



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

MONITORING VISIT

THE TALLAND SCHOOL OF EQUITATION

(Company registration no. – OC375530)

Full Name **The Talland School of Equitation**

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Principal Mrs Pamela Hutton

Proprietor Mr Brian Hutton & Mrs Pamela Hutton

Age Range 11+

Total number of students 22

Numbers by age and type of study

16 – 18:	7
18+:	15
FE only:	22

Inspection date **12 July 2022**

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 The Talland School of Equitation is a family business established in 1958. It is a Limited Liability Partnership, owned and operated by two designated partners, one of whom undertakes the role of principal. The partners provide governance and have general oversight of the school. Their 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 a range of British Horse Society (BHS) courses at levels 1 and 2 for recreational riders and levels 3 to 5 for professional career students. Professional courses can range in duration from 16 weeks up to 12 months per level. Professional career students can enrol at any time and take up to four years to progress through the levels. Recreational riding lessons are available every day. The school provides a variety of short courses and camps for recreational riders and external organisations. Stabling is also provided for a large number of livery clients' privately owned horses.
- 1.3 The school also delivers City and Guilds Work-based Diplomas and Technical Certificates in Equine Care at levels 1 to 3, as a subcontractor to a local further education college. These run for an academic year, starting in September, but were not delivered at the time of inspection. The Riding for the Disabled Association (RDA) uses the school's facilities to provide activities for disabled children but this did not form part of the inspection.
- 1.4 Professional career students are recruited through an application form, suitability tests and interview. They are also assessed through a two-week pre-enrolment trial period. Students are admitted from the age of 16 on professional courses and age 11 for recreational lessons. The school caters for students with learning difficulties and/or disabilities. Residential accommodation is available onsite.
- 1.5 At the time of the inspection, 22 professional career students were enrolled. The majority are female, over 18 years of age, have English as their first language and are UK citizens. International students come from a variety of countries including; America, Columbia, Japan, India and China. Currently 4 students have declared additional learning needs. Twelve recreational riders were also taking lessons.
- 1.6 The school was previously inspected on 03 August 2021, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.7 The recommendations from the previous report are:
 - 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.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 03 August 2021 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. Highly effective initial assessment accurately places students at the correct level of instruction. Written English is now assessed during the application process. Additional learning needs or disabilities are accurately identified and very effective support is promptly provided. Courses are closely matched to the needs, capabilities and aspirations of the students. Courses on offer to international students on student visas meet Home Office requirements. The quality of teaching and learning is excellent. Teachers use high quality resources and challenging activities very effectively so that students make rapid progress during lessons in all aspects of horse riding and care. Teachers promote respect and tolerance and adapt their lessons to allow all students to participate equally. Achievement rates are high and very few students do not complete the qualification for which they registered.
- 2.3 Students' welfare, including health and safety, is good. Highly effective arrangements exist to ensure the health and safety of staff, students and visitors. There is good provision for first aid. The school buildings are fit for purpose, and well maintained. The school keeps highly accurate student registration and attendance records. Attendance is high. Reports are made to the Home Office should those on student visas fail to meet attendance requirements. Pastoral support for students is excellent. Relationships between staff and students and students themselves are mutually supportive. Induction is highly effective in helping students to settle into the school. However, some of the language used is inappropriate for younger age groups and for those with limited understanding of written English. The school does not currently offer a programme of social activities that enhances student learning. Safeguarding arrangements are good. Staff understand their responsibilities to safeguard students under the age of 18 very well and are suitably trained. Students feel very safe at the school and in their accommodation.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight of the school is good. Communication between proprietors, senior managers and staff is excellent. Proprietors provide sufficient high quality staff, resources and accommodation through robust financial planning. Working with senior managers, they ensure that appropriate policies are implemented to ensure a high standard of care and education is maintained. They fully discharge their duties to safeguard students under the age of 18. Legal permissions are met. Managers accurately evaluate the strengths of the school and set targets for improvement, which are specific, measurable and reviewed. Quality assurance is good. Feedback from a wider range of stakeholders now informs the action plan for improvement. Staff recruitment and suitability checks are good. All necessary checks are made in

good time, including Disclosure and Barring Service (DBS) checks for those in regulated activity. Provision of information is good.

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 recommendation in this area from the previous inspection report is:
- Assess students' written English skills as part of the initial assessment to aid identification of students' learning and support needs.
- 3.3 The school has made good progress towards the recommendation. Managers now assess professional career students' written English as part of the application and enrolment process. International students must also provide evidence of an International English Language Testing System (IELTS) score of at least B1 in order to be accepted. Students applying for City and Guilds courses are also further assessed if they do not have GCSE English Grade C and above. Consequently, any support needs are promptly identified.
- 3.4 Assessment of students prior to and on arrival to the college is excellent. The school gathers detailed information about professional career students prior to their arrival in order to place them on a course at the most appropriate level. They also offer them the opportunity to undertake a two-week trial period to further ensure that Talland, and the course, is right for them. Accurate initial assessment ensures that additional learning needs or disabilities are clearly identified and very effective support is put in place promptly.
- 3.5 Course provision is excellent. Courses are very well matched to the needs, capabilities and aspirations of the students. Professional courses are accredited by the British Horse Society (BHS), which are nationally and internationally recognised by employers. Students with additional learning needs or disabilities are able to access courses and make progress in line with their peers. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.6 The quality of teaching and learning is excellent. Teachers are very well qualified and use their considerable experience effectively to plan and deliver interesting and motivating lessons. They use the excellent resources and facilities highly effectively, so that students make rapid progress during lessons in all aspects of horse riding and care. Consequently, students develop a high level of theoretical knowledge alongside improving their practice. Teachers have high expectations and provide a wide variety of challenging activities. These are sharply focused and accurately meet their students' individual needs, so that all students achieve or exceed the intended outcomes of the lesson. The large majority of teachers check students' understanding thoroughly at the end of each lesson to ensure students can explain their reasoning and evaluate their own practice. Students are attentive and respond well to their teachers' ongoing assessments and feedback so that they know how to

improve their work. Visiting lecturers, and occasional external educational visits, enrich and expand students' learning.

- 3.7 Students enjoy their learning. Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people, including those with the protected characteristics set out in the Equality Act 2010. Students are encouraged to take responsibility for their own learning and international students make good progress during their time in the UK.
- 3.8 Students' progress and attainment is excellent. Students are kept well informed of their progress and agree goals and targets for improvement. They are well prepared for examinations. Consequently, the large majority of students pass individual unit assessments at the first attempt. Once achieved, these units then build up to form the full qualification. Overall achievement rates are high and very few students do not complete the qualification for which they registered.

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 Health, safety and security of premises is good. There are highly effective arrangements for ensuring the health and safety of staff, students and visitors. Practical areas are designed and maintained to minimise risk of potential injuries. There is an appropriate policy for first aid. All staff receive high quality training in first aid, which includes regular refresher training. First aid kits are readily available throughout the site. Students are made aware of potential health and safety issues during induction and in lessons, so that they know how to keep themselves and others safe. Detailed records of accidents are kept.
- 4.3 The school buildings are fit for purpose, well maintained and suitably lit, heated, and ventilated. Facilities, bathrooms and accommodation are all accessible to people with additional needs and disabilities so that they can participate fully and safely in all the school activities.
- 4.4 Student registration and attendance records are good. The school keeps highly accurate admissions and attendance registers. Attendance is accurately recorded, daily and at each lesson. Managers monitor attendance carefully and follow up unexpected absences immediately. Attendance levels are high with very few students recorded as absent. The school has arrangements in place to make the required reports to the Home Office should international students fail to attend as required. However, this has not been necessary to date.
- 4.5 Pastoral and personal support for students is excellent. Students find staff at all levels approachable and responsive to their needs. They receive very effective advice and support from staff so that they feel comfortable living and studying at Talland. There are excellent relationships between staff and students and between students themselves. Students receive a comprehensive induction that prepares them well for their course. A very detailed student induction handbook provides all necessary information. However, some of the language used is inappropriate for younger age groups and for those with limited understanding of written English.
- 4.6 The school does not currently offer a programme of social activities out of hours that enhances student learning and widens international students' experience of life in the UK.
- 4.7 Safeguarding arrangements are good. Staff and managers understand their responsibilities to safeguard students under 18 very well. An adequate policy is in place and regularly reviewed. Two designated safeguarding leads are in place and suitably trained. All staff are appropriately trained in safeguarding and preventing risk from radicalisation and extremism. They receive information about safeguarding at induction and receive regular updates. Students are also very well-informed and understand safeguarding procedures. The culture of the school promotes tolerance, openness and approachability so that students feel comfortable approaching staff at

all levels with any issues or problems. They feel very safe at the school and in their residential accommodation.

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 recommendations in this area from the previous inspection report are:
- 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.
- 5.3 The school has made good progress towards the first recommendation. They now collect good quality data from recreational riders and livery clients through email surveys in order to gauge their level of satisfaction with the service provided. Responses are analysed and used well, alongside the results of student and staff surveys, to inform an overall school action plan and make improvements to provision.
- 5.4 The school has made good progress towards the second recommendation. An overall action plan now exists with specific and measurable targets for improvement, which have a clear timeframe for implementation. Managers regularly evaluate and review progress against these targets.
- 5.5 Ownership and oversight of the school is good. The proprietors are very involved in the day to day running of the school. Communication between them and managers is excellent so that the aims and ethos of the school continue to be upheld. Appropriate policies and procedures are provided and reviewed in a timely and thorough manner as part of the effective leadership and management of the school. The proprietors effectively ensure sufficient high quality facilities and resources through effective financial planning. They fulfil their duty to ensure the safeguarding of students under the age of 18. All legal permissions are met.
- 5.6 Management structures and responsibilities are good. Roles and responsibilities are clear. Staff fulfil their duties to implement policies and maintain a high standard of care and education carefully and diligently. Managers are successful in securing high quality staff and ensuring they are suitably trained. Self-assessment is accurate and sets specific and measurable targets for improvement, thereby ensuring that a consistently high standard of teaching and learning is delivered and further developed.
- 5.7 Quality assurance is good. A system of staff appraisal that includes the results of regular lesson observations is in place. Staff appreciate this process and find it supportive and helpful. Their development needs are identified and further training is provided, which improves their teaching practice.

- 5.8 Staff recruitment and suitability checks are good. All appropriate checks are made on staff identities and right to work in the UK prior to their appointment. DBS checks are made on all staff in good time and renewed every three years. All appropriate checks are made on new staff and written references taken up prior to confirming their appointment.
- 5.9 Provision of information is good. The school website contains detailed and accurate information that is useful to both current and prospective students. All the required information was provided to the inspectors promptly to enable the inspection to be carried out effectively.

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:

- Revise the student induction handbook to ensure the language used is appropriate for students of differing ages or understanding of written English.
- Provide social activities to enable all students to socialise and widen international students' experience of life in the UK.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor. 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 Angela Moir	Lead Inspector
Mr Simon Bellamy	Team Inspector