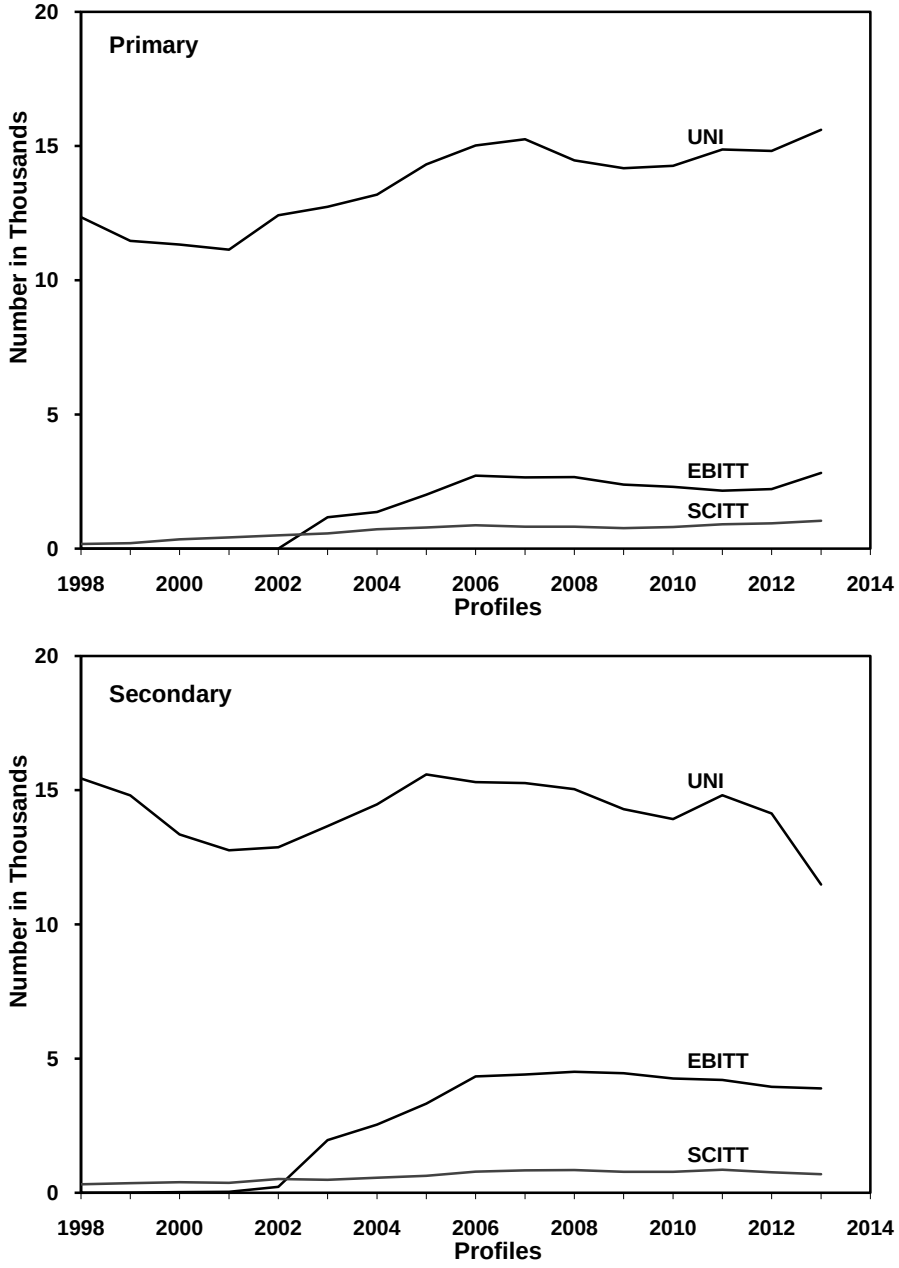
4.5. Key Stage 2/3 trainees are not shown in Chart 4.2 because the numbers[13] are too small to draw a meaningful line, but the trend data in Chart A8 in the appendix show that from a peak of 924 in the 2005 profiles the intake fell to just 271 in the 2013 profiles, suggesting that providers are reconsidering the viability of these programmes.

4.6. How many training places to allocate is one decision that has to be taken; another is: where is the training to take place? Chart 4.3 shows the trends for the main training routes of UNI, SCITT and EBITT. It brings out the dominance of the universities in both primary and secondary ITT. In spite of an increasing presence in the primary phase, SCITTs and EBITTs had only grown to respectively 1,035 and 2,819 out of a total of 19,459 in the 2013 profiles. EBITTs had grown more rapidly in secondary ITT reaching a peak of 4,508 trainees in the 2008 profiles, but the number has fallen back since to 3,888 in 2013. While the SCITTs grew steadily at first, trainees for the secondary phase reached a peak of 848 trainees in 2008, since when the number has declined to 695. For all their popularity with trainees SCITTs never really seem

[13] Trend data for KS2/3 shown in Chart A8 in the appendix.

to have taken off. The increase in the primary allocations in the 2013 profiles was shared between the universities and the EBITTs, but the hit in secondary places was taken mainly by the universities. The graphs show that there were already anticipatory steps towards rebalancing in favour of school-led training.

Chart 4.3: ITT Intakes by Route



Who are the Trainees?

4.7. The numbers of trainees may have changed over the years, but are the same sorts of people being attracted to teaching? Chart 4.4 shows the trends[14]. Over the sixteen

[14] There are some limitations to these data stemming from how they were recorded in the 1998 profiles. There were no EBITTs then so we have continued to leave them out of the trend data. Neither at first were entrants with UK and non-UK qualifications counted separately. In Chart 4.7 recording the current situation EBITTs are included and the percentage of good degrees is of the UK-qualified.

years, the percentage of male trainees for primary teacher training has edged upwards, but remained below a fifth. Twice as many trained to be secondary school teachers, but here the proportion has fallen somewhat. The percentage of trainees from the ethnic minorities has more than doubled in secondary ITT since the performance profiles were first published, but even now it has only reached 16%. In primary ITT, it is still below ten per cent.

Chart 4.4: Changing Intakes[1]

Characteristic	Year Performance Profiles Published						
	1998	2000	2003	2006	2009	2012	2013
Primary							
%Male	14	13	13	13	14	18	18
%Ethnic Minority	5	5	6	8	8	9	9
%Age25+	n/a	37	44	43	38	41	40
%Postgraduate	41	44	54	58	57	60	62
%PG2.1+ degree[2]	49	52	54	55	60	63	67
Primary Intake	**12,523**	**11,677**	**13,302**	**15,894**	**14,933**	**15,760**	**16,640**
Secondary							
%Male	43	38	37	38	37	38	37
%Ethnic Minority	7	7	8	11	15	14	16
%Age25+	n/a	55	56	56	56	54	53
%Postgraduate	86	88	93	95	95	95	96
%PG2.1+ degree[2]	46	48	49	54	53	59	61
Secondary Intake	**15,755**	**13,747**	**14,148**	**16,085**	**15,072**	**14,901**	**12,179**

1. Extract from Chart A9 in appendix which gives trends profile by profile from 1998 to 2013.

2. Universities and SCITTs only since EBITT was not a category in the first profiles; the denominator also includes non-UK trainees.

4.8. Secondary teacher trainees have become decidedly older, with the proportion aged 25 and over, even without the EBITTs, rising from 37% to 53%. The average age of primary teacher trainees has remained much the same with the percentage aged 25 or more centring on about 40%. Chart 4.4 also records the gradual move away from undergraduate teacher training. The proportion of primary teacher trainees on undergraduate courses fell from nearly three-fifths in 1998 to two fifths in 2013. Secondary teacher training is now almost entirely postgraduate as against the 15% on undergraduate ITT in 1998.

Chart 4.5: Intakes by Route

Characteristic	Primary			Secondary			All[1]
	UNI	SCITT	EBITT[2]	UNI	SCITT	EBITT[2]	
%Male	17.9	19.3	24.2	37.2	36.3	39.5	27.4
%Ethnic Minority	9.3	9.0	8.2	15.7	12.1	11.9	11.6
%Age25+	38.6	66.3	83.4	53.0	61.3	68.6	51.3
%Postgraduate	59.0	100.0	97.2	96.0	100.0	99.7	80.1
% Non UK Degree	2.4	1.5	4.8	4.6	2.9	6.4	4.0

1. Includes KS2/3 as well.

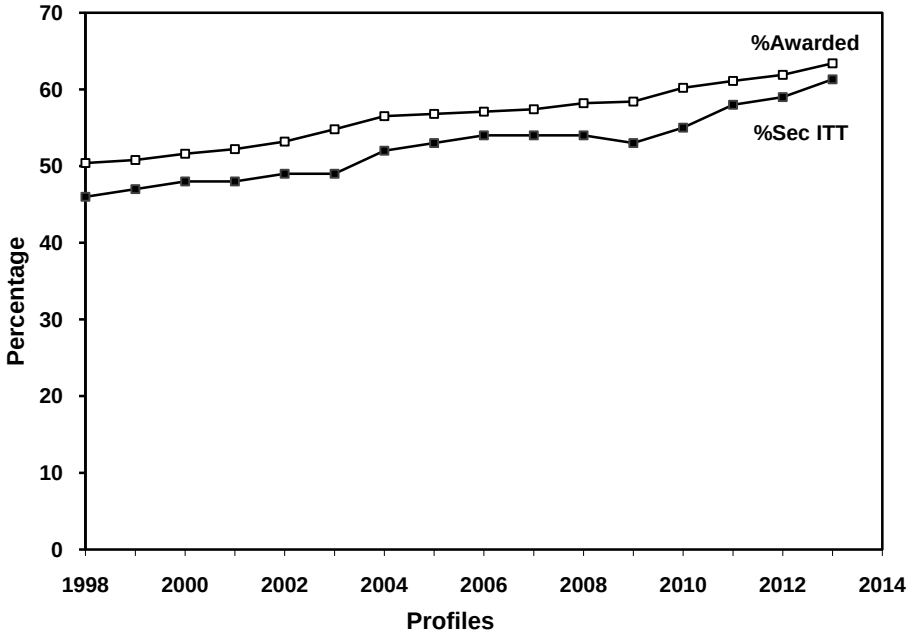
2. Includes the Overseas Trained Teachers Programme.

4.9. When we disaggregate the primary and secondary ITT intakes into the different routes as in Chart 4.5 we find that they attract different types of trainees. More males are recruited to primary training (always an issue) via the EBITT route than via 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. Most of the trainees were postgraduates, except for primary ITT 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.

Entry Qualifications

4.10. Looking back to Chart 4.4 we can see that it also shows that the degree classes of ITT recruits have been going up year by year. Since the first profiles in 1998 the percentage of primary postgraduate ITT entrants with firsts or upper-seconds has risen by 18 percentage points and that of the secondary ITT recruits by 15 percentage points. But the percentage of good degrees actually awarded has also increased sharply: in fact, over the same period by 13 percentage points (from 50.4% to 63.4%). In Chart 4.6 we put the two trends together for secondary ITT.

Chart 4.6: Qualifications of Entrants[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.

4.11. It is evident that until recently teacher training has just about kept its share of good graduates, but since 1998 profiles it has been doing somewhat better. This could be due to the various incentives that have been put in place or as a by-product of the economic recession. The improvement may be greater than Chart 4.6 shows since it

does not include EBITTs and the Teach First scheme designed to attract good graduates has been put into this category. For historical reasons it also expresses the percentage of good graduates as of all postgraduate entrants not just those with UK qualifications.

4.12. Chart 4.7 shows the qualification levels of postgraduate intakes with the EBITTs entered and the non-UK graduates taken out. It shows that these changes have little impact on the good-degree percentages of primary trainees, but the figure for secondary trainees increases to 64.7%.

Chart 4.7: Good Degrees[1] by Provider Type

Phase	Universities		SCITT		EBITT		All Routes	
	Entrants[2]	% Good Degree	Entrants[2]	% Good Degree	Entrants[2]	% Good Degree	Entrants[2]	% Good Degree
Primary	9,204	69.3	1,032	62.3	2,737	62.2	12,973	67.3
Key Stage 2/3	103	59.4	-	-	19	53.3	122	58.6
Secondary	11,016	64.1	695	63.0	3,873	66.6	15,584	64.7
Total 2011-12	20,323	66.5	1,727	62.6	6,629	64.7	28,679	65.9
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.

2. The total number of entrants is shown. But only those entering on UK qualifications were used in the calculation of percentages. See Chart A11 in the appendix for the numbers of UK qualified.

4.13. Among primary trainees, the university recruits have, on average, better degrees than those on the school-led routes. But, among secondary school trainees there was less of a difference and, if anything, those on EBITT routes (which includes Teach First) were the better qualified. The rise in entry qualifications in both phases indicated in Chart 4.4 is borne out by the more complete data of Chart 4.7. Key Stage 2/3 courses, as well as being in danger of collapsing[15], seem to recruit proportionally fewer trainees with good degrees.

Individual Providers

4.14. The top individual providers shaping the pattern of Chart 4.7 are shown in Chart 4.8. Eight of the top ten primary ITT providers are universities, with one EBITT and one SCITT. Top was the University of Birmingham where 96.6% of the trainees had good degrees, followed by the University of Manchester (94.3%) and the University of Durham (94.0%).

4.15. At first sight, in secondary ITT the good degrees are more widely spread across the main routes. The University of Cambridge has the best qualified intake of all (97.6% with good degrees), but only one other university course, at the University of Oxford, makes the top ten. But, in addition, there are four university-based EBITTs, plus two specialist colleges, one classified as a UNI and the other as a SCITT. As with primary there was only one out-and-out EBITT and one SCITT.

[15] The numbers of university Key Stage 2/3 postgraduate providers is down to 4, compared with the 60 for primary ITT and 73 for secondary ITT.

Chart 4.8: Top Ten[1] Primary and Secondary Postgraduate Providers for Good Degrees

Primary	Type	%Good Degree	Secondary	Type	%Good Degree
University of Birmingham	UNI	96.6	University of Cambridge	UNI	97.6
University of Manchester	UNI	94.3	Univ of Manchester EBITT	EBITT	90.9
University of Durham	UNI	94.0	Univ of Warwick EBITT	EBITT	90.9
University of Exeter	UNI	91.5	Royal Academy of Dance[2]	'SCITT'	90.0
Liverpool Hope University	UNI	90.2	University of Oxford	UNI	89.2
Doncaster GTP Partnership	EBITT	90.0	I of E, London EBITT	EBITT	87.2
University of Cambridge	UNI	90.0	King Edward's Consortium	EBITT	86.4
Manchester Met University	UNI	88.8	Central Sch Speech &Drama	UNI	84.2
University of Leicester	UNI	88.3	Univ of Nottingham GTP	EBITT	84.2
High Force Education	SCITT	87.9	The Grand Union TP	SCITT	82.4

1. Omits the University of Huddersfield's primary course which is undergraduate. Just over half the entrants do so on A-levels and they are shown as having an average UCAS tariff score of 375 which on our formula produces a standard score of 721.5 against a standard score for the University of Birmingham of 738.9 and the University of Durham 718.9 (see Appendix A1).

2. The Royal Academy of Dance is listed among the SCITTs in the Performance Profiles because it is funded on the same basis even though it is not one.

Résumé

4.16. Of the 35,790 publicly funded recruits recorded in the 2013 profiles, over three-quarters (76.4%) were on university courses, nearly a fifth (18.9%) on EBITT programmes, but just under one in twenty in SCITT (4.8%). This year was the first in which there were more recruits to primary ITT than to secondary ITT. The number of Key Stage 2/3 trainees has declined to only 271.

4.17. More men are recruited to primary ITT through EBITTs than university courses. Trainees in the universities, particularly for the primary phase, tend to be younger than on SCITT or EBITT programmes. The percentage of recruits with good degrees has risen year by year. This has been mainly in line with the increasing percentage of firsts and upper-seconds awarded, but since the 2009 profiles there has been improvement.

4.18. Eight of the top ten postgraduate primary ITT providers with the highest entry qualifications were universities, with one SCITT and one EBITT. The University of Birmingham had the highest percentage of entrants with good degrees of all the primary ITT providers. The University of Cambridge headed the secondary ITT list. University-based EBITTs had a strong showing among the ten secondary ITT providers with the highest entry qualifications, not unconnected with Teach First being classified in the profiles as an EBITT.

5. Final Year Trainees, QTS and Entrants to Teaching

5.1. There were 36,898 final-year trainees in 2011-12 recorded in the 2013 profiles, 1,108 more than in the entry figures (see Chapter 4). Although most teacher training courses last a year some do not (most notably undergraduate degree courses) and not all trainees qualify at the first time of asking so there is a residual from previous years. Nevertheless, the trainees of Chart 5.1 are substantially the same people as the entrants (see Chart 4.1).

Chart 5.1: Final Year Trainees

University	UNI	SCITT	EBITT	Total
Primary				
Undergraduate	5,887	-	92	5979
Postgraduate[1]	9,686	1,038	2,721	13,445
Key Stage 2/3				
Undergraduate	276	-	-	276
Postgraduate	118	-	23	141
Secondary				
Undergraduate	756	-	24	780
Postgraduate[1]	11,519	742	4,016	16,277
Total	28,242	1,780	6,876	36,898

1. Includes assessment only

5.2. Chart 5.1 shows the distribution of those trainees on the various routes – 76.5% in UNIs; 4.8 % in SCITTs and 18.6% in EBITTs. This represents a shift of 1.7% from university-led to school-led programmes since last year. Another change is a switch of six percentage points from secondary to primary ITT leaving the latter now in the majority at 52.6% of the total. Only 1.1% of the final-year trainees were on Key Stage 2/3 programmes.

Entry to Teaching

5.3. Chart 5.2 shows how many of the final-year trainees successfully completed their training and took teaching posts.

Chart 5.2: Final Year Trainees by QTS and Employment

Provider	Final Year Trainees	Awarded QTS	% Awarded QTS	In Teaching	% In Teaching[1]
Phase					
Primary	19,424	17,571	90.5	14,494	74.6
Key Stage 2/3	417	350	83.9	278	66.7
Secondary	17,057	15,050	88.2	12,798	75.0
Course					
Undergraduate	7,035	6,291	89.4	4,999	71.1
Postgraduate	29,863	26,680	89.3	22,571	75.6
Total	36,898	32,971	89.4	27,570	74.7

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

5.4. More than one in ten (10.6%) failed to finish or pass the requirements. A further 14.7 percentage points were not recorded as being in teaching six months after obtaining QTS. Together they amount to a quarter of the recruits not making it to the classroom, at least straightaway. This seems a wasteful loss, but it is 5.2 percentage points lower than last year. Postgraduate trainees (75.6%) were more likely to enter teaching than undergraduate trainees (71.1%). The lowest take-up was for KS2/3 courses (66.7%).

Top Providers for Teaching Take-Up

5.5. In Chart 5.3 we turn from the general pattern to individual providers.

Chart 5.3: Top Ten[1] Primary and Secondary Providers for Entry to Teaching

Primary	Type	%Teach	Secondary	Type	%Teach
London East Consortium, University of Cumbria	EBITT	100.0	Bishop Grosseteste UC GTP	EBITT	100.0
Royal Borough of Windsor & Maidenhead GTTP	EBITT	100.0	King Edward's Consortium	EBITT	100.0
Thames Primary Consortium	SCITT	97.6	Royal Borough of Windsor & Maidenhead GTTP	EBITT	100.0
University of Brighton, School of Education EBITT	EBITT	95.0	Swindon SCITT	SCITT	100.0
Bourton Meadow ITT Centre	EBITT	95.0	The North East Partnership	SCITT	100.0
Wandsworth Primary Schools Consortium	SCITT	94.5	Wessex Schools Training Partnership	EBITT	100.0
East Sussex Primary GTP	EBITT	93.8	Bournemouth Poole & Dorset Secondary TP	SCITT	95.7
University of Bedfordshire EBITT	EBITT	93.8	Doncaster GTP Partnership	EBITT	95.7
Essex Primary Schools Training Group	SCITT	93.6	University of Southampton EBITT	EBITT	95.5
Portsmouth Primary SCITT	SCITT	93.6	Ninestiles Graduate Teacher Consortium	EBITT	95.0
SCITTELS	SCITT	93.6	Kent and Medway Training GTP	EBITT	94.8

1. In fact 11 since three primary SCITTs tied for eighth spot.

5.6. The averages for the school-led (SCITT and EBITT) and university-led routes (UNIs) reported in Chapter 3 are underlined by the rankings of the individual providers on entry to teaching. Eight, two primary and six secondary, reported that all their trainees were in post. Of these, six were EBITTs and two SCITTs. Of the top 11 primary providers (tied rank in tenth place), six were EBITTs and five were SCITTs. Among secondary providers it was eight EBITTs and three SCITTs. The top university for primary trainees entering teaching, the University of Chester, was down in 24th place but with a respectable 90.3% teaching take-up. Its secondary counterpart, the University of Cambridge, came 20th, with 90.9% entry to teaching.

Résumé

5.7. Since most teacher training programmes last one year, the final-year trainees of this chapter are substantially the same people as the entrants of Chapter 4, with some additions from longer course or repeaters. There were 36,898 final year trainees compared with 35,790 entrants. Both show some shift to school-led training and primary provision.

5.8. The take-up of teaching posts went up by 4.3 percentage points from last year. Failure to complete remained at just over ten per cent, so the increase in entry to teaching reflects fewer falling by the wayside between qualifying and taking a post.

5.9. More trainees on school-led programmes (80.9%) entered teaching than those on university-led courses (76.1%)[16]. Six of the top 11 for primary and eight of the top 11 for secondary were EBITTs with the others SCITTs. The highest ranked universities were for primary the University of Chester in 24th spot and for secondary the University of Cambridge in 20th place, but both with 90% going into teaching.

[16] Providers with a nil return omitted.

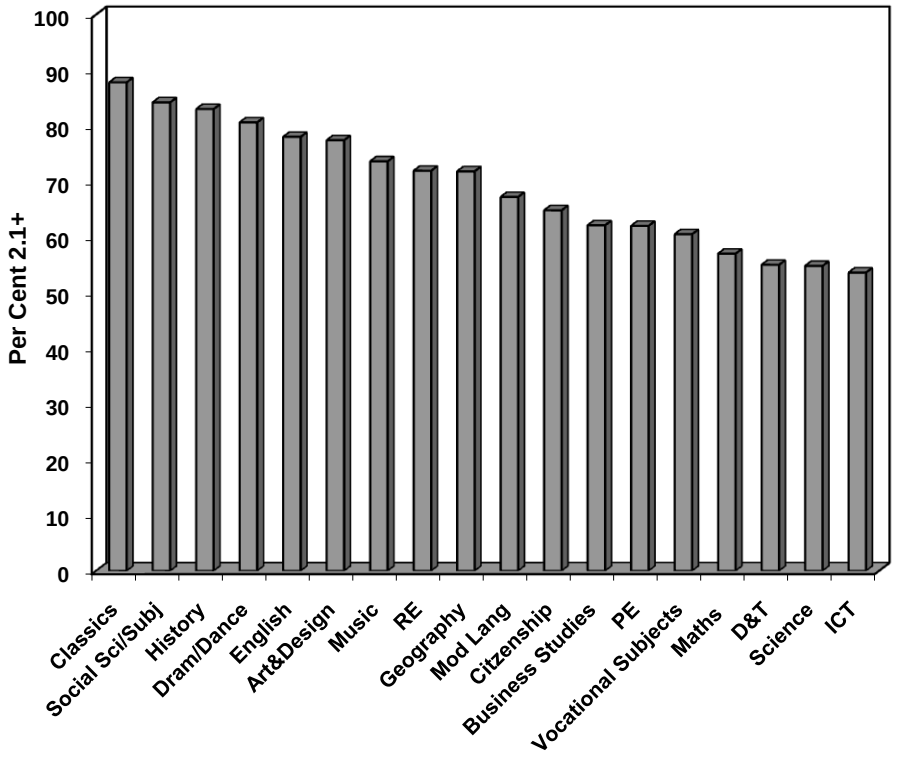
6. Subjects

6.1. Secondary teacher training is the sum of the individual subjects. Some subjects find it easy to recruit and others struggle. This emerges in who is accepted since popular courses will have more choice.

Postgraduate Trainees

6.2. Chart 6.1 shows good degrees by subject. It displays the data of Chart A11 in the Appendix. The percentages are of entrants for all three main training routes with UK degrees. The pattern is very much as in previous years with the best qualified in classics (87.8% good degrees), social sciences (84.2%), history (83.0%), drama/dance (80.6%) and English (78.0%). The average is 64.7%. The least well-qualified are in the sciences, mathematics and technical subjects – ICT (53.6%), science (54.8%), D&T (55.0%), maths (60.5%) – where arguably subject expertise as measured by degree class is especially important.

Chart 6.1: Per Cent Good Degrees[1]



1. Not including 26 assessment-based and six economics trainees entering on UK qualifications. 65.4% of the assessment-based and 83.3% of the economics trainees had good degrees.

6.3. The Government is anxious to ensure that teacher trainees have at least an upper-second in the subject they are training to teach. Chart 6.2 looks at qualifications from the other end of the spectrum from chart 6.1 and considers how many of the trainees have a degree below a lower-second. The rank order is, to a large extent, the inverse of Chart 6.1, but not exactly so since lower-seconds are not included in either tabulation. On average, 8.7% of the postgraduate trainees entered on poor degrees. The percentage was appreciably higher in maths (14.6%), science (12.5%)

and modern languages (11.0%). At the other end of the scale, classics had no trainees with a poor degree, history had only 2.2% and English 3.5%.

Chart 6.2: Postgraduate Secondary ITT Recruits[1] by Subject

Subject[2]	Entrant	UK Qual	Non-UK		Below 2.2		Below 2.2/Non UK	
			N	%[3]	N	%[4]	N	%[3]
Mathematics	2,581	2,434	147	5.7	356	14.6	503	20.7
Science	3,083	2,966	117	3.8	370	12.5	487	16.4
Modern languages	1,455	1,121	334	23.0	123	11.0	457	40.8
Vocational subjects	280	276	4	1.4	26	9.4	30	10.9
D&T	828	820	8	1.0	77	9.4	85	10.4
ICT	635	627	8	1.3	55	8.8	63	10.0
Business studies	332	311	21	6.3	20	6.4	41	13.2
Physical education	976	969	7	0.7	58	6.0	65	6.7
Music	406	398	8	2.0	21	5.3	29	7.3
Social science/studies	77	76	1	1.3	4	5.3	5	6.6
Citizenship	180	179	1	0.6	9	5.0	10	5.6
Religious education	454	441	13	2.9	21	4.8	34	7.7
Drama/dance	430	428	2	0.5	17	4.0	19	4.4
Art and design	363	354	9	2.5	13	3.7	22	6.2
Geography	642	625	17	2.6	22	3.5	39	6.2
English	2,114	2,061	53	2.5	73	3.5	126	6.1
History	671	657	14	2.1	15	2.3	29	4.4
Classics	43	41	2	4.7	0	0.0	2	4.9
Total	**15,584**	**14,816**	**768**	**4.9**	**1,282**	**8.7**	**2,050**	**13.2**

1. All routes.

2. Total includes 27 assessment-based candidates and 7 economics trainees which are not shown separately. Of the assessment-based one held a non-UK qualification and one had less than a 2.2; of the economics intake one had a non-UK qualification and one had less than a 2.2.

3. Percentage of total entrants to the subject.

4. Percentage of UK entrants to the subject.

6.4. The final columns of Chart 6.2 bring together those entering on non-UK qualifications and those entering on poor UK degrees, since both can be interpreted as indicating how difficult it is to fill the allocated places. Modern languages is exceptional in that nearly a quarter of the trainees entered on overseas qualifications, but this is understandable. Less expected is maths and science having high intakes of the overseas qualified. One in five of the maths trainees and one in six of the science trainees had either a poor degree or an overseas qualification.

Undergraduate Trainees[17]

6.5. Undergraduate courses made some contribution to the subjects struggling to find enough recruits, but only a small one. Only 481 of the 16,065 secondary trainees (3.0%) were on undergraduate courses and that is down from 831 (4.4%) last year. They were, however, mainly in the shortage subjects of maths (109), design &

[17] Does not include Key Stage 2/3.

technology (94), science (70) and ICT (54), along with PE (138) which had the largest intake. They do help, therefore, to reduce shortfalls, but the trainees are relatively poorly qualified in A-level terms. On average, more than 40% did not have at least two A-levels

Chart 6.3: Undergraduate ITT Courses by Phase and Subject

Subject[1]	Entrants	With A-Levels	%A-Levels	Average Tariff Score[2]
Mathematics	109	78	71.6	303.1
Science	70	46	65.7	283.1
Physical education	138	76	55.1	313.0
Design and technology	94	50	53.2	272.6
ICT	54	27	50.0	275.0
English	14	6	42.9	261.3
Total Secondary	481	283	58.8	294.0
Total Primary	6,481	4,104	63.3	320.0

1. Secondary total includes one music student and one trainee in vocational subjects.

2. Average of A-level and A-level equivalent grades for those trainees with the qualifications. Points awarded: A*=140, A=120, B=100, C=80, D=60, E=40.

6.6. In contrast to the penny numbers in secondary ITT, undergraduate degree courses are still a substantial part of primary teacher training. In 2011-12 a third of the entrants, 6,481 out of 19,454, embarked on this route. Approaching two-thirds (63.3%) had at least two A-levels, with a higher average tariff score than those on secondary courses.

Entry to Teaching

6.7. Recruiting to fill the training places is important, but even more so is the entry to teaching. Chart 6.4 shows that overall 75.1% of the postgraduate secondary final-year trainees were recorded as having entered teaching, up 3.3 percentage points on last year. The 24.9% drop-out comprises 11.7 percentage points failure to complete the training successfully and a further 13.2 pp not having taken up a teaching post. There is wide variation between subjects. Failure to complete ranges from zero for classics to 15.7% for maths. Not having yet taken up a teaching post ranges from 5.1% for classics to 19.4% for ICT. The losses together span 5.1% for classics to 34.1% for ICT.

6.8. Although there is not an exact correlation, comparing Charts 6.1 and 6.4 shows that generally speaking the subjects which find it easiest to fill their places with highly qualified graduates are those with the highest rates of successful completion and entry to teaching. Thus classics, history and English are among the subjects that emerge as the most efficient in translating trainees to teachers and ICT, science, mathematics, the least. Entry to teaching is not only a function of the training, but the posts available and opportunities in other occupations. Core subjects with high demand like English are among those with the highest percentages of successful completers entering teaching. Conversion rates are also high for classics, geography and history where there may be relatively few opportunities elsewhere. The lowest teacher take-up is in practical and aesthetic subjects such as ICT,

vocational subjects, D&T, drama/dance and music where other opportunities could be an attraction.

Chart 6.4: Postgraduate Secondary Trainee Outcomes by Subject

Subject[1]	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Classics	39	39	100.0	37	94.9
Social science/studies	80	76	95.0	69	86.3
Geography	654	614	93.9	559	85.5
History	677	636	93.9	575	84.9
English	2,270	2,010	88.5	1,835	80.8
Art and design	387	366	94.6	311	80.4
Physical education	1,010	975	96.5	811	80.3
Drama/dance	446	421	94.4	348	78.0
Business studies	349	309	88.5	264	75.6
Music	443	401	90.5	332	74.9
Religious education	534	463	86.7	392	73.4
Design and technology	893	801	89.7	651	72.9
Citizenship	191	168	88.0	139	72.8
Vocational subjects	289	260	90.0	210	72.7
Mathematics	2,600	2,193	84.3	1,885	72.5
Science	3,254	2,776	85.3	2,324	71.4
Modern languages	1,416	1,218	86.0	992	70.1
ICT	678	578	85.3	447	65.9
Total	16,277	14,366	88.3	12,223	75.1

1. Total includes also assessment-based, economics and 'other EBITT' trainees not shown separately. Their respective figures for final-year trainees and entry to teaching were: 59 and 35 (59.3%), 7 and 6 (85.7%), and 1 and 1 (100.0%).

Résumé

6.9. Entry qualifications varied widely with subject. The percentages of good degrees ranged from above eighty in the cases of classics, social sciences, history and drama/dance to below sixty for maths, D&T, science and ICT. Subjects with insufficient well-qualified applicants tended to accept as trainees those with poor degrees. Shortfalls were also made good by those with overseas qualifications. In modern languages, understandably, nearly a quarter were admitted on non-UK qualifications. Undergraduate secondary ITT courses are mainly in shortage subjects, but entries have fallen to 3.3% of trainees for this phase.

6.10. Subjects admitting on poorer qualifications tended to have higher dropout during courses. In addition, on average, 13.2% of the successful completers were not in teaching six months later, with a spread from 5.1% in classics to 19.4% in ICT. The humanities and social sciences tended to have the highest teaching take-up and practical and aesthetic subjects the least. Both demand and the attractiveness of opportunities elsewhere are likely to have played a part.

7. Commentary

7.1. England's teacher training system stands on the threshold of the biggest change in its history[18]. Universities and colleges which have long been in the driving seat are to lose much of their control. The intention of the present Government is that over time power will be shifted to the schools. They will advertise places, recruit, and organise the training, negotiating any contribution they want from the universities. They will be able to ensure that the funding is distributed accordingly, instead of having to be the passive recipients of what the universities were prepared to pass on.

7.2. The proposals have seriously discomforted the universities who have been quick to point out the snags. There will undoubtedly be teething problems with the new School Direct route with its twin strands for recent graduates and career changers (a less generous version of the Graduate Teacher Programme). Its development will see a progressive reduction in places allocated to the universities. The cries of pain from the universities are to be expected, but what does the evidence of this analysis suggest about the likely impact of the changes.

7.3. In broad terms the evidence stacks up like this. University-led programmes tend to have entrants with higher entry qualification and better Ofsted grades, but school-led programmes have higher entry rates into teaching and tend to be rated more favourably by newly qualified trainees. This emerges in the average scores of routes and the ranking of individual providers in Chapter 3. In Chapter 4 we reported that eight of the top ten providers of primary ITT for entry qualifications were universities, with one SCITT and one EBITT. There were also only one SCITT and typical EBITT in the secondary top ten.

7.4. In contrast, in Chapter 5, we found that all of the top primary and secondary ITT providers on the entry-to-teaching dimension were either EBITTs or SCITTs, with the highest placed universities coming respectively 24th for primary and 20th for secondary.

7.5. The quality judgements by Ofsted and the newly qualified teachers overlap, but do not correlate at all for the EBITTs. Less than a quarter of EBITTs (24.1%) compared with over two-fifths of UNIs (42.1%) were graded outstanding by Ofsted. Yet, on NQT ratings, only two of the top 11 primary providers were universities, including one in a tied rank for tenth spot. Similarly, only two of the top ten secondary providers were universities.

7.6. Bringing together the standardised scores of the three dimensions – entry qualifications, quality, and teaching take-up - in a grand score shows that all three of the main routes can be very successful. Top overall in the 2013 Profiles was an EBITT (the King Edward's Consortium), with a SCITT (Billericay Educational Consortium) and a UNI (University of Cambridge) tied for second place.

[18] 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.*

7.7. So a possible conclusion is that we should stay with the status quo. But the data on entry to teaching and the newly qualified teacher ratings suggest that there are distinct advantages to school-led training. The purpose of teaching training is to train teachers – not provide an alternative form of higher education. Fewer university trainees make it to the classroom. About a quarter (23.9%) of the trainees do not appear to be in teaching compared with a fifth of school-led trainees (19.9%). The newly qualified trainees also report more favourably on the on-the-job training is schools.

7.8. But there is also evidence supporting university-led courses. They have attracted the better qualified graduates, Ofsted likes what it sees, and they are geared up to take larger numbers. Cambridge University trains some fifteen times as many as the EBITT and SCITT sharing the top three places with it. The Government is right, therefore, to proceed step-by-step rather than embarking on a precipitous overhaul. An interesting development is the increasing number of universities putting their names to their own school-led programmes, which may be a way of securing the best of both worlds.

7.9. Another major aim of the government's reforms of teacher training is to raise the entry qualifications. Traditionally the universities have recruited more entrants with good degrees. But this report shows that the qualifications of those on school-led programmes are improving. This is partly the expansion of Teach First which has been classified as an EBITT, but also one might surmise the increased incentives for the highly qualified to train and the improved pay scales.

7.10. Our analysis of the 2013 Teacher Training Profiles shows that both university-led and school-led approaches have their strengths. On balance, our interpretation is that the evidence is quite promising for the Government's reforms.

Appendix

Rankings

A.1 CEER rankings are based on data compiled by what is now a government executive agency, the National College for Teaching and Leadership (NCTL). The profiles are produced a year in arrears to allow for employment data to be collected. The 2013 Profiles refer to the training year 2011-12. 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 of all the eligible providers (although they are split into UNI, SCITT and EBITT for some of the tabulations) are standardised to a mean of 500 and a standard deviation of 100. The scores of the providers in the different routes are therefore directly comparable. To get an overall score for a provider within a route the primary and secondary scores are averaged, weighted by the size of the intake. The scores for the entry qualifications, quality and employment components of the rankings are arrived at as follows.

Entry Qualifications

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 entry qualification score are weighted by the size of the intakes.

Quality

A.3 The quality score is a combination of Ofsted grades and the ratings of the newly qualified trainees, each standardised measure contributing half the total score. When both were not available the provider unfortunately has had to be excluded from the rankings. The dimensions on which providers have been graded by Ofsted periodically change, but at all times the score for a provider has been arrived at in terms of the maximum achievable. The NQT scores are obtained from the responses to the question asking for a rating on 'the overall quality of your training'. Ten points were given for a rating of 'very good', six for 'good', three for 'adequate' and zero for 'poor'. The minimum number of responses for inclusion was set at ten. Responses were averaged for the latest two surveys of the UNIs and SCITTs and four surveys for the EBITTs.

In Teaching

A.4 The proportion of the final-year students recorded as being in teaching six months after completion is averaged 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.

Exclusions from the Rankings

A.5 In order to be included in the rankings data had to be available for all of (1) entry qualifications; (2) Ofsted grades; (3) NQT ratings; and (4) employment in teaching.

Forty-eight[19] had to be left out for failing to meet one or more of the criteria: at least ten entrants; a recent published Ofsted report; at least ten responses to the newly qualified teachers survey (NQT); and at least five per cent recorded as having entered teaching. Chart A7 lists the providers that had to be omitted together with the reason(s). Twenty-seven primary programmes and 30 secondary programmes failed to met one or more criteria. Key Stage2/3 training has never been part of these analyses and none of the 17 programmes was included.

[19] See Chart A7 in the appendix for details. Data sets were incomplete for 18 primary programmes, 21 secondary, and for nine both primary and secondary.

Chart A1: Ranking of Universities and Colleges[1] 2013

Universities and Colleges	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
University of Cambridge	688.7	651.2	550.9	630.3	746.0	621.9	590.0	652.7	**642.0**
University of Oxford					682.6	581.0	578.3	614.0	**614.0**
University of Exeter	700.0	586.8	539.3	608.7	629.4	604.4	511.9	581.9	**592.6**
Univ of Birmingham	738.9	616.1	535.9	630.3	510.0	621.9	562.2	564.7	**584.6**
University of Derby	579.5	616.1	531.8	575.8					**575.8**
University of Manchester	721.1	645.3	571.6	646.0	449.6	598.5	516.4	521.5	**572.3**
University of Bristol					577.6	570.6	550.2	566.1	**566.1**
University of Durham	718.9	534.1	472.8	575.3	549.3	551.7	552.4	551.1	**563.5**
University of Reading	641.1	581.0	576.1	599.4	552.7	501.5	524.6	526.3	**562.4**
C Sch of Speech and Drama					645.2	443.0	587.0	558.4	**558.4**
University of Sheffield					593.1	507.4	571.6	557.4	**557.4**
University of East Anglia	528.2	586.8	537.8	550.9	511.2	604.4	555.8	557.1	**553.7**
Loughborough Univ					562.5	616.1	478.8	552.5	**552.5**
Manchester Metropolitan	679.6	528.3	455.9	554.6	542.5	569.2	528.4	546.7	**550.9**
Univ of Nottingham					518.7	598.5	535.1	550.8	**550.8**
University of Leicester	676.2	465.2	534.0	558.5	564.0	535.5	515.2	538.2	**547.8**
University of Winchester	579.9	540.0	508.1	542.7					**542.7**
Institute of Education,	615.8	448.9	498.7	521.1	563.3	586.8	505.8	552.0	**542.0**
University of Brighton,	542.1	575.1	513.7	543.7	498.3	569.2	538.5	535.4	**540.0**
University of Warwick	587.5	557.5	521.2	555.4	568.2	494.5	482.9	515.2	**537.6**
University of Chester	627.5	528.3	585.1	580.3	407.7	488.6	537.4	477.9	**537.3**
Univ of Northampton	609.0	460.6	531.4	533.6					**533.6**
King's College London					521.0	581.0	491.9	531.3	**531.3**
University of Sussex					581.0	478.1	531.0	530.1	**530.1**
St Mary's Uni College	534.6	592.7	480.3	535.8	448.1	598.5	489.3	512.0	**528.3**
Northumbria University	521.8	563.4	491.2	525.4					**525.4**
Bath Spa University	604.1	557.5	428.8	530.1	486.3	569.2	479.2	511.6	**524.9**
University of Chichester	515.0	522.4	514.1	517.2	537.2	581.0	497.2	538.5	**523.6**
Staffordshire University					437.9	639.5	483.7	520.4	**520.4**
University of Bath					541.0	506.2	510.7	519.3	**519.3**
York St John University	619.6	425.4	507.7	517.6	357.9	594.0	542.7	498.2	**516.9**
University of Plymouth	587.5	545.8	435.2	522.8	554.2	419.6	461.1	478.3	**513.0**
Leeds Metropolitan	637.7	407.9	487.4	511.0	627.1	431.3	533.3	530.6	**512.9**
Kingston University	552.7	569.2	473.9	532.0	323.9	448.9	505.5	426.1	**511.3**
Liverpool Hope	690.2	299.3	507.3	498.9	602.2	484.0	504.0	530.0	**511.0**
University of York					500.2	524.9	503.2	509.5	**509.5**
University of Portsmouth					434.1	564.7	518.2	505.7	**505.7**
Birmingham City	450.4	569.2	444.6	488.1	538.7	598.5	520.1	552.5	**501.8**
University of Newcastle	565.2	454.7	508.1	509.3	467.8	489.8	528.0	495.2	**500.7**
Nottingham Trent	642.6	484.0	514.1	546.9	445.5	431.3	476.5	451.1	**500.3**
Univ of Gloucestershire	525.9	551.7	447.6	508.4	483.6	471.1	496.1	483.6	**499.5**
Bishop Grosseteste	498.0	534.1	456.6	496.2	575.8	519.1	475.0	523.3	**499.0**
University of Worcester	534.2	504.9	452.5	497.2	405.1	569.2	515.6	496.6	**497.0**
Edge Hill University	528.5	592.7	415.3	512.2	370.3	586.8	453.2	470.1	**491.9**
Leeds Trinity University	632.8	472.3	445.0	516.7	493.4	478.1	385.3	452.3	**491.8**

West of England	603.7	453.5	397.6	485.0	480.2	586.8	396.9	488.0	**486.1**
Brunel University	536.9	534.1	497.2	522.7	448.1	390.3	469.4	435.9	**485.6**
Univ of Southampton	594.6	396.2	442.7	477.8	505.1	472.3	478.0	485.1	**481.3**
Keele University					469.6	488.6	481.8	480.0	**480.0**
University of Leeds	663.7	396.2	523.9	527.9	410.4	495.7	439.7	448.6	**479.8**
Roehampton University	512.7	466.4	435.2	471.4	459.4	524.9	544.2	509.5	**478.3**
Goldsmiths University	560.6	448.9	484.1	497.8	481.0	478.1	422.8	460.6	**477.3**
Univ of Bedfordshire	474.9	384.5	523.9	461.1	538.0	484.0	497.2	506.4	**477.1**
Canterbury Christ Church	516.8	528.3	412.3	485.8	412.2	545.8	423.2	460.4	**477.0**
Univ of Wolverhampton	554.2	443.0	467.1	488.1	475.3	484.0	411.2	456.8	**474.7**
Sheffield Hallam	586.3	437.1	432.2	485.2	512.7	517.9	343.2	457.9	**469.1**
University of Greenwich	503.3	454.7	497.2	485.1	327.7	506.2	445.7	426.5	**466.2**
Univ College Birmingham	283.9	633.6	470.5	462.7					**462.7**
East London	425.1	431.3	570.8	475.7	397.9	437.1	464.1	433.1	**460.2**
Oxford Brookes	485.9	534.1	340.5	453.5	506.3	466.4	446.1	472.9	**457.2**
Univ of Hertfordshire	499.1	384.5	487.8	457.1	512.7	396.2	426.2	445.0	**455.1**
Middlesex University	495.3	431.3	460.4	462.3	471.2	460.6	396.5	442.7	**453.0**
University of Hull	481.7	460.6	417.6	453.3	432.3	512.0	401.0	448.4	**451.9**
Newman Uni College	607.8	396.2	438.2	480.7	348.8	402.0	375.1	375.3	**450.3**
University of Sunderland	519.5	390.3	409.7	439.8	416.8	540.0	407.0	454.6	**448.5**
Liverpool John Moores	604.4	517.9	410.8	511.0	458.3	465.2	346.9	423.5	**445.5**
Anglia Ruskin University	441.3	355.2	494.2	430.2	503.3	407.9	484.8	465.3	**441.2**
Univ of Huddersfield	721.5	668.7	539.7	643.3	382.8	402.0	372.5	385.8	**435.8**
University of Cumbria	424.7	396.2	375.1	398.7	479.1	466.4	479.5	475.0	**416.2**
London Metropolitan	402.4	355.2	340.5	366.1	436.0	419.6	398.4	418.0	**390.7**
St Mark & St John	394.9	334.4	434.8	388.1	373.0	340.3	415.3	376.2	**384.1**
London South Bank	400.9	270.1	467.9	379.6					**379.6**
The Open University					310.3	522.4	195.2	342.6	**342.6**

1. One provider of primary ITT and six providers of secondary ITT not included because the full range of necessary data was not available. See Appendix A for the providers and what data was missing.

Chart A2: University[1] ITT Intakes and Trends in Rankings

Universities and Colleges	Primary		Secondary		Grand[2] Total	Rank		
	Intake	Score	Intake	Score		2013	2012	2011
University of Cambridge	190	630.3	209	652.7	642.0	1	1	2
University of Oxford			176	614.0	614.0	2	5	1
University of Exeter	211	608.7	318	581.9	592.6	3	2	3
University of Birmingham	88	630.3	202	564.7	584.6	4	3	8
University of Derby	210	575.8			575.8	5	20	13
University of Manchester	144	646.0	209	521.5	572.3	6	7	12
University of Bristol			210	566.1	566.1	7	6	9
University of Durham	171	575.3	164	551.1	563.5	8	24	25
University of Reading	137	599.4	140	526.3	562.4	9	11	23
C Sch of Speech and Drama			19	558.4	558.4	10	19	18
University of Sheffield			124	557.4	557.4	11	12	16
University of East Anglia	184	550.9	154	557.1	553.7	12	9	5
Loughborough University			86	552.5	552.5	13	8	4
Manchester Metropolitan	508	554.6	440	546.7	550.9	14	16	40
University of Nottingham			231	550.8	550.8	15	27	14
University of Leicester	145	558.5	162	538.2	547.8	16	10	33
University of Winchester	356	542.7			542.7	17	13	28
Institute of Education,	282	521.1	592	552.0	542.0	18	25	17
University of Brighton,	314	543.7	248	535.4	540.0	19	48	31
University of Warwick	197	555.4	156	515.2	537.6	20	23	15
University of Chester	155	580.3	112	477.9	537.3	21	18	11
University of Northampton	257	533.6			533.6	22	44	29
King's College London			196	531.3	531.3	23	15	6
University of Sussex			118	530.1	530.1	24	21	24
St Mary's University College	366	535.8	168	512.0	528.3	25	17	51
Northumbria University	298	525.4			525.4	26	32	10
Bath Spa University	307	530.1	121	511.6	524.9	27	35	54
University of Chichester	257	517.2	112	538.5	523.6	28	31	19
Staffordshire University			40	520.4	520.4	29	4	34
University of Bath			103	519.3	519.3	30	14	47
York St John University	347	517.6	13	498.2	516.9	31	53	38
University of Plymouth	278	522.8	79	478.3	513.0	32	34	26
Leeds Metropolitan	210	511.0	22	530.6	512.9	33	66	45
Kingston University	227	532.0	55	426.1	511.3	34	36	52
Liverpool Hope University	393	498.9	248	530.0	511.0	35	33	46
University of York			123	509.5	509.5	36	22	7
University of Portsmouth			116	505.7	505.7	37	30	65
Birmingham City University	437	488.1	118	552.5	501.8	38	39	21
University of Newcastle	75	509.3	118	495.2	500.7	39	26	39
Nottingham Trent University	175	546.9	166	451.1	500.3	40	42	42
Univ of Gloucestershire	246	508.4	137	483.6	499.5	41	49	20
Bishop Grosseteste	367	496.2	41	523.3	499.0	42	61	37
University of Worcester	300	497.2	159	496.6	497.0	43	28	22
Edge Hill University	627	512.2	585	470.1	491.9	44	54	62
Leeds Trinity University	168	516.7	106	452.3	491.8	45	29	36
Univ West of England	249	485.0	157	488.0	486.1	46	45	53

Brunel University	159	522.7	119	435.9	485.6	47	57	48
University of Southampton	186	477.8	171	485.1	481.3	48	37	44
Keele University			173	480.0	480.0	49	64	41
University of Leeds	120	527.9	185	448.6	479.8	50	51	49
Roehampton University	506	471.4	111	509.5	478.3	51	58	56
Goldsmiths University	194	497.8	239	460.6	477.3	52	52	71
University of Bedfordshire	235	461.1	128	506.4	477.1	53	47	70
Canterbury Christ Church	589	485.8	315	460.4	477.0	54	46	43
Univ of Wolverhampton	191	488.1	143	456.8	474.7	55	43	30
Sheffield Hallam University	321	485.2	464	457.9	469.1	56	41	32
University of Greenwich	297	485.1	141	426.5	466.2	57	59	67
Univ College Birmingham	44	462.7			462.7	58	40	35
University of East London	308	475.7	177	433.1	460.2	59	62	60
Oxford Brookes University	356	453.5	82	472.9	457.2	60	38	27
University of Hertfordshire	315	457.1	63	445.0	455.1	61	63	57
Middlesex University	206	462.3	187	442.7	453.0	62	56	68
University of Hull	270	453.3	103	448.4	451.9	63	55	63
Newman University College	281	480.7	114	375.3	450.3	64	60	59
University of Sunderland	141	439.8	199	454.6	448.5	65	65	55
Liverpool John Moores	86	511.0	256	423.5	445.5	66	50	50
Anglia Ruskin University	187	430.2	85	465.3	441.2	67	70	72
University of Huddersfield	21	643.3	87	385.8	435.8	68	67	58
University of Cumbria	1,005	398.7	299	475.0	416.2	69	73	61
London Metropolitan	137	366.1	124	418.0	390.7	70	71	73
St Mark & St John	233	388.1	116	376.2	384.1	71	72	66
London South Bank	209	379.6			379.6	72	69	64
The Open University			146	342.6	342.6	73	68	69

1. See Chart B1.

Chart A3: Ranking of SCITTs[1], 2013

SCITTs	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
Billericay Educ Consortium	656.6	662.9	606.5	642.0					**642.0**
Portsmouth Primary SCITT	667.1	592.7	609.9	623.2					**623.2**
The North East Partnership					558.8	639.5	658.4	618.9	**618.9**
High Force Education SCITT	673.2	592.7	553.9	606.6					**606.6**
Suffolk and Norfolk Primary	582.9	627.8	604.6	605.1					**605.1**
Northumbria DT Partnership					619.2	616.1	571.6	602.3	**602.3**
Devon Primary SCITT Group	512.7	698.0	590.0	600.2					**600.2**
Leicester and Leicestershire	528.5	686.3	583.2	599.4					**599.4**
Royal Academy of Dance					689.0	592.7	470.5	584.1	**584.1**
Devon Secondary TTG					600.3	651.2	494.9	582.1	**582.1**
South Coast SCITT	540.6	595.2	580.6	572.1					**572.1**
Jewish Teacher TP	503.3	651.2	538.1	564.2					**564.2**
Dorset Teacher TP	500.2	604.4	564.4	556.3					**556.3**
Wandsworth Prim Sch Consort	462.5	571.8	616.7	550.3					**550.3**
Essex Primary Schools TG	538.0	501.5	609.9	549.8					**549.8**
London Diocesan Board of Sch	624.8	548.4	451.0	541.4					**541.4**
Bromley Schools Collegiate					512.7	563.4	547.2	541.1	**541.1**
Cornwall SCITT					445.1	616.1	561.1	540.7	**540.7**
SCITTELS	478.0	522.4	609.9	536.8					**536.8**
Mid-Essex ITT Consortium					538.0	524.9	545.7	536.2	**536.2**
Durham Secondary Applied					437.2	611.5	558.1	535.6	**535.6**
Swindon SCITT					409.2	530.8	658.4	532.8	**532.8**
Cornwall SCITT (3-11)	484.7	610.2	491.6	528.8					**528.8**
West Midlands Consortium					571.2	553.0	461.5	528.6	**528.6**
Thames Primary Consortium	424.7	519.1	640.0	527.9					**527.9**
The Grand Union TP					631.3	460.6	491.6	527.8	**527.8**
Kent and Medway Training					560.3	501.5	511.9	524.5	**524.5**
Tendring Hundred Primary	468.9	495.7	595.6	520.1					**520.1**
Forest Ind Primary Collegiate	532.3	425.4	600.5	519.4					**519.4**
South West Teacher Training					440.9	530.8	583.2	518.3	**518.3**
Bournemouth Poole & Dorset Secondary Training Partnership					421.3	489.8	625.7	512.3	**512.3**
Birmingham Primary TP	540.6	484.0	497.2	507.3					**507.3**
North Tyneside 3-7 SCITT	450.0	610.2	460.8	507.0					**507.0**
The Bedfordshire Schools' TP					522.9	454.7	542.7	506.7	**506.7**
Chiltern Training Group					519.1	534.1	466.0	506.4	**506.4**
Primary Catholic Partnership	317.1	651.2	550.9	506.4					**506.4**
Poole SCITT	423.6	524.9	561.4	503.3					**503.3**
Outstanding Prim Sch SCITT	499.9	519.1	486.3	501.7					**501.7**
Colchester TT Consortium					512.7	454.7	491.6	486.3	**486.3**
Gateshead 3-7 SCITT	359.4	621.9	465.6	482.3					**482.3**
Cumbria Primary TTC	270.6	554.2	600.5	475.1					**475.1**
Leeds SCITT					462.5	478.1	448.0	462.9	**462.9**
Suffolk and Norfolk Secondary					440.9	407.9	528.8	459.2	**459.2**
Somerset SCITT Consortium	352.6	522.4	500.2	458.4					**458.4**
Learning Institute SW SCITT					436.0	507.4	417.9	453.8	**453.8**

Gloucs SCITT Consortium					341.6	476.9	417.9	412.2	**412.2**
The Pilgrim Partnership	417.2	460.6	319.5	399.1					**399.1**
Nottingham City Prim SCITT	355.6	363.7	470.5	396.6					**396.6**
Titan Partnership, Birmingham					160.4	431.3	357.8	316.5	**316.5**
The Robert Owen Foundation	446.6	240.8	342.0	343.2	340.9	281.8	211.3	278.0	**308.9**

1. Two providers of primary ITT and four providers of secondary ITT not included because the full range of necessary data was not available. See Appendix A for the providers and what data was missing.

Chart A4: SCITT[1] Intakes and Trends in Rankings

SCITTs	Primary		Secondary		Grand Total	Rank		
	Intake	Score	Intake	Score		2013	2012	2011
Billericay Educ Consortium	28	642.0			642.0	1	1	1
Portsmouth Primary SCITT	31	623.2			623.2	2	8	12
The North East Partnership			22	618.9	618.9	3	6	2
High Force Education SCITT	34	606.6			606.6	4	2	26
Suffolk and Norfolk Primary	56	605.1			605.1	5	11	4
Northumbria DT Partnership			26	602.3	602.3	6	13	18
Devon Primary SCITT Group	33	600.2			600.2	7	4	3
Leicester and Leicestershire	32	599.4			599.4	8	5	5
Royal Academy of Dance			20	584.1	584.1	9	3	6
Devon Secondary TTG			23	582.1	582.1	10	12	7
South Coast SCITT	29	572.1			572.1	11	23	21
Jewish Teacher TP	26	564.2			564.2	12	7	13
Dorset Teacher TP	24	556.3			556.3	13	37	38
Wandsworth Prim Sch Consort	36	550.3			550.3	14	19	16
Essex Primary Schools TG	30	549.8			549.8	15	45	44
London Diocesan Board of Sch	29	541.4			541.4	16	40	37
Bromley Schools Collegiate			27	541.1	541.1	17	27	24
Cornwall SCITT			52	540.7	540.7	18	22	11
SCITTELS	30	536.8			536.8	19	50	49
Mid-Essex ITT Consortium			20	536.2	536.2	20	10	19
Durham Secondary Applied			30	535.6	535.6	21	26	17
Swindon SCITT			18	532.8	532.8	22	16	28
Cornwall SCITT (3-11)	27	528.8			528.8	23	25	32
West Midlands Consortium			43	528.6	528.6	24	32	39
Thames Primary Consortium	40	527.9			527.9	25	15	10
The Grand Union TP			18	527.8	527.8	26	41	30
Kent and Medway Training			41	524.5	524.5	27	28	22
Tendring Hundred Primary	24	520.1			520.1	28	17	41
Forest Ind Primary Collegiate	26	519.4			519.4	29	21	14
South West Teacher Training			30	518.3	518.3	30	43	8
Bournemouth Poole & Dorset Secondary Training Partnership			23	512.3	512.3	31	42	50
Birmingham Primary TP	28	507.3			507.3	32	18	34
North Tyneside 3-7 SCITT	36	507.0			507.0	33	24	23
The Bedfordshire Schools' TP			26	506.7	506.7	34	14	15
Chiltern Training Group			42	506.4	506.4	35	30	9
Primary Catholic Partnership	28	506.4			506.4	36	9	48
Poole SCITT	31	503.3			503.3	37	20	25
Outstanding Prim Sch SCITT	98	501.7			501.7	38	36	31
Colchester TT Consortium			36	486.3	486.3	39	38	47
Gateshead 3-7 SCITT	41	482.3			482.3	40	33	35
Cumbria Primary TTC	26	475.1			475.1	41	39	45
Leeds SCITT			25	462.9	462.9	42	31	46
Suffolk and Norfolk Secondary			28	459.2	459.2	43	34	29
Somerset SCITT Consortium	56	458.4			458.4	44	35	20
Learning Institute SW SCITT			24	453.8	453.8	45	49	51

Gloucs SCITT Consortium			25	412.2	412.2	46	51	36
The Pilgrim Partnership	50	399.1			399.1	47	44	27
Nottingham City Prim SCITT	24	396.6			396.6	48	46	42
Titan Partnership, Birmingham			15	316.5	316.5	49	52	52
The Robert Owen Foundation	38	343.2	42	278.0	308.9	50	53	53

1. See B3.

Chart A5: EBITT[1] Rankings, 2013

EBITTs[1,]	Primary				Secondary				Grand Total
	Entry	Quality	Teaching	Total	Entry	Quality	Teaching	Total	
King Edward's Consortium					661.5	680.5	658.4	666.8	666.8
Bourton Meadow ITT Centre	651.3	598.5	620.8	623.5					623.5
Univ of Nottingham GTP					645.2	598.5	571.6	605.1	605.1
London East Consortium, University of Cumbria	512.7	604.4	658.4	591.8					591.8
Univ of Manchester EBITT					695.8	522.4	535.9	584.7	584.7
East Sussex Primary GTP	521.0	592.7	611.4	575.0					575.0
Two Mile Ash Partnership	590.1	581.0	550.9	574.0					574.0
Wessex Schools TP					602.6	460.6	658.4	573.8	573.8
Institute of Education EBITT	604.4	545.8	521.6	557.3	667.5	522.4	558.8	582.9	573.5
University of Warwick EBITT	663.7	453.5	458.1	525.1	695.8	506.2	532.1	578.1	571.8
Ninestiles G T Consortium					538.0	554.2	620.8	571.0	571.0
Forest Ind Primary Collegiate	613.5	512.0	583.2	569.6					569.6
Stockton-on-Tees TTP	386.9	651.2	595.6	544.6	498.0	627.8	616.7	580.8	566.3
Mid Somerset Consortium					512.7	575.1	587.0	558.3	558.3
Southfields College EBITT					434.1	610.2	611.4	551.9	551.9
University of Brighton EBITT	543.7	488.6	621.5	551.3					551.3
East Northants College EBITT					596.9	478.1	575.0	550.0	550.0
Canterbury Christ Church	472.7	528.3	490.4	497.1	622.6	540.0	522.7	561.8	548.9
Saffron Walden and Comberton Training School					575.8	460.6	595.6	544.0	544.0
Univ of Southampton EBITT	481.3	575.1	568.2	541.6	430.8	569.2	624.2	541.4	541.4
2Schools Consortium	560.3	495.7	564.4	540.1					540.1
Kingsbridge EIP GTP					386.9	680.5	542.7	536.7	536.7
Surrey LA EBITT	505.1	519.1	575.0	533.1					533.1
Oxon-Bucks Partnership	633.1	530.8	550.9	571.6	505.1	437.1	553.9	498.7	529.6
Alban Federation					474.2	592.7	508.1	525.0	525.0
Univ of Bedfordshire EBITT	494.9	510.7	611.4	539.0	437.2	469.7	615.5	507.5	522.8
Colchester TT Consortium					575.8	390.3	600.5	522.2	522.2
Doncaster GTP Partnership	689.0	513.2	583.2	595.2	337.9	507.4	625.7	490.3	521.1
Carmel Teacher Training	558.8	586.8	590.0	578.5	586.7	545.8	324.4	485.6	520.9
Sheffield Hallam Univ EBITT	569.7	377.4	499.1	482.1	543.7	476.9	561.4	527.3	520.2
University of Chester EBITT	545.2	551.7	513.0	536.6	476.8	493.2	515.2	495.1	519.8
Thamesmead School ITTP					490.0	576.4	487.4	518.0	518.0
Suffolk and Norfolk GTP	474.2	420.3	566.7	487.1	550.5	455.5	601.3	535.7	516.7
Mid-Essex ITT Consortium					512.7	524.9	508.1	515.2	515.2
Royal Borough of Windsor & Maidenhead GTTP	386.9	489.8	658.4	511.7	512.7	366.9	658.4	512.7	512.1
Redcar & Cleveland TTP	455.7	565.9	590.0	537.2	299.7	560.1	550.9	470.2	511.2
Stoke on Trent GTP	596.9	466.4	533.3	532.2	474.2	419.6	542.7	478.8	509.8
Newman UnivCollege EBITT	397.9	557.5	533.3	496.2	478.3	528.3	561.1	522.6	509.2
The Kirklees Partnership	456.8	489.8	575.0	507.2	575.8	443.0	508.1	508.9	507.9
The Beauchamp ITTP					525.9	495.7	500.2	507.3	507.3
Bromley Schools Collegiate					484.0	476.9	556.9	506.0	506.0
E-Qualitas	397.1	449.6	534.4	460.4	510.0	467.2	595.6	524.3	503.5
University of Derby GTP	413.4	512.0	608.4	511.3	499.1	476.9	501.0	492.3	502.2

Univ of East London EBITT					500.2	443.0	561.8	501.7	501.7
Bishop Grosseteste GTP	474.2	460.6	456.3	463.7	548.9	484.0	658.4	563.8	500.3
Matthew Moss ITTP					462.5	472.3	564.4	499.7	499.7
NW and Lancs Consortium	553.1	530.8	478.0	520.6	442.5	484.0	535.1	487.2	496.2
The Bedfordshire Schools' TP					474.2	437.1	575.0	495.4	495.4
North Lincolnshire ITTP	416.0	524.9	542.7	494.5					494.5
The Havering TTP					496.5	460.6	521.6	492.9	492.9
Nott Trent Univ EBITT	616.2	460.6	518.2	531.6	417.5	407.9	470.5	432.0	492.8
Univ of Chichester EBITT	424.7	494.5	566.7	495.3	423.6	506.2	525.8	485.2	490.7
Gloucestershire ITEP	613.5	443.0	340.5	465.7	593.9	460.6	476.2	510.2	483.1
Loughborough Encompass	432.3	443.0	571.6	482.3					482.3
The Shire Foundation	483.2	443.0	520.5	482.2					482.2
Merseyside and Cheshire GTP	249.5	507.4	590.0	449.0	525.9	507.4	521.6	518.3	482.0
Northumbria Univ EBITT	357.9	454.7	542.7	451.7	471.5	472.3	523.1	489.0	481.2
Kent and Medway GTP					386.9	437.1	618.9	481.0	481.0
West Berkshire TP	638.8	407.9	542.7	529.8	512.7	413.7	407.8	444.7	479.3
Dorset TEP	366.9	484.0	545.7	465.5	584.8	448.9	439.3	491.0	479.2
Essex Schools ITT Partnership	393.0	495.7	534.8	474.5	485.5	431.3	516.7	477.8	476.4
London North Consortium	457.6	407.9	588.9	484.8	409.2	396.2	533.3	446.2	472.7
Kent County Council EBITT	474.2	466.4	547.2	495.9	530.1	419.6	400.3	450.0	470.6
SCITTELS	405.1	458.0	542.7	468.6					468.6
Eastwood and Leigh GTP					494.9	410.5	497.2	467.6	467.6
Univ of Reading EBITT	471.5	437.1	497.2	468.6	468.9	443.0	470.5	460.8	466.3
George Abbot School (EBITT)					481.3	476.9	439.3	465.9	465.9
University of Sunderland (EBITT)	440.9	378.6	440.9	420.1	575.8	425.4	505.1	502.1	465.8
University of Worcester	386.9	534.1	464.1	461.7	481.3	545.8	393.1	473.4	464.3
West Midlands Consortium					370.7	507.4	501.7	459.9	459.9
Univ of Sussex EBITT					440.9	488.6	443.9	457.8	457.8
Jewish TT Partnership	345.0	494.5	533.3	457.6					457.6
Somerset SCITT Consortium	287.6	551.7	508.1	449.1					449.1
South Bank Univ EBITT	479.5	413.7	447.2	446.8					446.8
Education Management Direct	476.4	443.0	433.0	450.8	487.0	443.0	366.8	432.3	444.4
STORM	494.9	363.7	561.4	473.4	337.1	381.3	552.8	423.7	440.9
Wolverhampton Univ EBITT	467.4	484.0	458.9	470.1	497.6	448.9	326.6	424.4	440.3
Southend TTP	458.3	281.8	559.6	433.2	445.1	299.3	590.0	444.8	438.3
Northamptonshire, Leicester & Milton Keynes Consortium	424.7	346.2	504.3	425.1	453.4	346.2	579.1	459.6	435.8
North Essex Teacher Training					339.7	443.0	517.5	433.4	433.4
Birmingham Advisory Schools Service EBITT	323.9	478.1	533.3	445.1	160.4	413.7	453.6	342.6	412.9
Hull Citywide GTP	446.6	513.2	579.1	513.0	343.5	443.0	344.3	376.9	412.3
East Lincolnshire GTP	484.7	536.6	484.8	502.1	355.6	524.9	238.0	372.8	404.3
West London Partnership	342.0	443.0	394.3	393.1	298.6	413.7	413.4	375.2	384.5
The Robert Owen Foundation	386.9	340.3	362.0	363.1	393.0	299.3	449.1	380.5	374.6

Herts Regional Partnership					446.6	540.0	-66.3	306.8	306.8
LearnED					481.3	471.1	-62.9	296.5	296.5
Isle of Wight Partnership					440.9	419.6	-46.0	271.5	271.5
St Mark & St John EBITT	368.1	427.3	-56.2	261.4					261.4

1. Twenty-four providers of primary ITT and 21 providers of secondary ITT not included because the full range of necessary data was not available. See Appendix A for the providers and what data was missing.

Chart A6: EBITT[1] Rankings

EBITTs[1,2]	Primary		Secondary		Grand Total	Rank	
	Intake	Score	Intake	Score		2013	2012
King Edward's Consortium			24	666.8	666.8	1	1
Bourton Meadow ITT Centre	20	623.5			623.5	2	
Univ of Nottingham GTP			78	605.1	605.1	3	18
London East Consortium, University of Cumbria	25	591.8			591.8	4	6
Univ of Manchester EBITT			44	584.7	584.7	5	4
East Sussex Primary GTP	32	575.0			575.0	6	24
Two Mile Ash Partnership	28	574.0			574.0	7	55
Wessex Schools TP			14	573.8	573.8	8	45
Institute of Education EBITT	132	557.3	226	582.9	573.5	9	58
University of Warwick EBITT	15	525.1	112	578.1	571.8	10	12
Ninestiles G T Consortium			20	571.0	571.0	11	2
Forest Ind Primary Collegiate	20	569.6			569.6	12	14
Stockton-on-Tees TTP	12	544.6	18	580.8	566.3	13	13
Mid Somerset Consortium			42	558.3	558.3	14	25
Southfields College EBITT			16	551.9	551.9	15	5
University of Brighton EBITT	41	551.3			551.3	16	51
East Northants College EBITT			18	550.0	550.0	17	44
Canterbury Christ Church	91	497.1	367	561.8	548.9	18	15
Saffron Walden and Comberton Training School			12	544.0	544.0	19	
Univ of Southampton EBITT	25	541.6	45	541.4	541.4	20	70
2Schools Consortium	40	540.1			540.1	21	
Kingsbridge EIP GTP			12	536.7	536.7	22	
Surrey LA EBITT	32	533.1			533.1	23	62
Oxon-Bucks Partnership	25	571.6	34	498.7	529.6	24	28
Alban Federation			14	525.0	525.0	25	10
Univ of Bedfordshire EBITT	32	539.0	34	507.5	522.8	26	39
Colchester TT Consortium			12	522.2	522.2	27	
Doncaster GTP Partnership	10	595.2	24	490.3	521.1	28	26
Carmel Teacher Training	11	578.5	18	485.6	520.9	29	21
Sheffield Hallam Univ EBITT	33	482.1	176	527.3	520.2	30	81
University of Chester EBITT	31	536.6	21	495.1	519.8	31	
Thamesmead School ITTP			22	518.0	518.0	32	30
Suffolk and Norfolk GTP	41	487.1	64	535.7	516.7	33	37
Mid-Essex ITT Consortium			20	515.2	515.2	34	9
Royal Borough of Windsor & Maidenhead GTTP	14	511.7	12	512.7	512.1	35	87
Redcar & Cleveland TTP	22	537.2	14	470.2	511.2	36	8
Stoke on Trent GTP	18	532.2	13	478.8	509.8	37	
Newman UnivCollege EBITT	69	496.2	67	522.6	509.2	38	29
The Kirklees Partnership	27	507.2	20	508.9	507.9	39	59
The Beauchamp ITTP			19	507.3	507.3	40	23
Bromley Schools Collegiate			35	506.0	506.0	41	42
E-Qualitas	98	460.4	204	524.3	503.5	42	27
University of Derby GTP	45	511.3	41	492.3	502.2	43	38

Univ of East London EBITT			70	501.7	501.7	44	50
Bishop Grosseteste GTP	26	463.7	15	563.8	500.3	45	20
Matthew Moss ITTP			16	499.7	499.7	46	54
NW and Lancs Consortium	25	520.6	68	487.2	496.2	47	64
The Bedfordshire Schools' TP			28	495.4	495.4	48	31
North Lincolnshire ITTP	13	494.5			494.5	49	67
The Havering TTP			32	492.9	492.9	50	11
Nott Trent Univ EBITT	61	531.6	39	432.0	492.8	51	76
Univ of Chichester EBITT	40	495.3	33	485.2	490.7	52	48
Gloucestershire ITEP	50	465.7	32	510.2	483.1	53	46
Loughborough Encompass	26	482.3			482.3	54	7
The Shire Foundation	51	482.2			482.2	55	60
Merseyside and Cheshire GTP	22	449.0	20	518.3	482.0	56	32
Northumbria Univ EBITT	13	451.7	49	489.0	481.2	57	33
Kent and Medway GTP			18	481.0	481.0	58	49
West Berkshire TP	13	529.8	19	444.7	479.3	59	36
Dorset TEP	19	465.5	22	491.0	479.2	60	75
Essex Schools ITT Partnership	73	474.5	103	477.8	476.4	61	35
London North Consortium	144	484.8	66	446.2	472.7	62	73
Kent County Council EBITT	26	495.9	32	450.0	470.6	63	57
SCITTELS	23	468.6			468.6	64	82
Eastwood and Leigh GTP			14	467.6	467.6	65	56
Univ of Reading EBITT	142	468.6	61	460.8	466.3	66	79
George Abbot School (EBITT)			24	465.9	465.9	67	52
University of Sunderland (EBITT)	39	420.1	49	502.1	465.8	68	69
University of Worcester	58	461.7	16	473.4	464.3	69	22
West Midlands Consortium			23	459.9	459.9	70	74
Univ of Sussex EBITT			45	457.8	457.8	71	41
Jewish TT Partnership	10	457.6			457.6	72	
Somerset SCITT Consortium	20	449.1			449.1	73	3
South Bank Univ EBITT	104	446.8			446.8	74	63
Education Management Direct	132	450.8	70	432.3	444.4	75	80
STORM	29	473.4	55	423.7	440.9	76	66
Wolverhampton Univ EBITT	63	470.1	118	424.4	440.3	77	65
Southend TTP	37	433.2	29	444.8	438.3	78	71
Northamptonshire, Leicester & Milton Keynes Consortium	40	425.1	18	459.6	435.8	79	53
North Essex Teacher Training			16	433.4	433.4	80	84
Birmingham Advisory Schools Service EBITT	24	445.1	11	342.6	412.9	81	78
Hull Citywide GTP	19	513.0	54	376.9	412.3	82	61
East Lincolnshire GTP	27	502.1	84	372.8	404.3	83	16
West London Partnership	123	393.1	115	375.2	384.5	84	68
The Robert Owen Foundation	32	363.1	63	380.5	374.6	85	86
Herts Regional Partnership			81	306.8	306.8	86	17
LearnED			24	296.5	296.5	87	83
Isle of Wight Partnership			15	271.5	271.5	88	
St Mark & St John EBITT	40	261.4			261.4	89	34

1. For details see footnotes of Chart B3a.

Chart A7: Omitted from the Rankings

Provider	Primary				Secondary			
	Entry	Ofsted	NQT	Teach	Entry	Ofsted	NQT	Teach
Birmingham City University EBITT					X	X	X	X
Bradford & Northern Employment-based Teacher Training (EBITT)	d	d	d	X	d	d	d	X
Bradford College (HEI)	d	d	X	d	d	d	X	d
CILT The National Centre for Languages (EBITT)					X	X	d	X
Eastwood and Leigh GTP Partnership (EBITT)	X	d	X	d				
Edge Hill GTP EBITT					d	X	X	X
George Spencer Training School (EBITT)	X	d	X	d	X	d	d	d
Hastings and Rother SCITT					d	d	X	d
Hertfordshire Regional Partnership (EBITT)	d	d	d	X				
Hibernia College (HEI)					d	X	X	X
Isle of Wight Partnership (EBITT)	d	d	d	X				
Jewish Teacher Training Partnership (EBITT)					X	d	d	d
Kent and Medway Training GTP (EBITT)	X	d	X	X				
King's College London Teach First (EBITT)					d	X	X	d
Kingsbridge Education Improvement Partnership GTP (EBITT)	d	d	X	X				
Leeds Metropolitan University Teach First (EBITT	X	X	X	X				
Liverpool John Moores University Teach First (EBITT)	X	X	X	X	d	X	X	d
London Metropolitan University (EBITT)	d	X	X	X				
London South Bank University (HEI)					d	d	X	d
London South Bank University (EBITT)					X	d	X	d
Loughborough Encompass (EBITT)					X	d	X	X
Maryvale Institute SCITT					X	X	X	X
Mid Somerset Consortium for TT (EBITT)	X	d	X	X				
Mid-Essex ITT Consortium (EBITT)	X	d	X	X				
North Essex Teacher Training (SCITT)					d	d	X	d
North Lincolnshire ITT Partnership (EBITT)					X	d	d	d
Northampton Teacher Training Partnership SCITT					d	d	X	d
Northumbria University (HEI)					X	d	X	d
SCITTELS (EBITT)					X	d	X	d
Southfields Community College (EBITT)	X	d	X	X				
Surrey LA (EBITT)					X	X	X	d
The Cambridge Partnership (EBITT)	X	d	X	X	d	d	d	X
The East Northamptonshire College (EBITT)	d	d	X	d				
The Pilgrim Partnership (EBITT)	d	d	d	X				
The Shire Foundation (SCITT)	d	d	X	d				

The Slough Partnership (EBITT)	X	d	d	X	X	d	d	d
The Titan Partnership, Birmingham (EBITT)					d	d	X	d
The Titan Partnership, Birmingham (SCITT)	d	d	X	d				
The Wakefield Partnership for Initial Teacher Training (EBITT)	d	d	X	X	d	d	d	X
University College Plymouth St Mark & St John (EBITT)	d	d	d	X	d	d	d	X
University of Bath (EBITT)	X	d	X	X	X	d	d	d
University of Brighton, School of Education(EBITT)					X	d	d	d
University of Buckingham HEI)					X	X	d	X
University of East London (EBITT)	X	X	X	d				
University of Gloucestershire - ULF (EBITT)	X	X	d	X				
University of Leicester EBITT	X	X	X	X				
University of Sussex (EBITT)	X	X	X	X				
University of Winchester (HEI)					X	d	X	d

Key: X essential data omitted, d=usable data available, blank no provision for this phase. Although these providers have been omitted from the rankings data from them are included in the trend data.

Chart A8: Trends in ITT Intakes by the Different Routes

Primary	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Unis and Colleges	12,352	11,465	11,332	11,136	12,422	12,736	13,192	14,314
SCITTs	171	205	345	416	495	566	721	787
EBITTs	-	-	-	-	-	1,169	1,363	2,010
Total	**12,523**	**11,670**	**11,677**	**11,552**	**12,917**	**14,471**	**15,276**	**17,111**
Secondary								
Unis and Colleges	15,438	14,804	13,351	12,762	12,875	13,664	14,470	15,587
SCITTs	317	358	396	368	511	484	558	635
EBITTs	-	5	23	35	222	1,964	2,540	3,321
Total	**15,755**	**15,167**	**13,770**	**13,165**	**13,608**	**16,112**	**17,568**	**19,543**
Key Stage 2/3								
Unis and Colleges	459	705	750	737	640	750	672	786
SCITTs	-	-	-	18	21	38	41	52
EBITTs	-	-	-	-	-	10	51	86
Total	**459**	**705**	**750**	**775**	**661**	**798**	**764**	**924**
Grand Total	**28,737**	**27,542**	**26,197**	**25,492**	**27,186**	**31,381**	**33,608**	**37,578**

Primary	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Unis and Colleges	15,023	15,254	14,468	14,172	14,264	14,870	14,819	15,605
SCITTs	871	819	817	761	803	905	941	1,035
EBITTs	2,722	2,653	2,664	2,387	2,301	2,161	2,217	2,819
Total	**18,616**	**18,726**	**17,949**	**17,320**	**17,368**	**17,936**	**17,977**	**19,459**
Secondary								
Unis and Colleges	15,299	15,263	15,036	14,293	13,924	14,814	14,135	11,484
SCITTs	786	838	848	779	782	858	766	695
EBITTs	4,335	4,407	4,508	4,454	4,260	4,204	3,950	3,888
Total	**20,420**	**20,508**	**20,392**	**19,526**	**18,966**	**19,876**	**18,851**	**16,067**
Key Stage 2/3								
Unis and Colleges	723	556	544	522	557	562	477	252
SCITTs	54	41	0	0	0	0	0	0
EBITTs	49	49	33	18	7	55	35	19
Total	**826**	**646**	**577**	**540**	**564**	**617**	**512**	**271**
Grand Total	**39,862**	**39,880**	**38,918**	**37,386**	**36,898**	**38,429**	**37,340**	**35,797**

Chart A9a: Trends in Primary Teacher Trainees

	1998	1999	2000	2001	2002	2003	2004	2005
%Male	14	13	13	13	13	13	12	13
%Ethnic Minority	5	5	5	6	6	6	6	7
%Age25+	n/a	n/a	37	38	39	44	43	44
%Postgraduate	41	41	44	46	49	54	55	58
%PG2.1+ degree	49	53	52	51	52	54	55	54
Intake	**12,523**	**11,670**	**11,677**	**11,552**	**12,917**	**13,302**	**13,913**	**15,101**

	2006	2007	2008	2009	2010	2011	2012	2013
%Male	13	13	13	14	14	15	18	18
%Ethnic Minority	8	8	8	8	9	9	9	9
%Age25+	43	40	39	38	36	39	41	40
%Postgraduate	58	57	56	57	57	58	60	62
%PG2.1+ degree	55	58	58	60	60	61	63	67
Intake	**15,894**	**16,073**	**15,285**	**14,933**	**15,067**	**15,775**	**15,760**	**16,640**

Chart A9b: Trends in Secondary Teacher Trainees

	1998	1999	2000	2001	2002	2003	2004	2005
%Male	43	40	38	38	36	37	37	40
%Ethnic Minority	7	7	7	8	8	8	9	10
%Age25+	n/a	n/a	55	54	55	56	57	57
%Postgraduate	86	86	88	90	92	93	94	94
%PG2.1+ degree	46	47	48	48	49	49	52	53
Intake	**15,755**	**15,161**	**13,747**	**13,130**	**13,386**	**14,148**	**15,028**	**16,222**

	2006	2007	2008	2009	2010	2011	2012	2013
%Male	38	39	37	37	38	38	38	37
%Ethnic Minority	11	13	14	15	15	14	14	16
%Age25+	56	55	55	56	54	54	54	53
%Postgraduate	95	94	94	95	95	95	95	96
%PG2.1+ degree	54	54	54	53	55	58	59	61
Intake	**16,085**	**16,101**	**15,884**	**15,072**	**14,706**	**15,672**	**14,901**	**12,179**

Chart A10: Outcomes by Route

Provider[1]	Final Year Trainees[2]	Awarded QTS	% Awarded QTS	In Teaching	Per Cent in Teaching[3]
Primary					
Universities PG	9,686	8,753	90.4	7,336	75.7
Universities UG	5,887	5,303	90.1	4,197	71.3
SCITT	1,038	942	90.8	856	82.5
EBITT PG	2,721	2,495	91.7	2,052	75.4
EBITT UG	92	78	84.8	53	57.6
Key Stage 2/3					
Universities PG	118	104	88.1	87	73.7
Universities UG	276	226	81.9	174	63.0
EBITT PG	23	20	87.0	17	73.9
Secondary					
Universities PG	11,519	10,091	87.6	8,694	75.5
Universities UG	756	661	87.4	555	73.4
SCITT	742	642	86.5	549	74.0
EBITT PG	4,016	3,633	90.5	2,980	74.2
EBITT UG	24	23	95.8	20	83.3
Totals					
Undergraduate	7,035	6,291	89.4	4,999	71.1
Postgraduate	29,863	26,680	89.3	22,571	75.6
Totals					
Universities	28,242	25,138	89.0	21,043	74.5
SCITTs	1,780	1,584	89.0	1,405	78.9
EBITTs	6,876	6,249	90.9	5,122	74.5
Totals					
Primary	19,424	17,571	90.5	14,494	74.6
Key Stage 2/3	417	350	83.9	278	66.7
Secondary	17,057	15,050	88.2	12,798	75.0
Grand Total	**36,898**	**32,971**	**89.4**	**27,570**	**74.7**

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

Chart A11: Secondary Trainees with Good Degrees[1] by Subject and Provider Type

Subject	Universities		SCITT		EBITT		All	
	Entrants UK Qual	% Good Degree	Entrants UK Qual	% Good Degree	Entrants UK Qual	% Good Degree	Entrants UK Qual	% Good Degree
Art & Design	238	82.8	8	37.5	108	68.5	354	77.4
Assessment-based	26	65.4					26	65.4
Business Studies	213	60.1	15	53.3	83	68.7	311	62.1
Citizenship	151	62.9	4	75.0	24	75.0	179	64.8
Classics	26	96.2			15	73.3	41	87.8
Design & Technology	532	52.8	90	66.7	198	55.6	820	55.0
Drama/Dance	173	89.6	33	87.9	222	72.5	428	80.6
Economics					6	83.3	6	83.3
English	1,320	80.7	72	68.1	669	73.7	2,061	78.0
Geography	532	71.8	17	64.7	76	73.7	625	71.8
History	473	85.2	11	81.8	173	76.9	657	83.0
ICT	452	50.4	45	53.3	130	64.6	627	53.6
Mathematics	1,814	55.0	82	52.4	538	64.7	2,434	57.0
Modern languages	923	66.5	42	69.0	156	70.5	1,121	67.2
Music	279	72.8	20	65.0	99	77.8	398	73.6
Physical Education	501	73.9	64	68.8	404	46.3	969	62.0
Religious Education	355	72.4	12	50.0	74	73.0	441	71.9
Science	2,292	51.7	125	57.6	549	67.2	2,966	54.8
Social Science/Studies	56	89.3			20	70.0	76	84.2
Vocational Subjects	160	56.9	35	62.9	81	66.7	276	60.5
Total UK Qual	**10,516**	**64.1**	**675**	**63.0**	**3,625**	**66.6**	**14,816**	**64.7**
Totals inc Non-UK Quals	11,016	61.2	695	61.2	3,873	62.3	15,584	61.5

1. First or 2i.as percentage of those entering on UK qualifications.