



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

MONITORING VISIT

THE TALLAND SCHOOL OF EQUITATION

Company registration number - OC375530

Full Name **The Talland School of Equitation**

Address Dairy Farm, Ampney Knowle, Cirencester, Glos GL7 5ED

Telephone Number 01285 740155

Email Address secretary@talland.net

Principal Mrs Pammy Hutton

Proprietor Mr Brian Hutton, Mrs Pammy Hutton and Miss Phillipa Hutton

Age Range 11+

Total number of students 21

Numbers by age and type of study

Under 16:	1
16 – 18	3
18+:	17
FE only:	21

Inspection date **03 August 2021**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Established in 1958, the Talland School of Equitation is a family business which is set up as a Limited Liability Partnership, owned and operated by three designated partners. The school provides recreational riding lessons as well as professional equestrian training. The partners provide governance and general oversight. One also undertakes the role of principal. The school's mission is to provide high quality training and industry experience for students planning a career with horses and to enable everyone to enjoy riding.
- 1.2 The school offers City and Guilds work-based diplomas in Horse Care at levels 1 to 3, as a sub-contractor to a local further education college. The school also provides a range of British Horse Society (BHS) courses, at levels 1 and 2 for recreational riders and levels 3 to 5 for professional courses. Courses run throughout the year, and range in duration from one week to four years. Recreational riding lessons are offered every day. The school hosts the Riding for the Disabled Association (RDA) as well as offering a variety of short courses and camps for various organisations and age groups. The school provides stabling for a large number of horses.
- 1.3 Student recruitment for professional courses is through application form, suitability tests, and interview. Student suitability is assessed at a pre-enrolment trial period. Residential accommodation is available on site. The school caters for students with learning difficulties and/or disabilities.
- 1.4 At the time of inspection there were 21 full-time students enrolled on professional courses and 13 on recreational lessons. The majority of full-time students are female, over 18 years of age, and are UK citizens. International students come from various countries, including the United States of America, India and Croatia. No students have currently declared additional learning needs. English is the first language for most students.
- 1.5 The school was last inspected on 18 June 2019, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
 - Implement strategies to effectively develop students' understanding of the risks associated with extremism and radicalisation.
 - Ensure electronic attendance tracking systems are fully implemented to provide managers with effective data to monitor attendance levels over time.
 - Ensure systematic quality assurance mechanisms identify clear priorities for development, leading to improvements in the overall quality of education.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 18 June 2019, the school was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is used highly effectively in providing a starting point on which to base an appropriate programme of study, although written English skills are not assessed. Course provision is excellent. Courses are well-matched to students' different needs and prepare them very effectively for future employment. Courses on offer to students on student visas meet the definition of an approved qualification as set out in the Home Office guidance. Teaching learning and assessment are excellent. Tutors are highly experienced and set challenging tasks. They monitor students' learning very effectively with ongoing encouraging and constructive feedback. As a result, students are totally engaged and know what they need to do to improve. Outcomes for students are outstanding and most progress to higher level courses or employment.
- 2.3 Students' welfare, including health and safety, is good. Well implemented procedures ensure the safety of students and staff. All necessary measures are taken to reduce the risk of fire and other hazards. The premises are fit for purpose, well maintained and secure. Provision for students with disabilities is good. There is free drinking water and sufficient washrooms. Food is hygienically served. Facilities are well designed for the needs of the students and the horses, and are well maintained, clean and tidy. Regular safety checks are undertaken. As a result, the school provides a safe and secure environment for students and staff which is conducive to learning. Attendance records are accurate, and attendance and punctuality are excellent. Appropriate arrangements to make any necessary reports to the Home Office are in place. Pastoral support is excellent. Induction is effective in preparing students for their studies. Safeguarding arrangements are good. Staff have had all necessary checks and appropriate training. Residential accommodation is well managed and secure, and students receive good support.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors provide clear educational and strategic direction. They safeguard students well, appoint well qualified staff and support them effectively. Relationships within the school are excellent. Roles and responsibilities are clear, and managers are successful in securing improvements across the provision. Quality assurance arrangements are satisfactory. The school analyses and makes efficient use of student achievement data. Student feedback is now collected but opportunities are missed to obtain new perspectives from a range of stakeholders. Processes for self-evaluation are effective in identifying areas for development. However, these are not collated in one action plan with clear action points, which are regularly reviewed. There are appropriate complaints and fee refund procedures. Recruitment procedures are good and necessary checks are completed. Provision of information is good and the school provided all requested information.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The school undertakes accurate assessments of students' skills and abilities. Students have a two-week trial period to assess their skills and aspirations prior to the commencement of the course. Consequently, students are placed on a learning programme appropriate to their starting levels. Initial assessment is used highly effectively in providing a starting point on which to base an appropriate programme of study, although written English skills are not assessed. Accurate information, advice and guidance are provided, and students make excellent progress.
- 3.3 Course provision is tailored to the aspirations of the students very effectively. Students are very well educated in accordance with their needs and aspirations and the school's aims. The school has a clear statement of educational purpose which is successfully implemented in learning sessions with a wide range of practical riding activities and caring for horses. Courses are well matched to the goals, ages, aptitudes and capabilities of the students and prepare students well for the challenges they will meet in future employment. Courses on offer to students on student visas meet the definition of an approved qualification as set out in the Home Office guidance.
- 3.4 Teaching, learning and assessment are excellent. Tutors are highly experienced with excellent practical skills and expertise in riding and the care of horses. Learning activities are extremely practical and tutors use a variety of approaches and activities to engage students and extend their skills. Courses are well planned and tailored to the needs of students and horses. Consequently, students develop the knowledge and skills they need to progress. Fundamental values influence the teaching and there is an ethos of mutual respect and tolerance with students being encouraged to take individual responsibility for their learning and progress. Students are totally engaged and participate extremely well. Excellent use is made of resources to support and promote learning. Teachers set challenging tasks and activities and monitor students' learning very effectively. They provide constant encouraging and constructive feedback. Consequently, students know what they need to do to improve. They make excellent progress and become confident, resilient, and reflective learners. Outcomes for students are outstanding. Attainment and progress are excellent and success rates are high. Most students progress to higher level courses and/or employment opportunities in the sector.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The recommendations in this area from the previous inspection report are:
- Implement strategies to effectively develop students' understanding of the risks associated with extremism and radicalisation.
 - Ensure electronic attendance tracking systems are fully implemented to provide managers with effective data to monitor attendance levels over time.
- 4.3 Good progress has been made on the first recommendation. Training on prevention of radicalisation and extremism has been incorporated into the student induction and some students have gone on to achieve the Prevent accreditation.
- 4.4 On the second recommendation, the school decided that they would not greatly increase student numbers during the Covid pandemic and therefore an electronic system was deemed unnecessary at this time. Accurate manual recording systems are implemented effectively, and attendance rates are excellent and well tracked.
- 4.5 The school demonstrates high regard for health and safety. There are well implemented procedures for ensuring the health and safety of students and staff. There is a satisfactory level of fire safety which conforms to legal requirements and all necessary measures have been taken to reduce the risk of fire and other hazards. Effective precautions are taken to minimise the risk of transmission of Covid-19. The school premises are fit for purpose, well maintained and secure and appropriate emergency procedures are in place. Provision for students with who are ill, injured or with a disability is good. The school offers Riding for the Disabled and there are facilities for wheel-chair users.
- 4.6 Free drinking water is available in the cafe. There are sufficient washrooms, including for those with special needs. The school occupies a facility with indoor and outdoor riding arenas, and yards with stabling for more than 70 horses. Food is hygienically prepared and served in a café-style facility. Facilities, furniture and fittings are well designed for the needs of the students, and the horses. All areas of the school are well maintained, clean and tidy. Regular safety checks are undertaken. As a result, the school provides a safe and secure environment for students and staff which is conducive to learning.
- 4.7 Records of enrolment and attendance are thorough and accurate. There are highly effective procedures to monitor attendance and any absences are followed up immediately. Staff are fully aware of the whereabouts of all students on the register and levels of attendance and punctuality are excellent. Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students. Appropriate arrangements to make any necessary reports to the Home Office are in place.

- 4.8 Pastoral support is excellent and benefits from the immediate support provided in this small family environment. The member of staff responsible for students' welfare lives within the residential accommodation and is available to support students on personal issues. Relationships within the college are excellent, both between staff and students and amongst the student body. The school positively promotes integration and tolerance and has policies in place to prevent bullying, harassment, and radicalisation. Students have good access to careers guidance which enables them to make informed choices about their future.
- 4.9 Safeguarding arrangements are good. The Designated Safeguarding Leads are appropriately trained. All staff have enhanced Disclosure and Barring Service (DBS) checks and have received safeguarding and first aid training. There were initially some gaps in the information in the Single Central Record of all staff employed at the school, but the school remedied this very quickly during the inspection. Staff are aware of the anti-radicalisation policy and the e-safety policy and have had appropriate training on the prevention of radicalisation and extremism.
- 4.10 Arrangements for residential accommodation are well managed and secure, and registered in accordance with national requirements. Students' experience in the accommodation is well monitored and there are appropriate links between pastoral and academic staff.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Ensure systematic quality assurance mechanisms identify clear priorities for development, leading to improvements in the overall quality of education.
- 5.3 Satisfactory progress has been made on this recommendation. Improvements in gathering data have recently begun to take place. The school analyses and makes efficient use of student achievement data. Individual informal student feedback is used well to identify issues and appropriate actions for improvement are taken. More formal mechanisms have now been implemented and anonymised feedback data is now collected from students, although opportunities are missed to obtain new perspectives from a range of stakeholders. Processes for self-evaluation are effective in identifying areas for development. Actions for improvement are discussed and recorded in management meetings. However, these are not collated in one action plan with clear and measurable action points, responsibilities, and timeframes, which are regularly reviewed and evaluated for effectiveness.
- 5.4 Ownership and oversight are good. The proprietors provide clear educational direction as reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. Relationships between the proprietors and the senior management team are excellent. Leaders and managers implement policy in accordance with the aims of the school and fully discharge their responsibilities for educational standards and investment in resources. They provide clear strategic direction and are effective in exercising a monitoring role and provide support and stimulus. They safeguard students well and are effective in discharging their legal, health and safety and welfare responsibilities. Roles and responsibilities are clear, and leaders and managers are successful in securing improvements which benefit students. They identify priorities for improvement and take effective action. The school is successful in securing high quality staff and supporting them to improve their skills and qualifications and meet the needs of students.
- 5.5 There is an appropriate complaints procedure with an external independent adjudicator. Arrangements for the collection and refund of fees are fair and transparent. Procedures for staff recruitment are good. The school applies effective arrangements for checking the suitability of staff. All necessary identity, right to work and qualification checks are carried out and copies filed. References are taken up and recorded and tutors' expertise and qualifications are verified. Enhanced DBS checks are carried out and recorded for all staff and the single central record is complete.

- 5.6 Provision of information is good. The college website contains accurate course details and contact information and all required information. The school complied swiftly and efficiently with all requests for information.

6. ACTIONS AND RECOMMENDATIONS

The school has maintained the good quality found at the last inspection.

Recommendations for further improvement

In order to further improve the good quality provided, the school should:

- Assess students' written English skills as part of the initial assessment to aid identification of students' learning and support needs.
- Obtain and analyse quality data from all stakeholders to inform an action plan leading to overall improvements in the quality of provision.
- Ensure action planning for improvement has specific and measurable action points, with responsibilities and timeframes, which are regularly evaluated and reviewed.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students, and examined students' performance. They held discussions with senior members of staff and with the proprietors. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Pauline Bateman	Lead Inspector
Mr Mike Coulson	Team Inspector