



Teacher engagement with STEM Learning professional development increases progression to STEM A levels

STEM Learning analysed STEM A level entries from schools in which teachers had participated in STEM Learning science-specific professional development (CPD), based on the proportion of students progressing to enter one or more STEM A levels.

The analysis found that, between 2016 and 2019, schools engaging with STEM Learning science CPD saw **year-on-year increases in the proportion of students progressing to enter STEM A levels** at a rate greater than non-engaged schools. These additional increases indicate that teachers' engagement with STEM Learning CPD **enabled 4,600 additional students to progress to STEM A levels**.

Over this period, **260,000 students came from schools benefiting from science teaching enhanced by STEM Learning CPD**, compared to 65,000 from non-engaged schools.

National entries for STEM A levels have increased by around 8.5% over the past three years. **80% of entries are from schools using STEM Learning CPD** – comparing them with non-engaged schools shows that **CPD accounts for 40% of the overall increase**.

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In 2019 alone approximately 70,000 STEM A level students came from schools benefiting from STEM Learning CPD, with almost 2,000 additional students choosing to study STEM A levels.

STEM Learning, September 2020.