THE GOOD TEACHER TRAINING GUIDE 2010

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1.Introduction

1.1 The *Good Teacher Training Guide 2010*, as in previous years, compares the teacher trainer providers, and analyses entries and outcomes. Each year since 1998 the Training and Development Agency for Schools, the body responsible for allocating teacher training places, has collected and made available an extensive dataset describing the training providers, and each year since 1998 the Centre for Education and Employment Research has analysed and summarized these data. In order to be able to compile statistics on the take-up of teaching posts the TDA profiles refer to the preceding academic year, so the 2010 profiles are based on the training year 2008-09.

The Providers

1.2 The providers are ranked on entry qualifications, Ofsted inspections and the trainees' take up of teaching posts. There are three types of teacher training: in the universities and colleges (which we abbreviate to the universities), the school centred schemes (SCITTs) and the employment based arrangements (EBITTs). The TDA collects information on intakes, inspections and entry to teaching for both the universities and SCITTs, but not on employment for EBITTs. Thus although this route has been growing and there are now 100 EBITT providers catering for a fifth of the final year trainees, there is no EBITT table. The university and SCITT scores are standardised together and are therefore directly comparable. Since the universities take the lion's share of trainees (76%) they are put in tables of their own. The 57 SCITTs, in 2008-09, collectively trained only 1,579, not much different in total to some of the individual university teacher training departments.

The Entrants

1.3 In addition to comparing providers, *The Good Teacher Training Guide* describes the entrants. This information is available for EBITTs also so these programmes do form part of the analyses. The entrants to the different phases of teacher training - primary, key stage 2/3 and secondary - are described in terms of their gender, ethnicity, age, whether undergraduate or postgraduate, and whether entry is on the basis of a UK or overseas qualification. The entry qualifications to undergraduate courses are analysed in terms of A-levels and to postgraduate courses in terms of good degrees. There are three sorts of EBITT postgraduate programme (there is in addition a programme for non-graduates) - the Graduate Teacher Programme, the Overseas Trained Teacher Programme and Teach First - which differ markedly, and these are analysed separately. The entry qualifications, both undergraduate and postgraduate, to the different subjects in secondary training are compared. The trends over the 13 years the report has been compiled are examined.

Outcomes

1.4 Most teacher training courses last one year, but not all do. Some trainees take less and others longer than a year to complete. Thus, if we focus on final year trainees we are considering mainly the same people as we did in looking at the entrants, but the groups are not exactly the same. Data on the final year trainees enable us to compare the universities, SCITTs and EBITTs by completion rates, and the universities and SCITTs on entry to teaching. Here we can distinguish entry to state schools, independent schools and other teaching.

2. The Providers

2.1 In all, in 2008-09, there were 231 teacher training providers offering a range of routes into teaching. Chart 1.1 shows that there were 74 universities and 57 school centred schemes (SCITTs) offering Qualified Teaching Status (QTS), either through first degrees or the Postgraduate Certificate of Education (PGCE). In addition, there were 100 employment based providers offering training leading to QTS but not a PGCE.

Chart 2.1: ITT Providers

University	University	SCITT[1]	EBITT[2]	Total
Primary				
Undergraduate	44	-	12	56
Postgraduate[3]	58	29	73	160
Key Stage 2/3				
Undergraduate	5	-	-	5
Postgraduate	8	-	4	12
Secondary				
Undergraduate	18	-	9	27
Postgraduate[3]	72	29	89	190
Total[4]	74[5]	57[6]	100	231

1. School Centred Initial Teacher Training leading to the award of PGCE.

2. Employment Based Initial Teacher Training including Graduate Teacher Programme, Registered Teacher Programme, Overseas Trained Teacher Programme and Teach First.

3. University of Gloucester offers both PGCE and assessment only provision.

4. Column totals do not equal sums of cells since providers can offer more than one type of course, but row totals do equal sums of cells since types of provision are treated separately.

5. Only the University of Derby and University College Birmingham offer primary teacher training without having secondary courses.

6. Only one SCITT, the newly formed The Robert Owen Society SCITT, offers both primary and secondary training.

2.2 The providers can also be grouped according to the phase of education for which training is provided - primary, key stage2/3 or secondary. Although the standards for each are specified by the TDA, the QTS is a general qualification and teachers are free to teach at any level for which they are offered a post. No separate inspection grades are published for key stage 2/3 courses so they are not included in our rankings, although they do form part of the general analyses.

Universities

2.3 The top university in 2010, as in 2009 and 2008, was Cambridge, followed by Oxford and Warwick. Chart 2.2 shows that the top ten universities this year were mainly those in the two previous years, with one notable exception. The University of Buckingham entered for the first time and it has burst into the table in fifth place. The full listing for the universities is given in Charts A1 and A2 in the Appendix. This reveals two notable improvers, Northumbria University, which has risen from 24th to 11th, and the University of Sussex which has advanced from 28th to 12th.

Chart 2.2: Top Ten[1] University Providers

University	Score	Rank 2010	Rank 2009	Rank 2008
Cambridge	656	1	1	1
Oxford	634	2	2	2
Warwick	595	3	9	4
Exeter	594	4	3	3
Buckingham	589	5	-	-
Loughborough	583	6	4	9
East Anglia	580	7	11	12
Birmingham	573	8	7	10
Bristol	564	9	5	5
Manchester	563	10	8	3

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

2.4 Northumbria's climb up the table is underlined when we consider the primary and secondary courses separately. Chart 2.3 shows that this university comes second only to Cambridge for secondary courses and is ninth for primary (its position 11th overall is determined mainly by its primary intake of 240 against the 18 in secondary). Cambridge leads both the primary and secondary lists. In addition to the universities in the top ten overall, Reading, Canterbury Christ Church, Northumbria, and Wolverhampton make it into the top ten for primary and York St John for secondary (again its overall ranking mainly reflects the primary intake of 338, rather than the 18 in secondary).

Chart 2.3: Top Ten[1] Universities for Primary and Secondary

Primary	Score	Secondary	Score
Cambridge	638	Cambridge	669
Warwick	599	Northumbria	636
Manchester	597	Oxford	634
Reading	595	Exeter	597
Exeter	588	East Anglia	596
Birmingham	580	Warwick	592
East Anglia	566	Buckingham	589
Canterbury Christ Church	555	Loughborough	583
Northumbria	554	York St John	583
Wolverhampton	548	Birmingham	570

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

2.5 The rankings are derived from combining the standardised scores for entry qualifications, Ofsted inspections, and employment in teaching, and the top ten on each dimension for primary and secondary separately are shown in Charts 2.4 to 2.6. The full tabulation appears in Chart A.1in the appendix.

Entry Qualifications

2.6 The qualifications of the entrants reflect competition for entry. Chart 2.4 shows the top three universities for primary entry qualifications were Cambridge, Birmingham

and Exeter. For secondary the top three were the Central School of Speech and Drama, Buckingham and Cambridge. Their percentages contrast sharply with those at the other end of the table where two-thirds of the entrants had poor degrees.

Chart 2.4: Universities with Highest ITT Entry Qualifications

Primary	% Good[1]	Secondary	% Good[1]
Cambridge	91.6	Central School of Speech and Drama	92.1
Birmingham	88.9	Buckingham	86.7
Exeter	85.6	Cambridge	86.2
Durham*	84.4	Oxford	77.5
Leeds	82.9	Northumbria	76.5
Chester*	82.8	Durham	72.3
Nottingham Trent*	82.5	York St John	70.6
Southampton*	80.7	Leeds Metropolitan*	70.5
Institute of Education, London	80.5	Sussex	70.4
Manchester	79.5	Bristol	69.7

1.These percentages are derived from a combined measure for postgraduate and undergraduate entrants in the cases of the universities asterisked. For postgraduate courses the measure is percentage firsts or 2i and for undergraduate courses the measure used is %2 A-levels. It is recognised that these are not exactly comparable, but the score ranges are similar.

Inspection Grades

2.7 The providers are regularly inspected by Ofsted, though not every year, and the current inspection data are a mix of two regimes. The latest information for most universities is still from the earlier regime where they were graded on 'training'; 'standards'; and 'management and quality', but some have been rated on the new dimensions of 'overall effectiveness' and 'capacity to improve'. Chart 2.5 lists alphabetically the five primary and eight secondary university providers achieving top grades by either route.

Chart 2.5: Maximum Ofsted Grades[1]

Primary	Secondary
Canterbury Christ Church	Cambridge
Northumbria	East Anglia
Reading	Exeter
University College, Birmingham	Loughborough
Warwick	Northumbria
	Oxford
	Oxford Brookes
	Warwick

1. Providers listed alphabetically.

Entry to Teaching

2.8 The third component in our rankings is the proportion of the final year students who are in teaching posts six months after completing the courses. We have been criticised for including this on the view that it has nothing to do with the quality of the training. But our argument is that teacher training courses are applied courses

and if they do not lead to teaching posts then they are nothing. So we feel comfortable with including these data.

2.9 Chart 2.6 shows the universities with the highest entries into teaching. It is over 90% of the final year primary trainees at the Universities of Birmingham and Cambridge, and over 90% of the secondary trainees at Cambridge. It was above 80% for the others in the top ten. This contrasts with the other end of the scale where only 47% of the primary trainees and 22% of the secondary trainees had obtained posts. One wonders about the usefulness of these courses.

Chart 2.6: Top Ten[1] Universities for Entry to Teaching

Primary	% Teaching	Secondary	% Teaching
Birmingham	92.5	Cambridge	92.3
Cambridge	91.7	Northumbria	88.9
Newcastle	87.5	Sussex	87.3
Derby	86.7	Oxford	87.1
Manchester	85.2	Buckingham	86.7
Southampton	84.2	Sheffield	86.3
Nottingham Trent	84.0	East Anglia	86.0
Birmingham City	81.8	Bishop Grosseteste	85.5
Warwick	81.8	Newcastle	85.0
Reading	80.2	Loughborough	84.5

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

School Centred Initial Teacher Training

2.10 The school centred schemes are generally small and their total intake in 2008-09 of 803 primary and 782 secondary (see Chart 3.1) was about the size of one of the largest university providers. Cumbria alone for example had 951 primary trainees and the Institute of Education, London 699 secondary trainees. Because their size is so different the SCITTs standings are presented in separate tables. But Chart 2.7 shows that the leading SCITTs do outstandingly well.

Chart 2.7: Top Ten[1] SCITTs

SCITT	Score
Portsmouth Primary	642
Bromley Schools Collegiate	635
Royal Academy of Dance	621
Devon Secondary Teacher Training Group	610
The North East Partnership	607
Billericay Educational Consortium	606
Northumbria DT Partnership	603
Cornwall Early Years	599
Dorset Teacher Training Partnership	596
South West Teacher Training	581

1. Full listing in Appendix in Charts A3 and A4.

2.11 Only two of the universities would have got into the listing of the top ten SCITTs, Cambridge in first place and Oxford fourth. All other eight places would have been occupied by SCITTs. The highest ranked, Portsmouth Primary SCITT, was also top last year, but probably reflecting their small size there can be, as Chart A4 in the appendix shows, quite a lot of variation from year to year. Comparison with earlier years also shows a high turnover of the SCITT providers.

2.12 When primary and secondary providers are listed separately, as in Chart 2.8, it emerges that Portsmouth Primary SCITT and the Billericay Educational Consortium are in the top three for primary overall along with Cambridge University. Bromley Schools Collegiate joins Cambridge and Northumbria Universities in the top three overall for secondary. Four of the top ten primary providers and five of the top ten secondary providers in the combined listings are SCITTs.

Chart 2.8: Top Ten[1] SCITTs for Primary and Secondary

Primary	Score	Secondary	Score
Portsmouth Primary	642	Bromley Schools Collegiate	635
Billericay Educational Consortium	606	Royal Academy of Dance	621
Cornwall Early Years	599	Devon Secondary Teacher Training Group	610
Dorset Teacher Training Partnership	596	North East Partnership	607
Leicester and Leicestershire	577	Northumbria DT Partnership	603
Poole	572	South West Teacher Training	581
Thames Primary Consortium	568	North Bedfordshire Consortium	576
The Pilgrim Partnership	559	Chiltern Training Group	569
Devon Primary Group	553	Cornwall	559
North Tyneside 3-7	539	Bournemouth Poole and Dorset East	529

1. Four SCITTs would have been in combined top ten for primary and 5 in top ten for secondary.

Entry Qualifications

2.13 Chart 2.9 shows the percentages of SCITT entrants with good degrees.

Chart 2.9: Top Ten SCITTS[1] for Good Degrees[2]

Primary	% Good Degree	Secondary	% Good Degree
Portsmouth Primary	84.0	South West Teacher Training	88.9
Billericay Educational Consortium	77.3	Royal Academy of Dance	85.0
Cornwall Early Years	77.3	Devon Secondary Teacher Training Group	77.3
Jewish Teacher Training Partnership	75.0	North East Partnership	75.0
South Coast SCITT	73.1	North Bedfordshire Consortium	71.5
Thames Primary Consortium	70.4	Grand Union Training Partnership	68.4
Dorset Teacher Training Partnership	66.7	Bromley Schools Collegiate	68.0
Suffolk and Norfolk Primary	63.5	Northumbria DT Partnership	68.0
Essex Primary Schools Training Group	60.0	Cornwall SCITT	62.8
Primary Catholic Partnership	57.2	Colchester Teacher Training Consortium	61.6

1. Of 28 SCITTs for primary (one did not provide information on entry qualifications) and 29 for secondary.

2. First or 2i

2.14 Entry qualifications for SCITTs are somewhat lower than for universities, but the 'top ten' goes further down the list since in the case of the universities we are comparing more than seventy providers for both primary and secondary and in the case of the SCITTs less than 30. Nevertheless, only one primary SCITT, the top one, would have made it into a combined list for primary, but four would have got into the top ten for secondary. It is sometimes argued that as SCITT entrants tend to be older they would have obtained their degrees when fewer firsts and upper seconds were awarded.

Inspection Grades

2.15 Eleven of the SCITTs obtained maximum grades from Ofsted compared with the 13 university courses. Chart 2.10 shows that seven of the primary SCITTs achieved perfect scores (five universities) and four secondary SCITTs (eight universities).

Chart 2.10: Maximum Ofsted Grades Achieved by SCITTs[1]

Primary	Secondary
Cornwall Early Years	Bromley Schools Collegiate
Devon Primary Group	Chiltern Training Group
Dorset Teacher Training Partnership	Devon Secondary Teacher Training Group
Gateshead 3-7	North East Partnership
Leicester and Leicestershire	
North Tyneside 3-7	
The Pilgrim Partnership	

1. Providers listed alphabetically.

Entry to Teaching

2.16 Where the SCITTS really score over the universities, as Chart 2.11 shows, is in entry to teaching.

Chart 2.11: Top Ten SCITTS for Entry to Teaching

Primary	% Teaching	Secondary	% Teaching
Portsmouth Primary	100.0	Royal Academy of Dance	100.0
Forest Independent Primary Collegiate	100.0	Bromley Schools Collegiate	96.3
Wandsworth Primary Schools Consortium	100.0	Mid-Essex ITT Consortium	95.7
Thames Primary Consortium	96.3	North Bedfordshire Consortium	95.7
Poole	96.0	North East Essex Costal Confederation	94.5
Cumbria Primary Teacher Training Centre	95.9	The Learning Institute	94.1
Leicester and Leicestershire	95.9	Leeds	93.4
Essex Primary Schools Training Group	92.0	Bournemouth Poole &Dorset East	87.5
Billericay Educational Consortium	90.9	The Grand Union Training Partnership	87.5
Tendring Hundred Primary	89.5	Colchester Teacher Training Consortium	86.7

2.17 They have the advantage that the training is provided in the schools which are looking to recruit, whereas university ITT is a two-stage process with first the

providers having to fill their places and then trainees having to look for a post on completion. A hundred per cent of the trainees from four of the SCITT courses were in teaching posts six months later. All of the top ten primary SCITTs were above 90% and all of the top ten secondary SCITTs were above 87%. Only Birmingham (8th) and Cambridge (10th) universities would get into the top ten for a combined listing for primary; and only Cambridge and Northumbria for secondary, occupying 8th and 9th places.

Résumé

2.18 In 2008-09 there were 75 universities providing teacher training. When they were compared on their entry qualifications, Ofsted inspections and teaching take-up Cambridge came out top followed by Oxford and Warwick. The top ten were mainly the same as last year except for the notable entry of Buckingham, which in its first year came fifth. Cambridge, Warwick and Manchester were the top three primary providers and Cambridge, Northumbria and Oxford the top three for secondary. Cambridge, Birmingham and Exeter had the highest entry qualifications for primary and the Central School of Speech and Drama, Buckingham and Cambridge the highest for secondary. Five primary providers and eight secondary providers obtained perfect scores from Ofsted. Of the universities, Birmingham, Cambridge and Newcastle had the highest percentages entering teaching from primary courses, and Cambridge, Northumbria and Sussex from secondary courses.

2.19 There were 57 school centred initial teacher training schemes (SCITTs) in 2008-09 catering for 1,585 trainees. In total, this is not much more than Edge Hill University alone (1,427). Four other universities had over a thousand trainees. Listing the SCITTs separately, Portsmouth Primary comes top again this year. As a group the SCITTs did extremely well and only Cambridge and Oxford would have got into the top ten for a combined overall listing. The SCITTs scored particularly well on employment with four achieving 100%. In top ten listings the universities come no higher than eighth - Birmingham for primary and Cambridge for secondary. Seven of the primary SCITTs and four of the secondary SCITTs obtained maximum quality ratings from Ofsted.

2.20 There were also 100 employment based training providers, but since these are not required to return employment data they could not be included in our rankings. They do, however, form part of the general analysis to which we now turn.

3. Entrants

3.1 Altogether, as Chart 3.1 shows, there were 36,898 entrants in 2008-09. Of those, 78% were in universities, 4% in SCITTs, and 18% in EBITTs; 47% were training to be primary school teachers, 1.5% key stage 2/3 teachers, and 51% secondary school teachers; 79% were on postgraduate courses and 21% on undergraduate courses.

Chart 3.1: Entrants 2008-09

University	University	SCITT[1]	EBITT[2]	Total
Primary				
Undergraduate	6,430	-	90	6,520
Postgraduate[3]	7,834	803	2,211	10,848
Key Stage 2/3				
Undergraduate	285	-		285
Postgraduate	272	-	7	279
Secondary				
Undergraduate	782	-	27	809
Postgraduate[3]	13,142	782	4,233	18,157
Total	28,745	1,585	6,568	36,898

1. School Centred Initial Teacher Training leading to PGCE

2. Employment Based Initial Teacher Training including Graduate Teacher Programme, Registered Teacher Programme, Overseas Trained Teacher Programme and Teach First.

3.Assessment only provision included with the University of Gloucester.

3.2 In Chart 3.2 we look back over the decade. The number of trainees grew substantially from 2000 to 2005 (by 43%), and declined somewhat to 2010.

Chart 3.2: Trends in ITT Intakes[1]

Phase and Provider Type	2000	2005	2010
Primary			
Unis and Colleges	11,332	14,314	14,264
SCITTs	345	787	803
EBITTs	-	2,010	2,301
Total	11,677	17,111	17,368
Key Stage 2/3			
Unis and Colleges	750	786	557
SCITTs	-	52	-
EBITTs	-	86	7
Total	750	924	564
Secondary			
Unis and Colleges	13,351	15,587	13,924
SCITTs	396	635	782
EBITTs	23	3,321	4,260
Total	13,770	19,543	18,966
Grand Total	26,197	37,578	36,898

1. Summary of Chart A.5 in appendix; year is year of profile publication.

3.3 The size of the intake is determined mainly by allocation, but places in some secondary subjects including modern languages, maths, and the physical sciences are difficult to fill. All provider types shared in the growth from 2000 to 2005, but there was a major boost from the expansion of the employment based routes which existed in only rudimentary form in 2000. Since 2005 the primary and secondary EBITTs have been allowed to grow by a further quarter (23.1%). SCITT numbers have also increased but remain small. Teacher training continues to be mainly offered in the universities though with some reduction of places between 2005 and 2010, particularly for the secondary phase. The key stage 2/3 programmes have been slimmed down with the SCITT route phased out and only a handful on EBITT.

Intake Characteristics

3.4 Chart 3.3 sketches out the main characteristics of the intakes. Both primary and secondary trainees are predominantly female - 73% across the provider types and phases, ranging from 86% of the university primary trainees to 62% of the university secondary trainees. Twelve percent of the trainees were from ethnic minorities. About half the trainees were aged 25 or over, but here there were major differences with route. Almost two-thirds of the university primary trainees were under 25 compared with 13% on EBITT. Approaching half those on university PGCE courses were under 25 (47%), but for the EBITTs it was 30%. Teacher training now is mainly postgraduate with SCITT, EBITT (there is also a small non graduate Registered Teachers Programme) and university secondary teacher training being almost entirely postgraduate. Undergraduate teacher training is now mainly confined to the primary phase (45%) and the few remaining KS2/3 trainees (51%). About 8% of the teacher trainees enter on overseas qualifications, mainly on the Overseas Trained Teachers Programme, but also into universities where one in twenty is from abroad.

Chart 3.3: Intake Characteristics 2008-09

Characteristic	Primary			KS2/3		Secondary			All
	Uni	SCITT	EBITT	Uni	EBITT	Uni	SCITT	EBITT	
%Male	14.0	19.2	17.7	24.4	28.6	38.1	35.5	37.1	26.7
%Ethnic Minority	9.2	8.6	9.1	13.3	28.6	15.3	12.9	12.0	12.0
%Age25+	35.0	60.3	87.2	39.9	100.0	52.8	67.0	70.2	50.4
%Postgraduate	54.9	100.0	96.1	48.8	100.0	94.4	100.0	99.4	79.4
% Non UK Degree[1]	4.1	1.2	21.8	4.4	42.9	5.7	6.9	17.2	8.1

1.As percentage of total intake in category. Overseas entrants to EBITTs are high because the scheme includes the Overseas Trained Teachers Programme.

3.5 In Chart 3.4 we can see how the entrants to the universities and SCITTs (the EBITTs did not really exist in 2000) compare with previous years. This is an extract from Chart A6 in the appendix, which gives the full run of data from 1998. Neither the proportions of males nor those aged under 25 have changed much during the decade. The percentages of ethnic minority trainees have doubled from 5 to 9 per cent for primary and 7 to 15 per cent for secondary. The balance of training has been shifted towards the postgraduate route in training for both the primary and secondary phases.

Chart 3.4: Trends in Trainee Characteristics [1,2]

	2000	2005	2010
Primary			
%Male	13	13	14
%Ethnic Minority	5	7	9
%Age25+	37	44	36
%Postgraduate	44	58	57
%PG2.1+ degree[3]	52	54	60
Secondary			
%Male	38	40	38
%Ethnic Minority	7	10	15
%Age25+	55	57	54
%Postgraduate	88	94	95
%PG2.1+ degree[3]	48	53	55

1.Extract from Chart A6 in Appendix which gives trends year by year from 1998 to 2010 - these are the years in which the profiles were published, the training year was a year earlier.

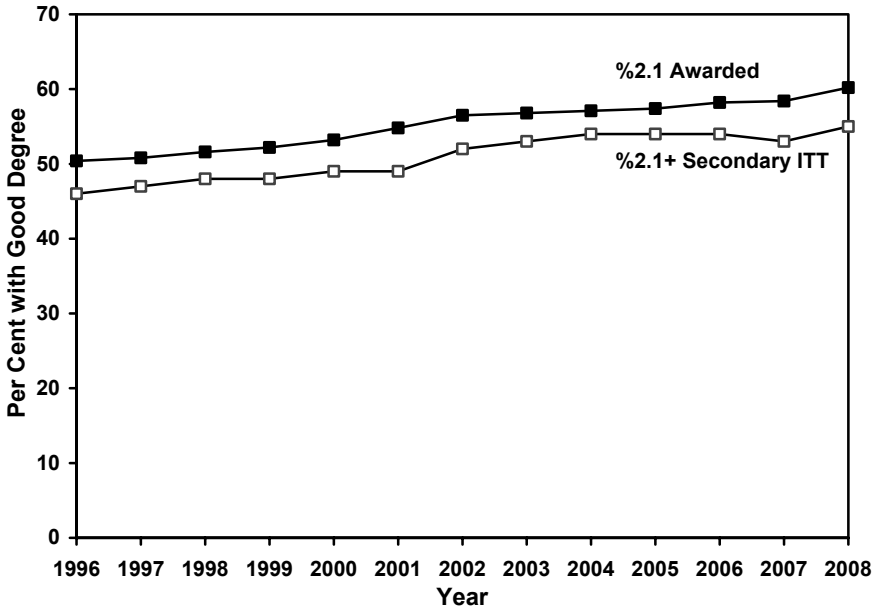
2. Universities and SCITTs only since EBITT was not a category in the first profiles.

3. Percentage with good degrees is of total intake, not just those with UK degrees, for consistency with previous years (Percentages can be raised by 3 points for primary and 4 for secondary by excluding non -UK degrees).

Entry Qualifications

3.6 Also included in Chart 3.4 are the percentages of postgraduate trainees with good degrees. Teaching appears to attract better qualified entrants.

Chart 3.5: Trends in Secondary Intakes[1] and Awards[2, 3]



1. Universities and SCITTs but not EBITTs.

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.

3.7 But before we can conclude that the trainees are relatively better qualified we also need to take into account how many good degrees were awarded. Chart 3.5 shows what has happened to degree classifications over the period for which we have teacher training data. The two graphs advance in step so it looks as if the apparent improvement in the qualifications of ITT entrants is a reflection of degree inflation.

- **Undergraduate Courses**

3.8 About three-fifths of the trainees on undergraduate degrees enter on two A-levels. Chart 3.6 shows that in the case of the secondary courses where subject expertise might be thought to be important it is only just over a half (54.5%).

Chart 3.6: University Undergraduate Courses

Phase	Providers	Entrants	2 A-Levels	% 2 A-Levels
Primary	44	6,430	3,931	61.1
Key Stage 2/3	5	285	216	75.8
Secondary	18	782	426	54.5
Total	46[1]	7,497	4,573	61.0

1. Only two universities - Brunel and Goldsmiths - offered secondary courses without also having primary provision.

- **University Postgraduate Courses**

3.9 Coincidentally about three-fifths of the entrants to university PGCE courses have good degrees (first or 2i). Chart 3.7 shows that, in line with the greater competition for places, and as we have seen in entries to individual universities (Chart 2.4), the entry qualifications for primary courses tend to be higher.

Chart 3.7: University Postgraduate ITT Courses

Phase	Providers[1]	Entrants	UK Qualifications[2]	Good Degree	% Good Degree[3]
Primary	58	7,834	7,514	4,795	63.8
Key Stage 2/3	8	272	260	154	59.2
Secondary	72	13,142	12,388	7,273	58.7
Total	75[1]	21,248	20,162	12,222	60.6

1. Only University College, Birmingham, and the Universities of Derby and Northampton provided primary teacher training without also having secondary ITT courses.

2. Different from entrants due to subtraction of non-UK degrees.

3. Percentage of entrants with firsts or upper seconds expressed as percentage of trainees entering on UK qualifications.

- **All Postgraduate Providers**

3.10 Chart 3.7 shows just the universities. In Chart 3.8 we set their recruitment into the context of all postgraduate providers. As we saw with the individual universities and SCITTs (Charts 2.4 and 2.9), entry qualifications to the universities tend to be higher. This could because the SCITT trainees are older and obtained their degrees at a time when fewer good degrees were awarded, or it may reflect the different subject composition, or the relative attractiveness of the routes. EBITT secondary, though not primary, trainees had on average better degrees than the university trainees. EBITT though is a portmanteau category and when it is disaggregated a somewhat different picture emerges.

Chart 3.8: Good Degrees[1] by Provider Type

Phase	Universities		SCITT		EBITT		All	
	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree
Primary[2]	7,834	63.8	803	52.7	2,211	56.4	10,848	61.7
Key Stage 2/3	272	59.2			7	50.0	279	59.1
Secondary[2]	13,142	58.7	782	55.2	4,233	59.8	18,157	58.8
Total	21,248	60.6	1,585	53.9	6,451	58.7	29,284	59.9

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

2. Includes assessment only candidates at the University of Gloucester.

- **EBITT Routes**

3.11 Three teacher training routes are grouped together as postgraduate EBITT - Teach First, the Graduate Teacher Programme (GTP) and the Overseas Trained Teachers Programme (OTTP). Chart 3.9 shows they have very different entry standards. GTP contributed 79% of the EBITT trainees. Here proportionally fewer have good degrees than the university entrants. What lifts the EBITT percentage for secondary training is the Teach First scheme where nearly all the entrants have a good degree. It needs to be borne in mind, however, that Teach First amounts to only 6% of the EBITT trainees (and 1% of the trainees overall).

Chart 3.9: Good Degrees[1] by EBITT

EBITT	Primary		KS2/3		Secondary		All	
	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree	Entrants	% Good Degree
Teach First	10	80.0	-	-	360	96.9	370	94.6
GTP[2]	1,738	57.0	5	50.0	3,341	56.1	5,084	56.4
OTTP[3]	463	8.3	2	-	532	17.1	997	13.8
Total	2,211	56.4	7	50.0	4,233	59.8	6,451	58.7

1. First or 2i. as percentage of UK qualifications ie non- UK degrees not included. Of the primary entrants 483 were on the basis of Non UK degrees, as were 3 of the KS2/3 entrants and 729 of the secondary entrants. Most were on the OTTP.

2. Graduate Teacher programme.

3. Overseas Trained Teacher Programme.

3.12 The remaining 15% of the EBITT trainees were on the OTTP. Most entered on non-UK degrees. A few[1] did have a UK degree or a qualification deemed equivalent, but only 14% of these were good degrees. One wonders if they had been recruited to the OTTP programme rather than the GTP because their UK qualifications were poor. It needs to be emphasized that the OTTP percentages of good degrees in Chart 3.10 are percentages of just those with UK qualifications.

Subjects

3.13 So far we have been looking at the overall percentages for the different routes, but how they come out will depend on their subject make-up. It is well known that some subjects like history and English find it easy to recruit and others like maths, the physical sciences and modern languages struggle to fill their places. This is

[1] 41 of the 532 secondary trainees - 8%

likely to be reflected in the qualifications of the entrants since popular courses are in a position to choose whom to accept.

- **Undergraduate Secondary[2] ITT Entry Qualifications by Subject**

3.14 Only 5.6% of the university secondary teacher trainees are on undergraduate courses, with over half of those (52.8%) on PE courses. Chart 3.10 shows that the percentages entering on two A-levels range from 82% in English to 38% in design & technology, and just 13% for the handful of music trainees. The undergraduate route makes almost no contribution to training teachers in the physical sciences. The total intake was six, of whom only one had two A-levels.

Chart 3.10: Undergraduate Secondary ITT Courses by Subject

Subject	Entrants	2 A-Levels	% 2 A-Levels
English	27	22	81.5
Physical Education	413	249	60.3
Maths	98	52	53.1
Science	62	30	48.4
Physics	3	0	nil
Chemistry	3	1	33.3
General/Combined	56	29	51.8
ICT	45	21	46.7
Design & Technology	110	42	38.2
Music	15	2	13.3
Total[1]	782	426	54.5

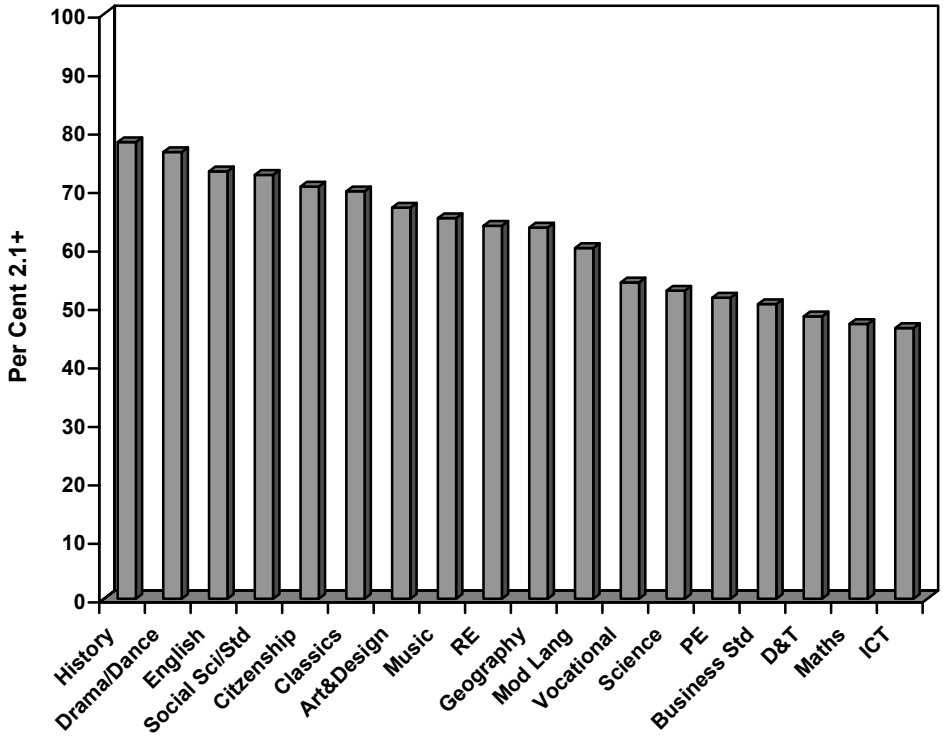
1. Includes 3 business studies, 4 geography, 5 religious education.

- **Per Cent Good Degrees by Subject**

3.15 There is also a wide range in the entry qualifications to secondary postgraduate teacher training. Chart 3.11 presents good degrees by subject as a histogram. It is based on the data of Chart A7 in the appendix and includes[3] all three provider types. The best qualified trainees are in history (78%), drama/dance (76%) and English (73%) and the least well qualified in terms of degree classes are in ICT (46%), maths (47%) and design & technology (48%). This pattern has persisted over a number of years[4] and reflects the popularity of the courses. It does mean, however, that children are more likely to find themselves with knowledgeable teachers in subjects like history and English than in maths, the physical sciences (masked by biology) and ICT, and given the importance of high quality teachers this is likely to have a bearing on the subject choices of the pupils and how well they do.

[2] The small number of Key Stage 2/3 trainees are also classified by subject, but are left aside for consistency.
[3] But excludes entrants with non-UK degrees.
[4] See previous *Good Teacher Training Guides*.

Chart 3.11: Per Cent Good Degrees[1]



1.All entrants to universities, SCITTS and EBITTs on UK degrees or equivalent, but excluding Non UK degrees, with an upper second or above. See Chart A7 in appendix.

3.16 As a means of improving the quality of teachers, the present Secretary of State, Michael Gove, when he was still shadow Secretary, floated the idea[5] of only funding trainees with a 2.2 or better. It becomes interesting, therefore, to switch attention from good degrees to the thirds and below to gauge what the impact of Gove's proposal on the recruitment might be. The latest figures indicate that the proposal would be impractical for a number of subjects. But it could be claimed, in the spirit of Groucho Marx that making entry more difficult will lead to more people wanting to join.

3.17 Modern languages, maths, science, and ICT all struggle to fill their present allocations. Chart 3.12 shows that modern languages tops up with overseas recruits, 28% coming from abroad. Maths also draws in from other countries (12%), but it handles the shortfall, as do other shortage subjects, mainly by accepting UK graduates with poor degrees. If Gove's proposal had been operational in 2008-09, maths would have lost 410 trainees (21%), science 430 trainees (14%), modern languages 131 trainees (13%), design & technology 130 trainees (13%) and ICT 115 trainees (15%). The science category is disaggregated in Chart 3.13 which reveals big differences. Physics would have been the most badly affected subject of all losing 26% of its intake. Chemistry would have been down by 17%, and

[5] Rt Hon Michael Gove MP, *A Comprehensive Programme for State Education*, address to a seminar organised by the Centre for Policy Studies, 6 November 2009.
www.michaelgove.com/content/comprehensive_programme_state_education

combined/general science by 15%. Biology, on the other hand, would have suffered a loss of only 8%

Chart 3.12: Degrees of Secondary Postgraduate Trainees by Subject

Subject	Entrant	Non UK Degree	%Non-UK Degree[1]	UK Qualified	Below Lower Second	%Below Lower Second[2]	%Both Non-UK & Poor UK[3]
Modern Languages	1,408	397	28.2	1,011	131	13.0	37.5
Maths	2,230	273	12.2	1,957	410	21.0	30.6
Science	3,216	237	7.4	2,979	430	14.4	20.7
ICT	803	50	6.2	753	115	15.3	20.6
Classics	35	2	5.7	33	5	15.2	20.0
Design & Technology	1,077	52	4.8	1,025	130	12.7	16.9
Business Studies	583	55	9.4	528	38	7.2	16.0
Vocational Studies	448	30	6.7	418	40	9.6	15.6
Music	733	39	5.3	694	66	9.5	14.3
Physical Education	1,284	72	5.6	1,212	105	8.7	13.8
English	2,270	162	7.1	2,108	91	4.3	11.2
Religious Education	868	29	3.3	839	68	8.1	11.2
Geography	650	36	5.5	614	32	5.2	10.5
Art and Design	695	24	3.5	671	34	5.1	8.4
Citizenship	253	9	3.6	244	10	4.1	7.5
History	800	33	4.1	767	22	2.9	6.9
Drama/Dance	526	17	3.2	509	15	2.9	6.1
Social Science/Studies	151	2	1.3	149	2	1.3	2.7
Total	18,030[4]	1,519	8.4	16,511	1,744	10.6	18.1

1. Per Cent of Entrants.

2. Per Cent of UK Qualified.

3. Per Cent of Entrants.

4. Does not include 112 assessment only trainees at University of Gloucester and 15 EBITT trainees in other subjects (6 in economics).

Chart 3.13: Degrees of Secondary Science Trainees

Science	Entrant	Non UK Degree	%Non-UK Degree[1]	UK Qualified	Below Lower Second	%Below Lower Second[2]	%Both Non-UK & Poor UK[3]
Physics	502	35	7.0	467	120	25.7	30.9
Chemistry	769	64	8.3	705	117	16.6	23.5
Biology	1,108	60	5.4	1,048	80	7.6	12.6
Combined/General	837	78	9.3	759	113	14.9	22.8
Total	3,216	237	7.4	2,979	430	14.4	20.7

1. Per Cent of Entrants.

2. Per Cent of UK Qualified.

3. Per Cent of Entrants.

3.18 Of course no one wants to see teachers teaching subjects which they do not grasp, but if trainees with the necessary expertise are not coming forward the difficult question that has to be faced is: is it better to have an able graduate who has not studied a subject at university or someone who has studied the subject at university

but not done very well in it? Chart 3.14 shows that Teach First is little help when it comes to physics and chemistry since all the trainees are in combined/general science. As with the university route, among the EBITTs, in the sciences, biology recruits the most and physics the least. The GTP contributes three-quarters of the science EBITTs.

Chart 3.14: EBITT Secondary Science Trainees

Phase	Teach First	GTP	OTTP	All
Physics	-	67	7	74
Chemistry	-	74	17	91
Biology	-	86	21	107
Combined/General	51	171	40	262
Total	51	398	85	534

3.19 The main areas for recruitment to employment based training for secondary teaching were English (16%), science (13%), physical education (12%) and maths (11%). The 370 Teach First trainees comprised 110 English, 51 maths, 51 science, 29 modern languages, 23 history, 23 citizenship, plus 83 others including 10 primary (see Chart A7 in the appendix).

Résumé

3.20 In 2008-09 there were 36,898 entrants to teacher training - 78% into universities, 4% into SCITTs and 18% into EBITTs; 47% into primary, 51% into secondary, and 1.5% into KS2/3; 21% on undergraduate courses and 79% on postgraduate courses. There has been a small overall decrease in the last five years, but this followed rapid growth from 2000 to 2005. In the past ten years the EBITT route has come on stream and the SCITT intake, although still small, has doubled, so there has been a significant shift from university to on-the-job training. The trainees are predominantly female, about one in eight comes from an ethnic minority, and about half are aged 25 and over at the start of the training. In the past decade the ethnic minority intake has doubled - to 9% of the primary and 15% of the secondary intake. There has also been as a matter of policy a shift from undergraduate to postgraduate courses, so that undergraduate training is now mainly confined to the primary phase. The degree qualifications of the postgraduate trainees have risen, but only in line with degree inflation.

3.21 The few remaining undergraduate secondary trainees generally have poor entry qualifications - only about half (53%) of those in maths have two A-levels and less than half do in science (48%), ICT (47%) and design & technology (38%). About two-thirds of the postgraduate trainees have good degrees, higher in primary than secondary. The university entrants were the better qualified on average, but when the EBITT route is disaggregated big differences emerge between Teach First (97% good degree), GTP (56%) and OTTP (14%). In terms of subjects, combining the results from universities, SCITTs and EBITTs, the best qualified trainees were in history (78%), drama/dance (76%) and English (73%) and the least well qualified in design & technology (48%), maths (47%) and ICT (46%). In physics 26% had a third or lower as did 21% in maths, 17% in chemistry and 15% in general/combined science. In modern languages 28% had non-UK degrees.

4. Outcomes

4.1 In 2008-09 there were 38,262 final year trainees, 1,364 (3.7%) more than the entrants. Although most teacher training courses last a year (only the final year of undergraduate courses has been taken into account), some do not and not all trainees qualify at the first time of asking. The major contribution to the higher number of final year trainees than entrants is an extra 1,024 EBITTs completing in less than a year. Nevertheless, the trainees in Chart 4.1 are substantially the same as the entrants in Chart 3.1.

Chart 4.1: Final Year Trainees

University	University	SCITT	EBITT	Total
Primary				
Undergraduate	6,166		122	6,288
Postgraduate[1]	8,165	803	2,504	11,472
Key Stage 2/3				
Undergraduate	210			210
Postgraduate	280		8	288
Secondary				
Undergraduate	809		32	841
Postgraduate[1]	13,461	776	4,926	19,163
Total	29,091	1,579	7,592	38,262

1. Includes assessment only University of Gloucester.

4.2 Chart 4.1 shows the distribution of those trainees across the various routes - 76% universities; 4% SCITTs and 20%EBITTs; 46% primary, 52% secondary and 1.3% key stage 2/3; 81% postgraduate and 19 % undergraduate.

Entry to Teaching

4.3 Chart 4.2 shows how many of the final year university and SCITT trainees were in teaching in the January after completing (this information was not collected for the EBITTs). Overall 70.7% of the final year trainees had entered teaching, 12.6% having failed to complete successfully and a further 16.7% not taking a teaching post. This does not mean that the trainees do not ever enter teaching; they may not have been able to get a suitable job, or taken a gap year, or looked for other experiences. But the process does seem wasteful especially bearing in mind that there are more teachers of working age not in schools than there are in teaching[6].

4.4 The SCITTs had a better employment record with 78.8% entering teaching, which suggests that training on the job may be more efficient in this respect. It is a pity we do not have comparable information for EBITTs. The lowest rates for teaching take-up were 59.6% for key stage 2/3 training, which must put another question mark against this route, and 67.4% for undergraduate courses in spite of only drop out from the final year onward being taken into account.

[6] According to Hansard Written Answers for 17 March 2010 there were, in March 2008, 483,760 teachers under age 60 who have never entered service in maintained schools (including city technology colleges and academies), have left service or who are in service in other sectors or outside England. Statistical First Release 26/2008 records that in January 2008 there were 441,200 full-time equivalent teachers in maintained schools (including city technology colleges and academies) in England.

Chart 4.2: Final Year Postgraduate Trainees[1] by Award and Employment

Provider	Final Year Trainees[2]	Awarded QTS	% Awarded QTS	In teaching	% In Teaching[3]
Course					
Undergraduate	7,185	6,378	88.8	4,845	67.4
Postgraduate	23,485	20,416	86.9	16,847	71.7
Provider Type					
Universities	29,091	25,341	87.1	20,447	70.3
SCITTs	1,579	1,453	92.0	1,245	78.8
Phase					
Primary	15,134	13,476	89.0	10,553	69.7
Key Stage 2/3	490	405	82.7	292	59.6
Secondary	15,046	12,913	85.8	10,847	72.1
Total	30,670	26,794	87.4	21,692	70.7

1. Does not include 7,592 on EBITT routes, since employment data not collected for these groups.

2. Differs slightly from intake numbers since it includes repeaters from previous years and trainees taking longer than one year.

3. Percentage of final-year trainees, including those in maintained schools, independent schools and other teaching. Of those achieving QTS not in post, 1,223 (5%) were still looking, 1,090 (4%) were not seeking a teaching post, and the destinations of 2,393 (9%) were not known to the provider, but probably not in teaching.

Different Types of Training

4.5 'In teaching' covers a wide variety of destinations - full-time/part-time; permanent/temporary; state/independent schools; primary, secondary, sixth-form and other further education colleges and higher education; and UK/abroad. Chart 4.3 shows the categories in which information has been collected. Only 62.6% could be traced to state schools, 4.0% were in independent schools and 4.1% in other teaching.

Chart 4.3: Types of Teaching Entered[1]

Phase and Course	Maintained		Non-Maintained		Not Known		Total	
	N	%[3]	N	%	N	%	N	%
Primary								
Undergraduate	3,758	60.9	166	2.7	224	3.6	4,148	67.3
Postgraduate	5,809	64.8	261	2.9	335	3.7	6,405	71.4
Key Stage 2/3								
Undergraduate	113	53.8	6	2.9	13	6.2	132	62.9
Postgraduate	133	47.5	13	4.6	14	5.0	160	57.1
Secondary								
Undergraduate	488	60.3	41	5.1	36	4.4	565	69.8
Postgraduate	8,900	62.5	746	5.2	636	4.5	10,282	72.2
Total	19,201	62.6	1,233	4.0	1,258	4.1	21,692	70.7

1. Percentages of final year university and SCITT trainees (see Chart 4.2). Includes University of Gloucester's assessment only route.

Subject

4.6 There is considerable variation between subjects in the proportions of final year trainees that make it to the classroom. Chart 4.4 shows that in classics it was 89%, in PE 85%, and in history 81%. At the other of the scale, in languages it was 62%,

citizenship 65% and RE 66%. The drop out was due both to failure to complete and, if successful, failure to take up a teaching post. In PE, classics and history over 90% achieved QTS, but in the shortage subjects it was much lower. In maths it was 82%, ICT 82%, science 83% and languages 83%. Generally the dropout rates are the inverse of the entry qualifications shown in Chart 3.12. But this was not invariably the case. In PE the entry qualifications were quite low, but the completion rate high, while the reverse was true for citizenship. Nevertheless, if in courses with the lower qualifications fewer complete the impact of raising the admission requirements may not be so great as has been suggested. But we do not know that it is the poorly qualified dropping out. It could be the well qualified who find they do not like teaching.

Chart 4.4: Postgraduate Secondary Trainee Outcomes by Subject

Subject[1]	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Classics	26	24	92.3	23	88.5
PE	804	762	94.8	680	84.6
History	637	580	91.1	515	80.8
Drama/Dance	272	244	89.7	219	80.5
Social Sci/Studies	139	123	88.5	111	79.9
English	1630	1,442	88.5	1,286	78.9
Geography	583	518	88.9	446	76.5
Business Studies	522	464	88.9	381	73.0
Vocational Studies	326	282	86.5	237	72.7
Art & Design	542	478	88.2	389	71.8
D & T	830	706	85.1	593	71.4
Maths	1,710	1,398	81.8	1,209	70.7
Music	605	515	85.1	419	69.3
Science	2,717	2,247	82.7	1,879	69.2
ICT	604	497	82.3	406	67.2
RE	742	622	83.8	492	66.3
Citizenship	196	157	80.1	128	65.3
Modern Languages	1,227	1,018	83.0	755	61.5
Total[1]	14,112	12,077	85.6	10,168	72.1

1. Does not include assessment only trainees at the University of Gloucester since they are not identified by subject. Final year trainees 125; Awarded QTS 117; In Teaching 114 (91.2%).

4.7 As well as 14.4% failing to complete a further 13.5% did not take a teaching post. There is again considerable variation between subjects. In classics it was only 4%, in drama/dance 9% and PE 10%. On the other hand, in modern languages it was 22%, RE 18% and art & design 16%. The high proportion of language trainees not taking posts may not be unconnected with the large number of overseas entrants who could be returning to their own countries.

Science

4.8 The physical sciences find it particularly difficult to recruit. Chart 4.5 disaggregates the flows of final year science trainees into teaching. It is clear that the undergraduate course makes little contribution to the supply of physics teachers.

Nearly a quarter (23.9%) of physics postgraduate trainees also failed to complete successfully, so that only 62% final year trainees made it into teaching of any kind. Chemistry was not much better with only two-thirds entering teaching. On the other hand, both the undergraduate and postgraduate biology trainees were more likely to be awarded QTS and go into teaching. Given the difficulty of getting physics teachers schools must be tempted to appoint biologists and hope they can teach physics.

Chart 4.5: Final Year University and SCITT Secondary Trainees in Science

Subject	Final Year Trainees	Awarded QTS	%Awarded QTS	In Teaching	% In Teaching
Undergraduate					
Physics	8	3	37.5	2	25.0
Chemistry	11	8	72.7	7	63.6
Biology	9	9	100.0	8	88.9
Combined/General	35	28	80.0	23	65.7
Total	63	48	76.2	40	63.5
Postgraduate					
Physics	415	316	76.1	259	62.4
Chemistry	669	535	80.0	442	66.1
Biology	1,025	897	87.5	764	74.5
Combined/General	608	499	82.1	414	68.1
Total	2,717	2,247	82.7	1,879	69.2
Grand Total	2,780	2,295	82.6	1,919	69.0

4.9 Although we do not have employment data for the EBITTs we do for successful completions. Chart 4.6 shows that failure to complete here was only 10% compared with the 17% for the mainstream science postgraduate courses. Even so, physics which had the smallest of the EBITT science entries also had the highest dropout - 14% against the science average of 10%.

Chart 4.6: EBITT Secondary Science Trainees[1]

Subject	Final Year Trainees	Awarded QTS	%Awarded QTS
Physics	76	65	85.5
Chemistry	91	84	92.3
Biology	128	115	89.8
Combined/General	292	262	89.7
Total	587	526	89.6

1.Postgraduate. There were also 4 undergraduates (Registered Teacher Programme) doing combined/general science of whom 2 were awarded QTS

Résumé

4.10 In 2008-09 there were 38,262 final year trainees. This is 1,364 more than the recorded entrants. The difference is mainly due to an extra 1,024 EBITT trainees completing in less than a year. The final year trainees were, however, substantially the same as the entrants of Chapter 2, with the spread across the routes similar apart

from EBITT. Almost 30% of the final year university and SCITT trainees had not taken teaching posts (not collected for EBITTs). This splits between 13.6% who did not finish their courses successfully and 16.7% who had not entered teaching. Only 62.6% trainees took up posts in state schools; 4% went to independent schools, 4.1% other teaching. More of the SCITT than the university trainees took up posts. Key stage 2/3 and undergraduate courses had fewer trainees going into teaching.

4.11 Teaching take-up differed considerably with subject. It was above 80% in PE, history and drama/dance, and approaching 90% in classics. This contrasts with 62% in modern languages, 65% in citizenship and 66% in RE. The shortage subjects with low entry qualifications had higher drop-out from courses - 18% in maths and 17% in modern languages, science and ICT. But PE with low entry qualifications had high completions, with the reverse in citizenship. Physics fared worst of the sciences with 24% failing to complete and only 62% entering teaching. Only a quarter of the few on the undergraduate route made it to the classroom. Of the EBITT trainees, 86% successfully completed.

5.Policy Pointers

5.1 England has assembled through the Training and Development Agency for Schools a very rich database. The teacher training system can be described with some precision and changes over time charted. The data available is an excellent evidence base for policy making. The main issues we would draw out from our analysis of the 2010 data are: raising entry requirements; Teach First; rebalancing the routes, scrapping unsuccessful courses, and the need to retain and extend the database.

Raising Entry Requirements

5.2 While it important that teachers should have expertise in the subjects they are wanting to teach - and degree class is the best measure of subject expertise we have available - to attempt to raise the entry requirement to at least a 2.2 without increasing the applicant numbers would lead to the shortage subjects falling even further shy of their targets. In the sciences the issue is already: is it better to have a well-qualified biologist teaching physics than someone with experience of physics at university but who has a poor degree? It could be argued that Groucho Marx was right: clubs that are difficult to join are more attractive. Moreover, requiring higher entry qualifications could be a way of cutting down on the very high drop out rates. But we do not know that it is the poorly qualified who are failing to complete; it could be those with good degrees who find they do not like teaching. Any attempt to raise entry qualifications must be based on a sound quantitative picture. Our analysis of the 2008-09 data suggest that, at present, raising entrance requirements would substantially reduce the intakes to some of the subjects which already suffer big shortfalls.

Teach First

5.3 Teach First is a scheme which brings into teaching well qualified graduates who commit themselves to teach for two years in challenging schools. But it is too small to be seen as a solution to raising the quality of teachers overall. In 2008-09 it contributed 1% of the trainees. Even with doubling 98% come in by other routes. The special features of Teach First, including the prospect of recruitment into blue chip companies after serving the two years, mean that it may be difficult to scale up. It could be argued that, however small, it is a welcome addition. But it is likely that some graduates who would have trained to be teachers anyway are attracted to it. The evidence suggests that Teach First is making less of a contribution to bringing in graduates into the shortage subjects than might have been expected.

Rebalancing the Routes

5.4 There is a case for more teacher training to take place in schools through school centred and employment based schemes. When schools train their own teachers it is a one-stage process, rather like Marks and Spencer training its own recruits. Training in the universities is a two-stage process with the potential for considerable drop-out between the stages. Universities have allocations to fill and being at university has its own attractions. Even with a teaching qualification the trainee still has to find a job and teaching may prove quite a shock after university. Our evidence is that trainees on school centred schemes are much more likely to be found in teaching after their training. Even though these trainees are salaried and the university trainees pay fees, they may prove more cost effective in the long run. We should not forget, however, that 80% of the trainees come through the universities

and their training departments are ideally placed to recruit graduates. Any shift to school based training should be undertaken cautiously. In 2008-09 for the secondary phase there were 20,004 final year trainees and 3,130 schools. For all entry to be employment based would mean that every school - good, bad or mediocre - would have to train on average 6.4 teachers a year.

Scrapping Unsuccessful Courses

5.5 Teacher training is very diverse and in the plethora of provision, it is easy to overlook parts of the system that do not appear to be working well. Undergraduate courses for secondary teaching could be scrapped with little impact. Entry qualifications for secondary undergraduate teacher training course are extremely low with only about half or fewer of the entrants to maths, science, ICT, design & technology having two A-levels of any grade. Very few make it to the classroom - only a quarter in physics for example. With the shift away from middle schools, key stage 2/3 courses may also have outlived their usefulness. Less than 60% per cent of these trainees entered teaching.

Wastefulness of Teaching Training System

5.6 Each year it takes about five trainees to provide three new teachers for state schools. While some dropout is to be expected, spending five pounds to get a return on only three does not look good business. There are more trained teachers under the age of 60 not working in state schools than there are in them (see page 18). The teacher training system is complex with so many different strands that it is not easily grasped. Some could be scrapped. But it is also important to discover why drop-out generally is so high.

Need to Retain and Extend Excellent Database

5.7 While the previous pointer is likely to appeal to a government whose watchword is austerity, we would also urge it against attempting to make savings on the Training and Development Agency's database. England has probably the best data in the world on the running of its teacher training system and it is an invaluable resource for policy making. It would be even better if it were extended to include entry to teaching from the employment based routes.

5.8 Sound policies for the supply of teachers must be based on an accurate quantitative picture. England currently has the data to draw in the components of that picture. This report presents the patterns we have identified.

Appendix

Methods

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

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

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

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

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

Chart A1: Ranking[1] of Universities on Initial Teacher Training 2008-09 (TDA Profiles 2010)

Universities and Colleges	Primary				Secondary				Grand[2] Score
	Entry	Quality	Employ	Total	Entry	Quality	Employ	Total	
University of Cambridge	704	583	628	638	707	659	640	669	656
University of Oxford					643	659	599	634	634
University of Warwick	548	691	558	599	564	659	551	592	595
University of Exeter	665	583	514	588	583	659	549	597	594
University of Buckingham					711	461	596	589	589
Loughborough University					512	659	578	583	583
University of East Anglia	574	583	540	566	537	659	591	596	580
University of Birmingham	686	422	633	580	572	580	557	570	573
University of Bristol					587	580	525	564	564
University of Manchester	626	583	582	597	562	580	501	548	563
Northumbria University	474	691	498	554	636	659	614	636	560
University of Sussex					592	461	601	552	552
University of Sheffield					553	501	593	549	549
University of Nottingham					582	580	476	546	546
University of York					533	580	522	545	545
Institute of Education, University of London	633	422	502	519	569	580	511	553	544
Central School of Speech and Drama					750	422	451	541	541
University of Northampton	496	583	543	541					541
University of Reading	547	691	547	595	489	501	522	504	539
Birmingham City University	449	583	558	530	548	580	513	547	536
University of Durham	658	422	477	519	605	461	562	543	533
University of Winchester	586	476	526	529					529
University of Plymouth	541	583	452	526	508	580	491	526	526
King's College London					537	461	578	526	526
Oxford Brookes University	515	583	472	523	507	659	364	510	520
Staffordshire University					486	501	570	519	519
University of Worcester	528	583	466	526	520	501	497	506	517
University of Southampton	634	422	575	544	514	461	524	500	517
University College Birmingham	476	691	376	514					514
University of Leicester	621	422	523	522	583	461	481	508	514
University of Wolverhampton	525	583	537	548	448	501	451	467	513
University of Newcastle	516	422	598	512	493	461	582	512	512
University of Chester	648	422	526	532	470	461	546	492	512
Canterbury Christ Church University	509	691	466	555	454	501	428	461	512
Liverpool John Moores University	607	422	483	504	497	540	492	510	509
University of Derby	512	422	593	509					509
York St John University College	573	422	515	504	593	620	535	583	508
Keele University					536	580	400	505	505
Manchester Metropolitan University	561	476	447	495	536	580	422	513	505
University of Brighton, School of Education	486	583	502	523	414	580	444	479	499
Leeds Metropolitan University	551	422	504	492	593	461	553	536	499
University of Bath					522	501	472	498	498
University of Leeds	648	422	532	534	477	461	474	471	492
University of Portsmouth					436	580	455	490	490
Leeds Trinity and All Saints	530	422	493	482	528	461	510	500	490

Newman University College	525	422	522	490	516	501	434	483	488
University of Chichester	522	422	448	464	557	461	547	522	487
Liverpool Hope University	557	422	415	465	532	580	442	518	484
Brunel University	403	583	490	492	467	461	488	472	484
Sheffield Hallam University	625	422	509	519	450	461	445	452	477
Nottingham Trent University	645	368	573	529	422	461	414	432	477
University of East London	439	422	526	462	450	501	520	491	475
Goldsmiths University	537	422	469	476	491	461	469	474	475
Bath Spa University	562	583	430	525	503	264	446	404	474
Edge Hill University	471	583	474	510	415	461	457	445	473
University of Hull	480	476	475	477	388	461	519	456	471
Kingston University	524	422	480	475	443	461	461	455	471
Roehampton University	467	476	427	457	512	461	522	498	468
Bishop Grosseteste University College Lincoln	463	476	468	469	524	264	586	458	467
University of The West of England	510	476	423	470	470	501	418	463	467
University of Gloucestershire	507	422	474	468	485	461	389	445	462
University of Hertfordshire	492	422	458	457	505	461	411	459	458
St Mary's University College	470	422	447	446	461	461	486	469	454
University of Cumbria	470	583	328	460	512	501	281	431	452
University of Sunderland	487	422	342	417	406	580	422	469	452
The Open University					427	580	348	452	452
Anglia Ruskin University	424	422	454	433	528	461	403	464	445
University of Huddersfield	569	422	451	481	440	461	387	429	437
University of Greenwich	466	422	435	441	318	461	458	412	430
University of Bedfordshire	310	476	462	416	360	501	492	451	430
Middlesex University	351	422	371	381	452	580	335	456	427
University College Plymouth St Mark & St John	360	422	418	400	386	501	399	429	414
London Metropolitan University	358	422	411	397	398	461	267	376	385
London South Bank University	425	422	315	387	516	264	84	288	380
Bradford College	260	422	383	355	419	422	445	429	376

1. Only providers with a minimum of 10 entrants included, so the university of Winchester (secondary provision) does not appear in the rankings.

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

Chart A2: University Rankings[1] by Size of Intake and Year

Universities and Colleges	Primary		Secondary		Grand[2] Score	Rank		
	Entrants	Score	Entrants	Score		2010	2009	2008
University of Cambridge	162	638	238	669	656	1	1	1
University of Oxford			182	634	634	2	2	2
University of Warwick	174	599	240	592	595	3	9	4
University of Exeter	166	588	424	597	594	4	3	3
University of Buckingham			15	589	589	5		
Loughborough University			121	583	583	6	4	9
University of East Anglia	167	566	152	596	580	7	11	12
University of Birmingham	90	580	204	570	573	8	7	10
University of Bristol			241	564	564	9	5	8
University of Manchester	111	597	241	548	563	10	8	6
Northumbria University	240	554	18	636	560	11	24	23
University of Sussex			121	552	552	12	28	37
University of Sheffield			131	549	549	13	13	7
University of Nottingham			210	546	546	14	14	19
University of York			139	545	545	15	6	20
Institute of Education, University of London	243	519	699	553	544	16	12	15
Central School of Speech and Drama			38	541	541	17	21	47
University of Northampton	197	541			541	18	15	25
University of Reading	104	595	166	504	539	19	10	11
Birmingham City University	295	530	160	547	536	20	16	13
University of Durham	162	519	213	543	533	21	45	41
University of Winchester	282	529			529	22	19	14
University of Plymouth	243	526	95	526	526	23	32	42
King's College London			202	526	526	24	22	5
Oxford Brookes University	363	523	132	510	520	25	25	51
Staffordshire University			35	519	519	26	23	16
University of Worcester	239	526	191	506	517	27	42	46
University of Southampton	150	544	241	500	517	28	26	21
University College Birmingham	25	514			514	29	39	61
University of Leicester	117	522	164	508	514	30	17	18
University of Wolverhampton	185	548	144	467	513	31	35	24
University of Newcastle	78	512	150	512	512	32	29	53
University of Chester	126	532	129	492	512	33	34	38
Canterbury Christ Church University	582	555	502	461	512	34	44	31
Liverpool John Moores University	81	504	331	510	509	35	27	26
University of Derby	165	509			509	36	48	48
York St John University College	338	504	18	583	508	37	61	35
Keele University			218	505	505	38	54	33
Manchester Metropolitan University	489	495	656	513	505	39	30	27
University of Brighton, School of Education	264	523	331	479	499	40	37	32
Leeds Metropolitan University	227	492	39	536	499	41	36	44
University of Bath			120	498	498	42	20	17
University of Leeds	117	534	224	471	492	43	38	36
University of Portsmouth			129	490	490	44	18	22
Leeds Trinity and All Saints	157	482	144	500	490	45	47	39

Newman University College	226	490	70	483	488	46	50	60
University of Chichester	246	464	162	522	487	47	57	52
Liverpool Hope University	487	465	283	518	484	48	60	63
Brunel University	215	492	144	472	484	49	31	43
Sheffield Hallam University	287	519	480	452	477	50	53	34
Nottingham Trent University	160	529	190	432	477	51	41	30
University of East London	215	462	173	491	475	52	49	65
Goldsmiths University	172	476	310	474	475	53	66	69
Bath Spa University	237	525	175	404	474	54	58	57
Edge Hill University	470	510	618	445	473	55	59	49
University of Hull	256	477	111	456	471	56	40	56
Kingston University	266	475	76	455	471	57	51	55
Roehampton University	534	457	187	498	468	58	46	28
Bishop Grosseteste University College Lincoln	317	469	54	458	467	59	68	67
University of The West of England	246	470	187	463	467	60	55	40
University of Gloucestershire	261	468	86	445	462	61	65	50
University of Hertfordshire	274	457	86	459	458	62	63	64
St Mary's University College	337	446	180	469	454	63	52	54
University of Cumbria	951	460	391	431	452	64	62	70
University of Sunderland	132	417	255	469	452	65	70	59
The Open University			125	452	452	66	64	72
Anglia Ruskin University	154	433	97	464	445	67	56	29
University of Huddersfield	24	481	136	429	437	68	43	58
University of Greenwich	268	441	167	412	430	69	69	62
University of Bedfordshire	338	416	226	451	430	70	33	45
Middlesex University	167	381	261	456	427	71	67	71
University College Plymouth St Mark & St John	211	400	185	429	414	72	71	68
London Metropolitan University	127	397	163	376	385	73	72	66
London South Bank University	167	387	13	288	380	74	73	74
Bradford College	160	355	64	429	376	75	74	73

1. Only providers with a minimum of 10 entrants included, so the university of Winchester (secondary provision) does not appear in the rankings.

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

Chart A3: Ranking of School Centred Initial Teacher Training 2008-09 (TDA Profiles 2010)

SCITTs[1]	Primary				Secondary				Grand Score
	Entry	Quality	Employ	Total	Entry	Quality	Employ	Total	
Portsmouth Primary SCITT	655	583	686	642					642
Bromley Schools Collegiate SCITT					574	659	673	635	635
Royal Academy of Dance SCITT					698	461	702	621	621
Devon Secondary Teacher Training Group SCITT					642	659	529	610	610
The North East Partnership SCITT					625	659	536	607	607
Billericay Educational Consortium (SCITT)	612	583	622	606					606
Northumbria DT Partnership SCITT					574	659	575	603	603
Cornwall Early Years SCITT	612	691	494	599					599
Dorset Teacher Training Partnership SCITT	544	691	552	596					596
South West Teacher Training SCITT					727	461	555	581	581
Leicester and Leicestershire SCITT	384	691	657	577					577
North Bedfordshire Consortium SCITT					600	461	667	576	576
Poole SCITT	476	583	658	572					572
Chiltern Training Group SCITT					502	659	547	569	569
Thames Primary Consortium SCITT	568	476	660	568					568
The Pilgrim Partnership SCITT	462	691	523	559					559
Cornwall SCITT					536	580	560	559	559
Devon Primary SCITT Group SCITT	470	691	498	553					553
North Tyneside 3-7 SCITT	468	691	459	539					539
Bournemouth Poole and Dorset East Secondary SCITT					522	461	603	529	529
Colchester Teacher Training Consortium SCITT					527	461	596	528	528
Forest Independent Primary Collegiate SCITT	469	422	686	526					526
Mid-Essex ITT Consortium (SCITT)					443	461	667	524	524
West Midlands Consortium SCITT					512	501	554	523	523
North East Essex Coastal Confederation SCITT					483	422	658	521	521
Wandsworth Primary Schools Consortium SCITT	447	422	686	518					518
Essex Primary Schools Training Group SCITT	501	422	630	518					518
Suffolk and Norfolk Primary SCITT	523	422	605	517					517
Jewish Teacher Training Partnership SCITT	597	422	510	510					510
Leeds SCITT					418	461	649	510	510
Kent and Medway Training SCITT					375	580	573	509	509
Primary Catholic Partnership SCITT	483	476	565	508					508
The Grand Union Training Partnership					577	343	603	508	508

The Learning Institute SCITT					397	461	655	505	505
Swindon SCITT					462	461	583	502	502
Durham Secondary Applied SCITT					365	563	557	495	495
South Coast SCITT	585	422	469	492					492
Gateshead 3-7 SCITT	404	691	334	476					476
Tendring Hundred Primary SCITT	387	422	612	474					474
Birmingham Primary Training Partnership SCITT	350	422	590	454					454
Cumbria Primary Teacher Training Centre SCITT	277	422	657	452					452
The Shire Foundation SCITT	420	422	510	451					451
Somerset SCITT Consortium	309	583	439	444					444
Outstanding Primary Schools SCITT	413	476	439	443					443
Northampton Teacher Training Partnership SCITT					370	343	596	436	436
London Diocesan Board of Schools SCITT	341	422	510	424					424
Maryvale Institute SCITT					410	461	397	423	423
Gloucestershire SCITT Consortium SCITT					413	422	416	417	417
SCITTLES	365	422	458	415					415
Nottingham City Primary SCITT	269	422	519	403					403
Middlesborough SCITT					443	267	454	388	388
Suffolk and Norfolk Secondary SCITT					405	264	472	380	380
The Robert Owen Society SCITT	405	422	439	422	330	267	382	326	350
The Titan Partnership, Birmingham SCITT					246	461	305	338	338

1. High Force Education SCITT did not provide any employment data and South Essex Southend and Thurrock SCITT did not provide any entry qualification data and have been omitted.

Chart A4: SCITT Rankings by Size of Intake and Year

SCITTs[1]	Primary		Secondary		Grand Score	Rank		
	Entrants	Score	Entrants	Score		2010	2009	2008
Portsmouth Primary SCITT	25	642			642	1	1	2
Bromley Schools Collegiate SCITT			27	635	635	2	24	10
Royal Academy of Dance SCITT			20	621	621	3	23	17
Devon Secondary Teacher Training Group SCITT			23	610	610	4	19	6
The North East Partnership SCITT			24	607	607	5	26	32
Billericay Educational Consortium (SCITT)	22	606			606	6	27	41
Northumbria DT Partnership SCITT			25	603	603	7	11	14
Cornwall Early Years SCITT	22	599			599	8	22	16
Dorset Teacher Training Partnership SCITT	21	596			596	9	37	33
South West Teacher Training SCITT			27	581	581	10	2	19
Leicester and Leicestershire SCITT	24	577			577	11	4	20
North Bedfordshire Consortium SCITT			23	576	576	12	34	38
Poole SCITT	25	572			572	13	44	42
Chiltern Training Group SCITT			46	569	569	14	6	25
Thames Primary Consortium SCITT	27	568			568	15	10	22
The Pilgrim Partnership SCITT	39	559			559	16	41	44
Cornwall SCITT			56	559	559	17	46	31
Devon Primary SCITT Group SCITT	30	553			553	18	25	4
North Tyneside 3-7 SCITT	31	539			539	19		
Bournemouth Poole and Dorset East Secondary SCITT			24	529	529	20	31	29
Colchester Teacher Training Consortium SCITT			30	528	528	21	40	35
Forest Independent Primary Collegiate SCITT	21	526			526	22	17	8
Mid-Essex ITT Consortium (SCITT)			23	524	524	23	43	40
West Midlands Consortium SCITT			43	523	523	24		
North East Essex Coastal Confederation SCITT			18	521	521	25		
Wandsworth Primary Schools Consortium SCITT	35	518			518	26	9	12
Essex Primary Schools Training Group SCITT	25	518			518	27	18	7
Suffolk and Norfolk Primary SCITT	52	517			517	28	30	39
Jewish Teacher Training Partnership SCITT	12	510			510	29		
Leeds SCITT			30	510	510	30	42	28
Kent and Medway Training SCITT			37	509	509	31	13	18
Primary Catholic Partnership SCITT	29	508			508	32	45	45
The Grand Union Training Partnership			24	508	508	33	36	37

The Learning Institute SCITT			17	505	505	34	3	11
Swindon SCITT			20	502	502	35	5	13
Durham Secondary Applied SCITT			33	495	495	36		
South Coast SCITT	26	492			492	37		
Gateshead 3-7 SCITT	30	476			476	38	38	26
Tendring Hundred Primary SCITT	19	474			474	39	49	9
Birmingham Primary Training Partnership SCITT	22	454			454	40	29	
Cumbria Primary Teacher Training Centre SCITT	24	452			452	41		
The Shire Foundation SCITT	20	451			451	42	8	1
Somerset SCITT Consortium	20	444			444	43	21	34
Outstanding Primary Schools SCITT	80	443			443	44	35	43
Northampton Teacher Training Partnership SCITT			15	436	436	45	20	36
London Diocesan Board of Schools SCITT	20	424			424	46	39	
Maryvale Institute SCITT			14	423	423	47	7	23
Gloucestershire SCITT Consortium SCITT			25	417	417	48	33	30
SCITTLES	34	415			415	49	32	27
Nottingham City Primary SCITT	21	403			403	50	15	3
Middlesborough SCITT			16	388	388	51	16	21
Suffolk and Norfolk Secondary SCITT			38	380	380	52	48	46
The Robert Owen Society SCITT	20	422	62	326	350	53	28	24
The Titan Partnership, Birmingham SCITT			16	338	338	54	47	47

1. High Force Education SCITT did not provide any employment data and South Essex, Southend and Thurrock SCITT did not provide any entry qualification data and have been omitted.

Chart A5: Trends in Intakes to Teacher Training by the Different Routes

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

Chart A6: Changing Characteristics of the Teacher Trainees

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

Chart A7: Secondary Trainees with Good Degrees[1] by Subject and Provider Type

Subject	Universities		SCITT		EBITT		All[2]	
	N	% Good Degree	N	% Good Degree	N	% Good Degree	N	% Good Degree
History	603	78.3	16	62.5	181	79.0	800	78.1
Drama/Dance	234	82.4	33	84.8	259	69.5	526	76.4
English	1,511	73.9	66	70.3	693	71.4	2,270	73.1
Social Sci/Studies	137	72.8	-	-	14	69.2	151	72.5
Citizenship	182	71.8	6	33.3	65	70.5	253	70.5
Classics	25	70.8		-	10	66.7	35	69.7
Art and Design	523	69.4	8	100.0	164	57.1	695	66.9
Economics	-	-	-	-	6	66.7	6	66.7
Music	556	64.7	27	66.7	150	66.4	733	65.1
Religious Education	678	64.9	30	44.0	160	61.9	868	63.8
Geography	559	62.7	15	53.3	76	73.0	650	63.5
Modern Languages	1,118	58.5	50	59.5	240	69.3	1,408	60.0
Vocational Subjects	284	51.4	37	40.5	127	65.7	448	54.1
Science	2,530	51.3	152	50.4	534	61.4	3,216	52.7
Physical Education	714	57.8	74	59.5	496	40.1	1,284	51.5
Business Studies	477	49.2	17	43.8	89	58.4	583	50.4
Design & Technology	711	48.3	98	55.2	268	45.5	1,077	48.3
Maths	1,661	46.4	91	45.2	478	50.0	2,230	47.0
ICT	527	44.5	62	44.1	214	52.2	803	46.3
Totals	13,142	58.7[1]	782	55.2	4,233[3]	59.8	18,157	58.8

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

2. Includes assessment only candidates at the University of Gloucester.

3. Other EBITT 9.

Chart A8: Entry to Teaching of PGCE Trainees by Route

Provider[1]	Final Year Trainees[2]	Awarded QTS	% Awarded QTS	In teaching	% In Teaching[3]
Primary					
Universities PG	8,165	7,242	88.7	5,784	70.8
Universities UG	6,166	5,481	88.9	4,148	67.3
SCITT	803	753	93.8	621	77.3
Key Stage 2/3					
Universities PG	280	227	81.1	160	57.1
Universities UG	210	178	84.8	132	62.9
Secondary					
Universities PG	13,461	11,494	85.4	9,658	71.7
Universities UG	809	719	88.9	565	69.8
SCITT	776	700	90.2	624	80.4
Totals					
Undergraduate	7,185	6,378	88.8	4,845	67.4
Postgraduate	23,485	20,416	86.9	16,847	71.7
Totals					
Universities	29,091	25,341	87.1	20,447	70.3
SCITTs	1,579	1,453	92.0	1,245	78.8
Totals					
Primary	15,134	13,476	89.0	10,553	69.7
Key Stage 2/3	490	405	82.7	292	59.6
Secondary	15,046	12,913	85.8	10,847	72.1
Grand Total	30,670	26,794	87.4	21,692	70.7

1. Does not include employment-based routes - information is not recorded.

2. Differs from intake numbers since it includes repeaters from previous years and trainees taking longer than one year

3. Percentage of final-year trainees, including those in maintained schools, independent schools and other teaching. Of those achieving QTS, 1,223 (5%) were still seeking a post, 1,090 (4%) were not seeking a teaching post, and the destinations of 2,393 (9%) were not known to the provider.