

i2i Teaching Partnership

Weydon School, Weydon Lane, Farnham, Surrey GU9 8UG

Inspection dates

26 to 29 June 2023

Inspection judgements

Secondary age-phase

Overall effectiveness

Outstanding

The quality of education and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to be a trainee at this ITE provider?

Leaders' meticulous planning of a research-informed curriculum ensures that trainees are well prepared and confident to teach their subject in the secondary phase. Trainees flourish because of the productive relationships between the provider and schools in the partnership. Professional and pedagogical studies are interwoven precisely with classroom-based practice. Expert trainers and mentors work seamlessly together to ensure that trainees thrive through a highly personalised approach. Revisiting essential elements of the curriculum at key points enables trainees to practise and embed crucial skills.

Trainees develop a secure understanding of inclusion. They learn about the specific challenges faced by pupils with special educational needs and/or disabilities. Specialist subject tutors teach trainees how to adapt the curriculum precisely for all learners. Trainees benefit from observing expert application of the principles of inclusion. They practise and reflect on their own inclusive teaching in academic study and through the 'professional dialogue'.

Trainees' well-being is high on leaders' list of priorities. Thoughtful and timely scheduling of essential academic activities supports trainees' workload. Weekly reflective activities encourage trainees to focus on the positive elements of their school-based work. Trainees learn how to deal with challenges rationally. 'Inspiration sessions' foster their career aspirations.

Information about this ITE provider

- The i2i Teaching Partnership offers two postgraduate routes to gain qualified teacher status in secondary education. The majority of trainees follow the core route. A small number are on the School Direct pathway. Trainees are encouraged to study for a Postgraduate Certificate in Education with Bath Spa University as well.
- At the time of the inspection, there were 41 trainees. All train to teach pupils aged 11 to 16 years.
- The provider works with 28 secondary schools and four specialist providers across two local authorities, Surrey and Hampshire. Almost all partner organisations were judged to be good or better by Ofsted at their most recent inspection.

Information about this inspection

- The inspection was conducted by one of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors met with a range of leaders, including the two directors of the initial teacher education partnership. The lead inspector met with members of the executive board and strategic board.
- Collectively, inspectors spoke with 12 trainees and nine early career teachers (ECTs) recently trained by i2i. Inspectors took account of the views expressed in inspection surveys returned by trainees and staff, including school-based staff involved in the programme delivery.
- Inspectors carried out focused reviews in mathematics, history and design technology to help them understand how well trainees are prepared to teach their subjects. As part of the reviews, inspectors met with subject tutors and visited three schools, visiting lessons, meeting trainees and ECTs, mentors and headteachers. Inspectors also scrutinised trainees' online portfolios.
- Inspectors also scrutinised a range of documents, including the provider's own self-evaluation document and improvement plans and their curriculum thinking.

What does the ITE provider do well and what does it need to do better?

Leaders at all levels are highly effective in training knowledgeable and reflective practitioners. Cognitive science underpins the intricately designed curriculum. Expert subject tutors contribute to the co-production of a curriculum that draws on well-founded and relevant educational practice. Intelligent sequencing of professional and pedagogical studies, aligned with specialist subject training, ensures that trainees progress through the curriculum at a graduated and incremental rate. As a result, trainees embed positive habits, skills and knowledge at crucial points in their training.

Leaders deliberate and purposeful collaboration with schools in the partnership is excellent. The provider ensures that school leaders' views contribute significantly to the strategic direction and development of trainees' experience. Local and national needs

inform recruitment and the development of new subjects in the curriculum. All aspects of the core content framework are deeply embedded in the curriculum.

The quality of mentoring is exceptional and underpins the success of the ambitious curriculum. Leaders select mentors carefully, train them effectively and make sure that they know exactly what trainees are learning week by week. Mentors use this information proficiently to nurture trainees' development. Trainees, supported by the subject knowledge for teaching audit, develop detailed subject knowledge with the support of their mentors. Thorough quality assurance processes ensure that targets set by mentors are precise and focused sharply on developing strong classroom practice. Expert training skills mentors to utilise live coaching and 'feed forward' strategies when observing trainees to provide them with high-quality support.

Leaders' approach to formative assessment is another notable feature. Trainees' progress is checked against a series of 'thresholds' that emerge from the expectations of the i2i curriculum. Through these, trainees demonstrate that they understand and remember what they have learned and can apply this knowledge capably in the classroom. Systematic support to evaluate their own progress cultivates trainees' critical skills and encourages them to become reflective practitioners. Well-designed audits are invaluable in building trainees' subject expertise and informing their continuing professional development as they enter the profession.

Leaders' relentless focus on relationships and further strengthening the partnership leads to highly effective provision. Trainees are well known to all involved with their training journey. They are supported and challenged to reach and maintain the highest standards. Combined, this realises the provider's vision of training 'consummate professionals'. School leaders play a vital part in the success of i2i. The strategic and executive leaders play a pivotal role in checking and maintaining high standards of training, refining provision and driving further improvement. Headteachers happily reconcile the investment of time required for mentoring 'as taking the best teachers now, to train the best teachers of the future'.

Does the ITE provider's secondary phase comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70316
Inspection number	10278316

This inspection was carried out in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider	School-centred initial teacher training
Phases provided	Secondary
Date of previous inspection	3 July to 4 December 2017

Inspection team

Linda Culling, Lead inspector	His Majesty's Inspector
Janet Pearce	Ofsted Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
All Hallows Catholic School	125315	Secondary
Howard of Effingham School	136833	Secondary
Weydon School	136531	Secondary

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