

Guidance on the use of evidence forms

This guidance is in two parts:

1. general guidance
2. evidence form codes to be used

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General guidance on recording inspection evidence

1. The evidence form (EF) remains the document for recording **all first-hand evidence**. The guidance in this document applies to all inspection remits but the term 'EF' is used throughout this form to refer to any generic means of recording inspection evidence.
2. **Lesson evidence forms** will generally contain personal data (and, by implication, other information concerning the performance of an individual being observed). As such, they may be accessible under the Data Protection Act to the individual teacher who has been observed (via a 'subject access request') and should be completed with this in mind. They should be clearly written in a way that another person will be able to understand. However, teachers should have no need to ask for session EFs to be disclosed if feedback is informative and helpful.
3. Since lesson EFs contain personal data, inspectors should take care how they report back on lesson observations, including dual observations, to headteachers and others. Although it would be appropriate to discuss strengths and weaknesses in teaching generally, inspectors should be cautious about sharing grade data from individual lessons because the judgement on the quality of teaching does not rely solely on aggregating grades awarded during lesson observations. In particular, inspectors should not share information for the purposes of performance management and should make clear that inspection evidence must not be used in this way.
4. EFs relating to 'learning walks' or other forms of inspection trail should not contain any graded evaluations of the performance of individuals. However, they may still contain the personal data of those individuals and therefore should be treated as such.
5. When completing lesson EFs, including those that cover a number of short sessions, inspectors are asked to:
 - record the session time/s and date; this will assist in positive identification if a subject access request is made
 - make clear in the context box if the session is not being led by the teacher/trainer
 - make clear in the context box if the lesson is being taught by a newly qualified teacher
 - ensure that the writing is legible and that any underlining is marked in pen (felt highlighters will not show up if the EF is photocopied)
 - avoid the use of colloquial language; write in a professional manner with the assumption that the EF might be seen by the teacher concerned
 - as far as possible, do not write anything that could identify individual learners

- provide a clear, evidenced analysis for the grades awarded; this will form a useful basis for feedback to the teacher.
- 6. The information contained within EFs may be open to disclosure under the Freedom of Information Act, especially where they do not comprise personal data.
- 7. Discussions with staff, governors, learners or other persons connected with the school may include information that is considered to be provided in confidence to the inspection team for the purposes of inspection. Inspectors are asked at the start of a discussion to make clear that the interviewee must clearly signal when any of the information they impart during the discussion is being given **in confidence**. There should then be agreement between the inspector and the interviewee(s) about what is to be deemed confidential – Ofsted would expect such information not to be trivial or widely-known and that it also covers matters that may harm the confider if disclosed.
- 8. **Where information is given in confidence, inspectors should underline the relevant parts of the EF and put a note in the margin to that effect.** This will make it very clear, if release is requested, which elements will be considered for non-disclosure.
- 9. However, it should be pointed out that it will not always be possible for the inspector to prevent others guessing where the information originated. There are also further circumstances where Ofsted is unable to maintain confidentiality. The most likely scenario would be where inspectors have a duty to pass on disclosures which raise child protection or safeguarding issues, or circumstances where serious misconduct or potential criminal activity are involved. In such circumstances, inspectors should make clear that it may not be possible to guarantee anonymity.

Completing an evidence form

- 10. The '**header information**' on the evidence form (EF) should be completed fully, using the attached coding, where relevant. This is important information for the analysis of lesson observations, for instance. Please note the following sets of codes should **only be used for lesson EFs**:
 - grouping
 - present/number on roll
 - observation times.
- 11. All EFs should contain a statement of the main **focus** of the evidence-gathering activity which relates to one or more of the inspection issues.
- 12. When recording a session observation, the **context** should indicate what the

session is about, for example its objectives.

13. The **evidence** section is for brief evaluative comment which makes clear the evidence on which judgements are based. Where teaching is evaluated, a connection should be made to the **impact** it has on learners' behaviour, progress, and the quality of learning, making specific reference to different groups of learners wherever possible. Inspectors should use the outline guidance and grade descriptors to guide their observations and to support their judgements on the quality of what they see in lessons. There will always be a particular focus on learning and progress, behaviour, and the quality of teaching and the use of assessment to support learning. Where possible, inspectors should seek to confirm judgements about attainment.
14. Inspectors are asked to record any further evidence of particular significance relating to spiritual, moral, social and cultural (SMSC) development under the heading **evidence of SMSC**.
15. The section headed **evaluation** for session observations should identify clearly (perhaps by using bullet points) the main strengths and weaknesses that can be fed back to teachers and used for an analysis of whole school issues. **All** EFs, including those used for non-session evidence, should contain an evaluation. After a discussion with a senior manager, for example, there might be an evaluation of how well the provision is led and managed on the basis of that conversation. **The accurate completion of this section is a most important contribution to the overall view of the provider and what it needs to do to improve.**
16. For school inspections, there are **boxes which correspond to the main headings of the inspection framework** in which grades can be put where possible. The lead inspector will steer the team to complete those grades that are the most pertinent for the inspection.
17. All grades awarded should be consistent with the text, and justified by it. Where there is insufficient information to grade, a box should be left blank.
18. When **EFs are used to record non-session evidence**, such as discussions with staff and learners or analysis of work, complete only the relevant grade boxes. For example, a discussion with a manager should result in an evaluative summary that supports a grade relating to leadership and management, and possibly other grades that relate to the main framework headings that were covered in the discussion. If a quality assurance mentor (QAM) completes a non-session EF (for example, a summary of a discussion), the top of the EF should be marked **QAM**.
19. The EF can be used flexibly as a '**running EF**'. This might consist of repeated visits to a given activity to see, for example, the progress of work in a long session without remaining present the whole time. Alternatively, the pursuit of an inspection issue might give rise to a series of recorded notes that lead to a

conclusion on the issue concerned. This might involve a succession of interviews, short visits to a number of lessons, and the scrutiny of documentation and records, and be recorded on a 'single' EF. In practice this would mean fixing together several EF sheets to form a single evidence trail. The lead inspector will guide the team on the way s/he would like EFs to be used. Where an EF is used to record two or more observations of the same class or activity, the total observation time should be entered in the cumulative time box.

20. The EF should also be used for **logging the main points raised at meetings** with the school's senior management team **and** for **synthesising evidence** that underpins important judgements, especially those that might be disputed by the provider or when teams arrive at a judgement.
21. Information relating to routes into teaching taken by newly qualified teachers must also be recorded on an EF. If a newly qualified teacher has been observed during a lesson, enter a 'Y' in the NQT box on the EF. The route and provider boxes also need to be completed; the information to use for these boxes is provided at the end of this guidance document.
22. The EF can also be used to record 'special focus' information. This may be in relation to a specific subject retrieval requested by HMCI or as part of an analysis. In these cases the whole EF would be used to record the detail of the special focus and the shaded box on the EF would be ticked. These EFs would not form part of the main inspection evidence base.

New requirements from January 2014 to record data outcomes for sixth form and primary school sport funding; and external review of governance and/or pupil premium recommendations

23. From January 2014, inspectors are required to record the outcomes on an EF (for data purposes) of the following additional thematic areas:
 - Sixth form
 - Primary school sport funding
 - External review of governance and/or pupil premium.
24. A table outlining the codes to use is below:

Area	Subject code for EF	Statement/Question	Outcome	Code for EF ('Special focus' box)
Sixth form	SI	The sixth form is:	Outstanding	1
			Good	2
			Requires improvement	3
			Inadequate	4
School sport funding (primary)	SG	Is the primary school sport funding used effectively?	Yes	1
			No	2
External Review (Governance and/or Pupil Premium)	ER	Recommend external review of:	Governance only	1
			Governance and Pupil Premium	2
			Pupil Premium only	3

25. A **separate** EF to must be used to record the outcome for each of the three above areas. No further information, other than that indicated below, is to be included on these EFs. Inspectors should complete each EF as follows:

- complete the top row of boxes in the normal way
- tick the 'other' box under 'observation type'
- Input the relevant subject code (e.g. ER) in the **subject codes** box (i.e. in the first of the two subject code boxes)
- Insert references (in the evidence/evaluation part of the EF) to other EFs that contain the relevant record of evidence or evaluation for each area, as appropriate)
- Input the relevant outcome code into the **special focus box** (e.g. '2' for 'Governance and Pupil Premium') at the bottom right hand corner of the EF.

26. Inspectors should note that this is separate to, and **not** part of, a special focus event as described in paragraph 22 above. The EFs do form part of the evidence base.

Evidence form (EF) codes

<p>Inspection number <i>Required in all EFs</i> This is the reference number allocated to a particular school inspection.</p>	<p>Inspector's OIN <i>Required in all EFs</i> Enter own Ofsted inspector number.</p>	<p>Inspector's EF number <i>Required in all EFs</i> Enter in this box a code which uniquely identifies the EF to an inspector and the observation, analysis, discussion or other event recorded. For example, Jane Smith's twelfth EF might be numbered JS12.</p>
<p>Observation type <i>Required in all EFs</i> Please tick the relevant box.</p>	<p>Grouping <i>Required only in EFs coded Lesson observation</i></p> <p>For the class (not the task) circle</p> <p>MC For a Mixed ability class</p> <p>SU For a class Setted or streamed or banded by ability where the pupils are the Upper ability range within the school</p> <p>SA For a class Setted or streamed or banded by ability where pupils are in the Average ability range within the school</p> <p>SL For a class Setted or streamed or banded by ability where pupils are in the Lower ability range within the school</p> <p>O For Other forms of organisation.</p>	<p>Gender <i>Required only in EFs coded Lesson observation</i></p> <p>For the class (not the task) circle:</p> <p>B for a boys only class</p> <p>G for a girls only class</p> <p>MI for a mixed gender class.</p>
<p>Year group(s) <i>Required in all EFs for Lesson observation and Work analysis</i></p> <p>For single year groups use:</p> <p>N For Nursery classes</p> <p>R For Reception classes.</p>		<p>Present/Number on roll <i>Required only in EFs coded Lesson observation</i></p> <p>Enter:</p> <ul style="list-style-type: none"> ■ in the first box, the number of pupils present during the observation ■ in the second box, the total number on the roll of the class.
<p>1-13 For classes in Year 1 – Year 13</p> <p>Where more than one year group is present, include the relevant codes for all the years and circle the one year group which provides the main focus for the observation.</p>		
<p style="text-align: center;">Subject codes</p> <p><i>At least one code is required in EFs coded Lesson observation or Work analysis</i></p> <p>In the first box record:</p>		<p>If there is a significant gender imbalance in the pupils on roll (or in those absent), this should be commented on in the context box.</p>

<ul style="list-style-type: none"> the main subject to which the grades written at the bottom of the EF apply. <p>Use the second box to:</p> <ul style="list-style-type: none"> highlight that elements of another subject are included in the lesson (for example write GG CZ if you inspect a geography lesson which contains elements of citizenship) highlight a focus of the lesson (for example numeracy, EAL) indicate that an observation for one subject took place within a lesson in another subject (for example write IT MA if you inspect ICT in a maths lesson). <p>The second box may be left blank.</p> <p>See annex for a full list of subject codes.</p>	<p>Observation time <i>Required only in EFs coded Lesson observation</i></p> <p>Enter an estimate of the time, in minutes, spent observing a particular class or activity.</p> <p>One EF may be used to record two or more observations of the same class or activity (a running EF). In these cases circle the Y box and include the number of lessons included in the box provided. Enter the total observation time, the time of each session and the date of the sessions in the final box.</p>
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Area of learning codes for use in EFs coded Lesson observation in the Early Years Foundation Stage only

Personal, social and emotional development	SF	Understanding the world	KF
Communication, language and literacy	LF	Physical development	PF
Mathematics	MF	Expressive arts and design	CF

Codes for use only in the second code box, to indicate a particular aspect of the lesson

Focus on English as an additional language	EA	Focus on numeracy	NY
Focus on literacy	LY	Focus on special educational needs	SN

Code for EFs coded A for the Foundation Stage

Foundation Stage	FD
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Activity codes for use in EFs coded O (other) only

Assembly/collective worship	AS	Extra-curricular activities	EX
Form/class/registration time	FT		

Subject codes for use on evidence forms (EFs)

Accounting	AC	French	FR
Arabic	AB	General studies	GS
Art and design/art	AR	Geography	GG
Bengali	BL	Geology	GE
Biology	BI	German	GM
Business studies/business education	BE	Government and politics	GP
Business/business studies and economics	BE	Graphics	GR
Careers education	CA	Greek (modern)	GK
Chemistry	CH	Gujarati	GU
Child development	CD	Health and social care	HS
Chinese	CN	Hebrew (modern)	HW
Citizenship	CZ	Hindi	HN
Classics/classical studies	CL	History	HI
Communication studies	CO	Hospitality and catering	HC
Computing	IT	Humanities	HU
Construction/construction & built environment	CB	Information science/systems/studies	IT
Dance	DA	Information & communication technology	IT
Danish	DN	Instrumental music tuition	IN
Design and technology	DT	Italian	IL
Distribution/retail & distributive services	DI	Japanese	JA
Drama/theatre studies	DR	Land and environment	LB
Dutch	DU	Latin	LA
Economics/economics & business studies	EC	Law	LW
Electronics/systems and control	EL	Leisure and tourism/recreation	LE
Engineering	EG	Manufacturing	MN
English/English literature	EN	Mathematics	MA
Food subjects	FS	Media/media studies	MS

Media: communication & production	MP	Textiles/fabrics/needlework	TL
Music	MU	Travel and tourism	TT
Panjabi	PJ	Turkish	TU
Performing arts	PA	Urdu	UR
Personal/social/health education	PS		
Philosophy	PL	<i>Symbols for subjects not listed</i>	
Physical education/games	PE		
Physics	PH	Any other:	
Psychology	PY	Aesthetic/practical subject	XA
Religious education	RE	Business/commercial subject	XB
Resistant materials	RM	Classical subject/language	XC
Russian	RU	Humanities/social subject	XH
Science	SC	Modern foreign language	XL
Science (double) GCSE	S2	Mathematical subject	XM
Science (single) GCSE	S1	Physical subject	XP
Social studies/science	SS	Science subject	XS
Sociology	SO	Technological subject	XT
Spanish	SP	Vocational subject	XV
Sports science/studies	SR	Any other subject not listed	XO
Statistics	ST		

Initial teacher education (ITE) provider information

If a newly qualified teacher has been observed during the inspection, you should tick the NQT box at the bottom of the EF. The initial teacher education (ITE) route and ITE provider boxes must also be completed, using the coding shown below. Please note that only one provider can be added per NQT. If an NQT mentions two providers, include the name of the accredited provider that made the award of qualified teacher status (QTS).

If the provider is not shown in the list below, or does not have a URN, please enter a '0' on the EF under 'ITE provider'.

If the ITE provider is from outside England, please enter a '0' on the EF under 'ITE route' and another '0' under 'ITE provider'.

ITE route codes:

Route taken	Code for EF
Core Undergraduate	UG
Core Postgraduate	PG
Qualified Teacher Status	QTS
School Direct (salaried)	SDS
Assessment Only	AO
Schools Direct	SD
Teach First	TF

ITE provider codes:

Provider	URN	Region	Provider	URN	Region
2 Schools Consortium	70178	S	Portsmouth Primary SCITT	70061	N
Alban Federation	70182	M	Primary Catholic Partnership SCITT	70089	N
Anglia Ruskin University	70000	N	Redcar and Cleveland Teacher Training Partnership	70244	N
Awarding Body Inspection	70271	S	Roehampton University	70063	S
Bath Spa University	70002	M	Royal Academy of Dance	70157	N
Bedfordshire Schools' Training Partnership	70044	M	Royal Borough of Windsor & Maidenhead Graduate Teacher Training Partnership	70246	S
Bexley Primary SCITT	70093	N	Saffron Walden and Comberton Training Schools	70249	M
Billericay Primary and Secondary SCITT	70094	M	SCITTELS (School Centred Initial Teacher Training in East London Schools)	70154	S
Birmingham City University	70075	M	Services for Education SCITT	70180	M
Bishop Grosseteste University	70004	M	Sheffield Hallam University	70051	N
Bournemouth Poole & Dorset Secondary Training Partnership	70171	S	Solent SCITT	70281	S
Bourton Meadow School Initial Teacher Training Centre	70184	S	Solihull Secondary Group	70010	M
Bradford College	70134	N	Somerset SCITT Consortium	70066	S
Bretton Hall (University of Leeds)	70022	N	South Coast SCITT	70104	S
Bromley Schools' Collegiate	70007	N	South Essex, Southend and Thurrock SCITT	70170	M
Brunel University	70009	N	South London Consortium	70065	N
Buckingham Partnership/Royal Latin School	70285	S	South West Teacher Training	70072	S

Provider	URN	Region	Provider	URN	Region
Buckinghamshire New University	70167	S	Southend SCITT	70278	M
Buile Hill & Salford City College SCITT	70280	N	Southfields Academy Teaching School SCITT	70247	S
Canterbury Christ Church University	70011	S	St Mary's University College	70120	S
Carmel Teacher Training Partnership (CTTP)	70186	N	St. Joseph's College Stoke Secondary Partnership	70243	M
Central School of Speech & Drama	70097	N	Staffordshire University	70068	M
Centre for British Teachers	70012	N	Stockport Teacher Training Partnership	70175	N
CfBT Education Trust SCITT	70192	M	Stockton-on-Tees Teacher Training Programme	70245	N
Chiltern Training Group	70014	M	STORM (formerly STTORMM)	70176	N
CILT: The National Centre for Languages	70187	S	Suffolk & Norfolk Secondary SCITT	70147	M
Colchester ITT Consortium	70264	M	Suffolk and Norfolk GTP Provider	70242	M
Colchester Teacher Training Consortium	70156	N	Suffolk and Norfolk Primary SCITT	70069	M
Cornwall SCITT	70016	M	Surrey South Farnham SCITT	70241	S
Cornwall SCITT Partnership	70146	S	Swindon SCITT	70158	S
Cumbria Primary Teacher Training	70017	N	Teach East	70289	M
De Montfort University	70112	N	Teach First	70270	S
Devon Primary SCITT	70141	M	Tendring Hundred Primary SCITT	70255	M
Devon Secondary Teacher Training Group (DSTTG)	70019	S	Thames Primary Consortium	70073	M
Doncaster ITT Partnership	70190	N	Thames Valley University	70256	S
Dorset Teacher Training Partnership	70177	S	Thamesmead SCITT	70239	S
Durham Secondary SCITT	70169	N	The Arthur Terry School SCITT	70273	M
East Sussex Teacher Training Partnership	70193	S	The Arts University College at Bournemouth	70251	S
Edge Hill University	70129	N	The Basingstoke Alliance SCITT	70288	S
EM Direct SCITT	70195	M	The Beauchamp ITT Partnership	70236	M
e-Qualitas	70197	S	The Cambridge Teaching Schools Network Training Partnership	70232	M
Essex ITT Partnership	70092	N	The Dorset Teacher Training Partnership	70020	M
Essex ITT Partnership	70265	M	The Grand Union Training Partnership	70028	M
Forest Independent Primary Collegiate	70023	N	The Havering Teacher Training Partnership	70202	S
Gateshead 3-7 SCITT	70161	N	The King Edward's Consortium	70209	M
Gatsby SCITT	70025	N	The Learning Institute South West	70164	S
George Abbot SCITT	70199	S	The Merseyside & Cheshire Training Consortium	70228	N
George Spencer Academy SCITT	70201	M	The North East Partnership	70144	N
Gloucestershire Initial Teacher Education Partnership	70214	S	The Open University	70096	N
Gloucestershire Initial Teacher Education Partnership (GITEP)	70026	M	The Robert Owen Group	70222	M
Goldsmiths University	70122	S	The Shire Foundation	70091	M
Harris ITT	70277	S	Three Counties Alliance SCITT	70279	N
Hertfordshire Regional Partnership	70203	M	Titan Partnership, Birmingham	70074	M
Hibernia College (UK)	70275	S	TKAT SCITT	70276	S
High Force Education SCITT	70150	N	Tower Hamlets Professional Development Centre	70217	S
Homerton College, University of Cambridge	70114	N	Tudor Grange SCITT	70274	M
Institute of Continuing Education - University of Cambridge	70252	M	Two Mile Ash ITT Partnership	70221	S
Institute of Education (University of London)	70119	S	University Campus Suffolk	70258	M
Isle of Wight Secondary SCITT	70206	S	University College Birmingham (formerly CREDIT)	70159	M
Jewish Teacher Training Partnership	70090	N	University College Scarborough	70140	N
Keele University	70033	M	University of Bath	70003	M
Kent and Medway Training	70055	S	University of Bedfordshire	70160	M

Provider	URN	Region	Provider	URN	Region
Kent County Council	70208	S	University of Birmingham	70001	M
Kent Training Group	70034	N	University of Birmingham, Westhill	70082	M
King's College London	70035	S	University of Bolton	70151	N
Kingsbridge EIP SCITT	70213	N	University of Brighton	70005	N
Kingston University	70036	N	University of Bristol	70006	M
Kirklees and Calderdale SCITT	70225	N	University of Buckingham	70172	M
LearnED	70215	N	University of Cambridge	70133	M
Leeds Metropolitan University	70038	N	University of Central Lancashire	70152	N
Leeds SCITT	70165	N	University of Chester	70132	N
Leeds Trinity University	70127	N	University of Chichester	70013	N
Leicester & Leicestershire SCITT	70163	M	University of Cumbria	70128	N
Leicestershire Secondary SCITT	70283	M	University of Derby	70018	M
Lindisfarne SCITT	70041	N	University of Durham	70021	N
Liverpool Hope University	70130	N	University of East Anglia	70076	M
Liverpool John Moores University	70032	N	University of East London	70077	S
London Arts Consortium	70088	N	University of Essex	70257	M
London Diocesan Board for Schools (LDBS) SCITT	70037	S	University of Exeter	70024	M
London East Consortium, University of Cumbria	70253	N	University of Gloucestershire	70045	S
London Metropolitan University	70052	N	University of Greenwich	70027	S
London North Consortium	70218	S	University of Hertfordshire	70029	M
London South Bank University	70064	S	University of Huddersfield	70030	N
Loughborough University	70042	M	University of Hull	70031	N
Luton Teacher Training Partnership	70226	M	University of Lancaster	70168	N
Manchester Metropolitan University	70049	N	University of Leeds	70039	N
Marches Consortium	70098	M	University of Leicester	70040	M
Maryvale Institute	70047	M	University of Liverpool	70043	N
Matthew Moss Initial Teacher Training Partnership	70227	N	University of Luton	70107	N
Merseyside, Manchester and Lancashire (MML) SCITT	70282	N	University of Manchester	70046	N
Mid Essex ITT	70086	N	University of Northampton	70050	M
Mid Somerset Consortium for Teacher Training	70231	S	University of Nottingham	70053	M
Middlesbrough SCITT	70166	N	University of Oxford	70057	N
Middlesex University	70048	N	University of Portsmouth	70060	N
Mid-Kent College	70105	N	University of Reading	70062	S
Newcastle University	70126	N	University of Sheffield	70123	N
Newman Catholic Partnership	70095	N	University of Southampton PGCE and EBITT	70067	S
Newman University	70135	M	University of St Mark & St John	70131	S
Ninestiles ITT Consortium	70233	M	University of Sunderland	70070	N
Norfolk Teacher Training Centre	70287	M	University of Surrey	70259	S
North Bedfordshire Training Partnership	70267	M	University of Sussex	70071	S
North Essex Teacher Training (NETT)	70015	M	University of Teesside	70106	N
North Lincolnshire SCITT Partnership	70234	M	University of the West of England	70079	S
North Tyneside 3-7 SCITT	70162	N	University of Warwick	70081	M
North West & Lancashire GTP Consortium	70235	N	University of Westminster	70153	S
Northampton Teacher Training Partnership	70054	M	University of Winchester	70121	S
Northumbria DT Partnership	70149	N	University of Wolverhampton	70084	M
Northumbria University	70125	N	University of Worcester	70085	M
Nottingham City Primary SCITT	70148	M	University of York	70087	N
Nottingham Trent University	70124	M	Urban Learning Foundation	70078	N
NW Shares SCITT	70284	N	Wakefield Regional Partnership for Initial Teacher Training	70188	N

Provider	URN	Region	Provider	URN	Region
Outstanding Primary Schools SCITT	70142	M	Wandsworth Primary Schools' Consortium	70080	S
Oxford Brookes University	70008	N	Wessex Schools Training Partnership	70189	S
Oxfordshire Consortium	70056	N	West Berkshire Training Partnership	70183	S
Oxon-Bucks SCITT	70240	S	West London Partnership (GTP/OTT)	70174	S
Pennine Lancashire SCITT	70286	N	West Mercia Consortium	70155	M
Pilgrim Partnership	70143	M	West Midlands Consortium	70083	M
Plymouth University	70059	M	Wildern Partnership	70290	S
Poole SCITT	70058	S	York St John University	70118	N