

# TEACHER TRAINING PROFILES 2004

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## **Introduction**

1. The 2004 league table presented in this report summarizes the extensive data posted by the Teacher Training Agency (TTA) on its website at [www.useyourheadteach.gov.uk/pprofiles](http://www.useyourheadteach.gov.uk/pprofiles). We have been compiling such a table independently\* of the TTA since it first published its Profiles in 1998 (for the year 1996-97), and so we are also able to comment on trends. The routes into teaching are becoming increasingly diversified, with the universities and colleges joined by school-centred schemes (SCITTs) and employment-based routes (EBR).

## **League Table 2004**

2. Chart 1 ranks the university and college teacher training providers according to the qualifications of their intakes, Ofsted ratings and employment statistics. For the first time in the seven years of the Profiles, Cambridge has overtaken Oxford at the top of the rankings. Oxford had previously led from the beginning except for a small specialist course nudging ahead last year. Since the Cambridge University's education department merged with Homerton College it has gone from strength to strength – eleventh in 2002, third last year and now first. It headed the tables for both primary and secondary training.
3. Although teacher training is often associated with the new universities, apart from two specialist providers, the top places are dominated by the old universities. Cambridge is joined by Oxford, Warwick, Bristol, Manchester, Birmingham, and Sheffield in the top ten. Among them in third spot comes the University of Staffordshire's small and specialist provision for the training of business and economics students (28 entrants in 2002-03) and, in fourth spot, the course for training drama/dance teachers at the Central School of Speech and Drama (65 entrants in 2002-03). The only new university in the top ten is the University of Central England which has risen dramatically this year from 31<sup>st</sup> to 7<sup>th</sup>, mainly as a result of the improved qualifications of its recruits to primary training and the success of its trainees in entering teaching. The new universities generally show up better in primary than in secondary training, with Brighton, Nottingham Trent, and University College Winchester (formerly King Alfred's College) as well as Central England, in the top ten.
4. The bottom three positions are taken by the London Metropolitan University, as it was last year, South Bank University, and Bradford, which has plummeted this year due to an unfavourable primary inspection and a dropping off in the qualifications of recruits. Also surprisingly low down in the table is the London Institute of Education, often thought of as a leader in the field. The individual scales show that it has good recruits and it comes out relatively well in inspections, but very few of its trainees are shown

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\* The TTA does not endorse the results or the methodology. It believes the data in the round are of best value to trainers and potential trainees, and does not agree that a single league table is the best format for comparing providers.

**Chart 1: Ranking of University and College Teacher Training Providers**

UNIVERSITY AND COLLEGE PROVIDER	SCORES			RANKS		
	Primary	Secondary	Overall	2004	2003	2002
University of Cambridge	724.3	738.3	731.3	1	3	11
University of Oxford		724.4	724.4	2	2	1
Staffordshire University		657.1	657.1	3	1	2
Central School of Speech and Drama		647.0	647.0	4	4	9
University of Warwick	640.0	647.4	643.7	5	7	4
University of Bristol		639.1	639.1	6	6	8
University of Central England	673.0	589.4	631.2	7	31	35
University of Manchester	672.3	577.4	624.9	8	9	24
University of Birmingham	640.5	598.3	619.4	9	32	12
University of Sheffield		609.3	609.3	10	8	5
University of East Anglia	616.4	594.5	605.5	11	5	3
Loughborough University		603.9	603.9	12	19	7
St Mary's College	582.2	618.6	600.4	13	25	45
University of Brighton	675.1	522.3	598.7	14	35	46
University College Winchester	590.6		590.6	15	50	61
Nottingham Trent University	640.0	520.3	580.2	16	16	16
University of Newcastle	524.0	636.0	580.0	17	17	13
University of Exeter	515.4	623.4	569.4	18	10	22
Leeds Metropolitan University	528.3	583.4	555.9	19	22	30
Chester College	542.8	561.9	552.4	20	34	31
University of Hull	604.7	495.6	550.2	21	36	29
Bath Spa University College	551.0	533.9	542.5	22	27	23
University of Nottingham		539.5	539.5	23	18	20
King's College		536.2	536.2	24	38	33
York St John College	562.4	490.4	526.4	25	37	21
University of Durham	529.2	522.7	526.0	26	23	28
Sheffield Hallam University	573.9	473.7	523.8	27	44	57
University of Sussex		516.5	516.5	28	14	14
Canterbury Christ Church University College	562.9	467.9	515.4	29	13	18
University College Northampton	514.9		514.9	30	48	37
University of Reading	501.3	522.3	511.8	31	24	34
University of Surrey Roehampton	425.6	597.7	511.7	32	40	36
Northumbria University	390.8	631.4	511.1	33	29	44
University of Wolverhampton	492.5	527.1	509.8	34	53	55
University of Bath		507.8	507.8	35	12	6
University of Gloucestershire	458.6	554.2	506.4	36	39	64
University of the West of England	546.7	459.8	503.3	37	46	58
De Montfort University	550.0	448.2	499.1	38	64	66
Keele University		496.9	496.9	39	28	32
University of York		493.6	493.6	40	20	15

**Chart 1: Ranking of University and College Teacher Training Providers (continued)**

UNIVERSITY AND COLLEGE PROVIDER	SCORES			RANKS		
	Primary	Secondary	Overall	2004	2003	2002
Trinity and All Saints College	528.8	455.9	492.4	41	58	62
University of Plymouth	464.1	519.2	491.7	42	43	49
Kingston University	492.2	488.8	490.5	43	62	56
University of Southampton	557.4	420.5	489.0	44	33	17
University of Sunderland	433.7	533.9	483.8	45	66	53
University of Leicester	481.0	484.2	482.6	46	21	10
Liverpool John Moores University	407.5	557.1	482.3	47	56	47
Bishop Grosseteste College	610.9	351.5	481.2	48	61	43
University of Leeds	476.7	483.0	479.9	49	42	19
School Centred Schemes	499.6	443	471.3	50	26	38
Edge Hill College of HE	478.4	460.6	469.5	51	51	52
University College Worcester	504.6	415.7	460.2	52	45	41
University of Hertfordshire	457.1	461.5	459.3	53	52	42
University College Chichester	447.8	468.5	458.2	54	63	63
St Martin's College	461.2	446.4	453.8	55	60	48
Liverpool Hope University College	439.0	461.7	450.4	56	30	40
Open University		448.0	448.0	57		
University of Huddersfield		447.0	447.0	58	41	26
Anglia Polytechnic University	472.4	413.4	442.9	59	49	39
Manchester Metropolitan University	405.1	476.8	441.0	60	59	51
University of Portsmouth		428.0	428.0	61	70	59
University of London, Institute of Education	440.4	409.5	425.0	62	11	27
University of Derby	424.9		424.9	63	69	72
Goldsmiths College	423.7	393.2	408.5	64	65	71
Brunel University	420.4	394.0	407.2	65	47	60
Oxford Brookes University	424.9	373.5	399.2	66	54	70
Newman College of Higher Education	447.1	343.9	395.5	67	55	50
College of St Mark and St John	410.8	341.6	376.2	68	72	69
University of East London	465.7	276.8	371.3	69	67	54
Middlesex University	410.7	307.4	359.1	70	68	65
University of Greenwich	451.2	266.5	358.9	71	71	68
Bradford College	248.0	441.6	344.8	72	15	67
South Bank University	285.7		285.7	73	57	25
London Metropolitan University	209.0	324.0	266.5	74	73	73

has having entered teaching. Less than half its primary trainees and only a third of its secondary trainees are recorded as being in teaching posts the January after they were due to complete. The Institute of Education has advised that they received a poor response to the employment survey and these figures do not reflect the actual take up of posts.

- Teacher training is becoming increasingly diversified. Of the 33,608 trainees (secondary, primary and Key Stage2/3) in 2002-03, 1,320 (3.9 per cent) were on school-centred schemes and 3,954 (11.8 per cent) were on individual employment-based training (excluding the Overseas Trained Teacher Programme). The school-centred schemes (SCITTs) which usually provide for some 20 students together train about as many students as the largest provider Manchester Metropolitan University which had 1,375 entrants. Taken together, the SCITTs would occupy 50<sup>th</sup> position in the league table, dropping from 26<sup>th</sup> last year, in part due to the high turnover of these schemes. However, the leading SCITTs, as Chart 3 shows, are up there with the top university providers. The North East Partnership and the Devon Primary SCITT Group, both appearing for the first time this year, achieve overall scores which would have placed them third and fourth in the main table, and the Billericay Educational Consortium, maintaining its consistently high performance, would have come just below the University of Warwick, currently in fifth spot. The two poorest performers, however, fell below the lowest scoring university. We do not have Ofsted ratings or employment statistics for those training on employment-based routes, but we do know their entry qualifications are relatively low (see Chart 5).

### Entry Qualifications, Ofsted Ratings and Employment Statistics

- The league table gives equal weight to three indicators - entry qualifications, Ofsted ratings and employment returns. Chart 2 shows the top and bottom three performers on each of these scales for both primary and secondary training.

**Chart 2: Individual Rankings**

Entry Qualifications	Primary		Entry Qualifications	Secondary	
	Ofsted Rating	Employment		Ofsted Rating	Employment
<i>Top Three</i>					
Southampton	Canterbury	Cent England	Oxford	Oxford	Leeds Met
Cambridge	Manchester	Wolverhampton	Cambridge	Staffordshire	Loughborough
Notting Trent	East Anglia	Anglia Poly	St Mary's	Cambridge	Cent England
<i>Bottom Three</i>					
Brunel	Reading	South Bank	Huddersfield	Portsmouth	Middlesex
Newman CHE	London Met	Liv J Moores	East London	Middlesex	London Met
London Met	Bradford	Institute of Ed	Greenwich	Bishops Gross	Institute of Ed

Cambridge's and Oxford's top placings owe much to the high entry qualifications of the trainees and the excellent Ofsted ratings. Oxford has a perfect Ofsted score across its six secondary courses and Cambridge is down just one point in its nine. Staffordshire also receives an excellent rating from Ofsted for its specialist business and economics course. Canterbury Christchurch University College is given top marks by Ofsted for its primary course, but comes 29<sup>th</sup> in the table overall due to its

**Chart 3: Ranking of School Centred Initial Teacher Training Providers**

SCITT PROVIDER	SCORES			RANKS		
	Primary	Secondary	Overall	2004	2003	2002
The North East Partnership		672.7	672.7	1		
Devon Primary SCITT Group	657.4		657.4	2		
Billericay Educational Consortium	641.9		641.9	3	4	5
Borough of Poole SCITT	633.4		633.4	4	9	3
Bromley Schools' Collegiate		613.0	613.0	5	22	1
The Thames Primary Consortium	612.9		612.9	6	2	
North Bedfordshire Consortium		601.1	601.1	7	14	6
West Midlands Consortium		587.8	587.8	8	12	14
Outstanding Primary Schools SCITT	583.0		583.0	9	7	2
South West Teacher Training		561.2	561.2	10	16	19
Mid-Essex SCITT Consortium		560.8	560.8	11	18	7
The Grand Union Partnership		559.7	559.7	12	1	15
Wandsworth Schools' Consortium	534.9		534.9	13	8	9
North East Essex Coastal Confederation		529.5	529.5	14	11	8
Suffolk and Norfolk Primary SCITT	527.3		527.3	15	6	
Devon Secondary Teacher Training Group		522.0	522.0	16	3	4
Urban Learning Foundation	519.0		519.0	17	21	27
Jewish Primary Schools Consortium	518.4		518.4	18	13	
Lindisfarne SCITT	515.7		515.7	19	5	10
Cornwall SCITT		515.3	515.3	20	31	
Gloucestershire SCITT Consortium		504.3	504.3	21	24	21
Forest Independent Primary Collegiate	499.9		499.9	22	25	
Northampton Teacher Training Partnership		492.4	492.4	23		
Cumbria Primary Teacher Training	491.5		491.5	24	19	11
Primary Catholic Partnership	481.0		481.0	25		
Kent and Medway Training		480.4	480.4	26	32	24
Portsmouth Primary SCITT	466.2		466.2	27	15	
Somerset SCITT Consortium	461.1		461.1	28	28	13
The Pilgrim Partnership	453.8		453.8	29		
Titan Partnership		443.7	443.7	30	10	17
The Dorset Teacher Training Partnership	442.1		442.1	31	27	22
The London Diocesan Board for Schools	441.8		441.8	32	34	26
Chiltern Training Group		431.7	431.7	33	29	20
Essex Advisory and Inspection Service	413.3		413.3	34	20	18
The Marches Consortium		401.0	401.0	35	23	16
Shire Foundation	395.9		395.9	36	30	12
South London Teacher Training		392.9	392.9	37	17	
Solihull SCITT Consortium		382.5	382.5	38	26	25
London Arts Consortium		248.0	248.0	39		
Bournemouth and East Dorset Consortium	209.5		209.5	40	33	23

relatively low scores in secondary. The Devon Primary SCITT Group also achieves a maximum score from Ofsted. For primary courses, the highest entry qualifications are found at Southampton, Cambridge and Nottingham Trent and, for secondary, at Oxford, Cambridge and St Mary's College, Twickenham.

8. The employment record seems to follow a different trajectory from the other two scales. The best employment returns are from the new universities, in the case of primary, Central England, Wolverhampton and Anglia Poly, and for secondary, Leeds Metropolitan and Central England again, as well as Loughborough. Oxford and Cambridge come well down the employment listings and the London Institute comes at the very bottom for both primary and secondary.

### Trends in Trainee Characteristics

9. Chart 4 shows how the characteristics of trainees in mainstream teacher training have changed since the TTA Profiles were first published in 1998.

**Chart 4: Trends in Teacher Training<sup>1</sup>**

Characteristic	Academic Year						
	1996-7	1997-8	1998-9	1999-2000	2000-01	2001-02	2002-03
<b>Primary Entrants</b>	<b>12,523</b>	<b>11,670</b>	<b>11,677</b>	<b>11,552</b>	<b>12,917</b>	<b>13,302</b>	<b>13,913</b>
%Male	14	13	13	13	13	13	12
%Ethnic Minority	5	5	5	6	6	6	6
%Age25+	n/a	n/a	37	38	39	44	43
%Postgraduate	41	41	44	46	49	54	55
%PG2.1+ degree	49	53	52	51	52	54	55
%Into Teaching <sup>2</sup>	72	74	73	74	76	76	70
Ofsted Uni & Coll <sup>3</sup>	n/a	67	68	65	65	67	67
Ofsted SCITT <sup>3</sup>	n/a	42	49	58	53	59	63
<b>Secondary Entrants</b>	<b>15,755</b>	<b>15,161</b>	<b>13,747</b>	<b>13,130</b>	<b>13,386</b>	<b>14,148</b>	<b>15,028</b>
%Male	43	40	38	38	36	37	38
%Ethnic Minority	7	7	7	8	8	8	9
%Age25+	n/a	n/a	55	54	55	56	57
%Postgraduate	86	86	88	90	92	93	94
%PG2.1+ degree	46	47	48	48	49	49	52
%Into Teaching <sup>2</sup>	65	68	69	71	71	73	73
Ofsted Uni & Coll <sup>3</sup>	n/a	65	66	70	72	73	74
Ofsted SCITT <sup>3</sup>	n/a	50	52	54	57	61	53

1. Does not include employment-based routes.

2. Proportion of final-year students.

3. Average Ofsted ratings expressed as a score from 0-100.

8. The number of primary trainees continues to rise and secondary is almost back to the level it was at in 1997-98. The proportion of male entrants is still falling in primary and it is now down to 12 per cent. In secondary it has held up at 37 per cent. Over half the entrants are now mature. In primary the proportion aged 25 or above has risen to 43 per cent from the 38 per cent in 1998-9 when the figure first appeared in the Profiles, and in secondary it has gone up from 55 to 57 per cent. There has been some

increase in the recruitment of trainees from ethnic minorities, the percentage in secondary going up from 8 to 9 per cent, while remaining at 6 per cent in primary.

9. Chart 4 covers only training through the universities and SCITTs. In addition, the employment-based route has been growing rapidly. As we can see in Chart 5, it now provides for nearly 12 per cent of the trainees, three times as many as are in the SCITTs. Chart 5 also shows that this individualised training is bringing in trainees with different characteristics. Almost double the proportion of primary trainees are, for example, male - 23.4 per cent, against 12.1 per cent for the universities. Over two-fifths of the secondary trainees are male - 41.4 per cent against 37.5 per cent for the universities. There are also higher proportions from the ethnic minority groups - double for primary at 12.7 per cent. Nearly all the trainees are aged 25 or more, contributing still further to the trend for training to be undertaken later in life.

**Chart 5: Routes into Teaching<sup>1</sup> 2002-2003**

Characteristic	Primary			Secondary		
	Uni&Coll (13,192)	SCITT (721)	EBR (1,363)	Uni&Coll (14,470)	SCITT (558)	EBR (2,540)
%Male	12.1	15.4	23.4	37.5	37.6	41.4
%Ethnic Minority	6.2	7.5	12.7	9.4	12.2	11.1
%Age25+	42.2	65.9	96.6	55.9	72.4	94.2
%Postgraduate	52.3	100.0	90.3	93.6	95.7	97.4
%PG2.1+ degree <sup>2</sup>	55.6	47.9	44.3	51.8	48.3	47.1
%Into Teaching <sup>3</sup>	69.7	79.7	na	73.1	81.2	na
Ofsted Rating <sup>4</sup>	66.7	62.9	na	74.0	53.4	na

1. Combined numbers for the different routes differ from totals given in paragraph 5 since this chart does not include KS2/3 trainees.

2. 'Not knows' included in the denominator on the grounds that those with a good degree are likely to provide the information.

3. Percentage of final year trainees; others percentage of first-year trainees

4. Ofsted ratings expressed as score from 0-100.

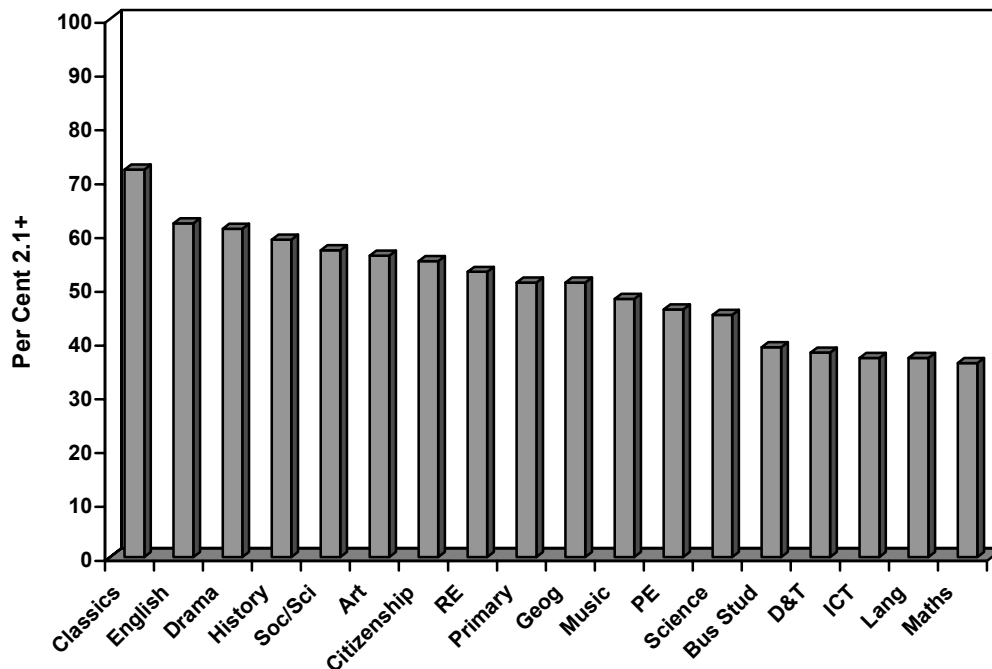
### Qualifications

10. Charts 4 and 5 also show the qualifications of those entering postgraduate courses (the basis for collecting the entry scores of primary recruits has changed this year from A-level performance to UCAS points so we are unable to continue to show this as a trend). Chart 4 shows that the proportion of postgraduate entrants obtaining a 2.1 or better has risen in both primary and secondary. Over the seven years it has gone up from 49 per cent to 55 per cent in primary, and 46 to 52 per cent in secondary. This reflects an increase in the awards of these degree classes. Chart 5 shows that the degree qualifications of those on employment-based routes are generally lower than those on teacher training courses in universities, the SCITTs coming in between.
11. There is, however, a considerable range across the subjects. Chart 6 shows the degree qualifications of all postgraduate trainees, whether university, SCITT or EBR. In classics the proportion with a good degree (85 per cent) is more than double that in maths (39.2 per cent) or ICT (38.0 per cent). Generally, the entrants to the subjects which have more difficulty in recruiting – science, languages, design and technology, maths and ICT tend to be lower.

## Ofsted Ratings

12. Charts 4 and 5 also show the trends in Ofsted ratings. University grades for secondary training have improved year by year, while maintaining a level in primary. The ratings given by Ofsted to the primary SCITTs have improved considerably since 1997-98 and the overall score is not far behind the universities. The secondary SCITTs have, however, been more variable and they are still judged overall to be well below the university courses.

**Chart 6: Per Cent Intake with Good Degrees**



## Employment Statistics

13. Charts 4 and 5 show that approaching three-quarters of the trainees are recorded as being in teaching in the January following when they were due to complete (the others may not have completed, may still be seeking a post, not seeking a post, but there is also a large category of trainees whose destinations are seemingly unknown to the provider). There has been for the first time a fall in the proportion of final year primary trainees finding employment this year - from 76 to 70 per cent. The completion rate is unchanged so the decrease perhaps reflects some reduction in the available posts due to falling pupil numbers. A higher proportion of those in SCITTs are known to be teaching - over 80 per cent compared with the 71.5 per cent in universities (Chart 5).

## Maths

14. Maths is at the sharp end of teacher recruitment. As we saw in Chart 7, its entrants are among those least likely to have good degrees. We have been tracing the numbers of recruits on mainstream (university and SCITT) courses since the TTA Profiles were first published in 1996-7. The intake has recovered from the nadir of 1998-9 when only 1,029 were admitted to reach 1,462, although this is still somewhat lower than 1996-97. However, the footnote to Chart 7 also points to the considerable contribution

the employment-based routes are making. There were 290 EBR maths trainees in 2002-03, 11.4 per cent of the total trainees on this route and 14.5 per cent of the maths trainees (including Key Stage 2/3 trainees in the total). Counting all categories – universities, SCITTs, EBR, postgraduate and undergraduate, secondary and KS2/3 - there were 1,854 maths trainees in 2002-03.

**Chart 7: Trends in Maths Teacher Training (HE and SCITT)**

Characteristic	Academic Year						
	1996-7	1997-8	1998-9	1999-2000	2000-01	2001-02	2002-03
Entrants <sup>1</sup>	1,618	1,356	1,029	1,246	1,159	1,298	1,462
%Undergraduate	14	19	13	11	9	8	8
%PG2.1+ degree	33	33	37	36	38	36	39
%Into Teaching	59	66	71	68	70	70	70

1. Does not include KS2/KS3 trained or EBR. In 2002-03 there were 102 on KS2/3 courses and 290 on EBR secondary maths training making an overall total of 1,854.

15. Chart 7 also shows that while the qualifications of the entrants is still relatively low it is improving, and the proportion of the final year trainees entering teaching has risen somewhat though still below average for secondary subjects. Since the figures were first recorded the proportion training on undergraduate course leading to QTS has almost halved from 14 to 8 per cent.

#### **Appendix: Methods**

16. The Teacher Training Agency's Performance Profiles 2004 publish statistics on performance of the teacher training providers in 2002/2003 (the delay is to gather information on the entry to employment of successful trainees). The data are collected annually. Each provider signs off the information relating to them as accurate. The Centre for Education and Employment Research at the University of Liverpool independently summarizes the data as tables.
17. There have been some changes this year so the scores are not directly comparable to those of previous years, but the tables are still based on equal weightings given to entry qualifications, quality as judged by Ofsted inspections, and the proportion of trainees entering teaching.

**Entry:** As in previous years, the score for postgraduate courses is based on the proportion entering on a first or 2.1. But this year the undergraduate entry is expressed for the first time in the TTA Profiles as a UCAS points score. We have turned this into a score out of a 100 taking a UCAS score of 360 as the maximum. We have scored entry qualifications out of 200 as in previous years. Where there are both undergraduate and postgraduate entrants each category contributes a score out of 100 to the total

**Quality:** The quality score, also out of 200, is based on the latest available Ofsted inspections. Ratings under the old inspection regime from 1(high) to 4 (low) are averaged, taken away from 4, and multiplied by 200/3 to give a score out of 200. In secondary training, the ratings for each course are taken into account with subject knowledge and teaching standards given double weighting. In primary, the score is based on the gradings given to English and maths with similar double weighting. Under the new arrangements, ITT courses are graded in terms of their training

quality, standards achieved by trainees and management and quality assurance. In order to put the new scores on the same basis as the old so they can be combined in the transition period, the first two were triple weighted.

**Employment:** The proportion of the final-year students recorded by the provider as being in a teaching post is multiplied by two to give a score out of 200. All final-year students are summed whether they are undergraduate or postgraduate. HESA has changed the employment survey on which the figures are based. The new survey is more detailed than the old and some of the providers indicated to the TTA that their return rate has suffered as a result.

18. Although the raw scores for entry, quality and employment have been arrived at by methods similar to those in previous years, because of the changes to the undergraduate qualifications, inspection regime and gathering employment statistics, we have taken the opportunity of modifying the overall compilation of the tables. We have been considering this for some time, but have resisted in order to maintain comparability across the years. But this year we have moved to standardising the raw scores. Means have been set at 500 and the standard deviation at 100. The overall scores cannot, therefore, be compared directly with those that have gone before though the rankings are comparable. The new approach not only means that primary and secondary scores can be more readily combined, but also we can see, for example, that the performance of Cambridge and Oxford is more than two standard deviations above the average and that of London Metropolitan and South Bank more than two standard deviations below.
19. All 73 universities and 40 SCITTs for which there is complete information are included. The only exception is Bexley Primary SCITT which failed its Ofsted inspection and did not return any employment information on its 18 final year trainees. With low entry qualifications also this left it more than three standard deviations below the mean and was such an outlier that it distorted the other standard scores.
20. Among the universities and colleges there have been some changes from last year. The Open University secondary has come on stream, but Maryvale did not recruit in 2002/03. The University of Derby is new to secondary provision and has not yet been inspected by Ofsted. King Alfred's College has become University College, Winchester.
21. There has been considerable turnover among the SCITTs. Since last year school-centred schemes run by the Centre for British Teachers, the Gatsby Trust, the Newman Partnership, the North London Consortium, and the Oxford Consortium have either merged into other providers or ceased operation. There have also been some name changes with the Kent and Medway Training formed from the Kent Training Group and North West Kent Teacher Trainers, the Gloucestershire SCITT Consortium from Gloucester ITE Partnership and the Essex Advisory and Inspection Service SCITT from the Essex Primary School Training Group. Ten new SCITTs have not been included because they have not yet been inspected.