



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

THE TALLAND SCHOOL OF EQUITATION

(Company number – OC375530)

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Full Name	The Talland School of Equitation
Address	Dairy Farm, Ampney Knowle, Cirencester, Gloucestershire GL7 5FD
Telephone Number	01285 740155
Email Address	secretary@talland.net
Website	www.talland.net
Principal	Mrs Pamela Hutton
Proprietor	Mr Brian Hutton Mrs Pamela Hutton
Age Range	11+
Total number of students	15
Numbers by age and type of study	Under 16: 0 16 – 18 02 18+: 13 FE Only: 15
Inspection dates	11 - 13 July 2023

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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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 safe, 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, 15 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, France, Japan, India, China and Russia. No students have declared additional learning needs. 57 recreational riders were also taking lessons during the inspection.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The school has clear educational aims and objectives and a very well-planned curriculum. Courses on offer are of a high quality and meet the needs of the students and their aspirations to work in the equestrian industry. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment prior to, and on arrival, is excellent and ensures that each student has the required skills and motivation to successfully complete their courses. As a result, students are accurately placed on the most appropriate course in accordance with their abilities. Teaching is excellent and is effectively supported by an excellent range of horses and other specialist resources. Instructors are well-qualified and have extensive equestrian experience. They are highly skilled in passing on their knowledge and skills to their students; effectively linking theory to practice so that students deepen their understanding of all aspects of horse riding and care and rider instruction. Lessons are well-planned and the use of highly effective teaching methods ensures that students are motivated and are fully involved in their learning. Regular assessments are highly effective in checking student progress and to provide instructors with up-to-date information to ensure that they effectively plan to meet individual students' needs. Achievement rates are high and nearly all students complete the qualification for which they registered.
- 2.3 Students' welfare, including health and safety, is good. Arrangements for the health, safety and welfare of students are good. The school's buildings are well maintained and provide high quality facilities that effectively support learning. Appropriate health and safety policies and procedures are implemented effectively to ensure a safe and secure learning environment for students and staff. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Food is available at the school, with good facilities for it to be hygienically prepared, served and consumed. Student registration and attendance records are good. They are accurate, well managed and are effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are appropriate and fully understood by staff. The school's pastoral structure provides good support and guidance for the students in accordance with its aims. Arrangements for the safeguarding of students under the age of 18 are good and reflect official guidance. Residential accommodation is of a satisfactory quality, well managed and monitored. Relationships between staff and students are outstanding. Students report that they feel safe at the school and very well supported.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors provide good oversight, have a clear vision for the future of the school and effectively share this with staff, who work very well together for the good of the students. Through their day-to-day roles in the school they discharge their

responsibilities well for maintaining the quality of teaching, welfare, health and safety and investment in the future. A clear management structure, with well-defined roles and responsibilities, ensures that the school is well run and meets all its legal obligations. Appropriate policies and procedures are introduced and regularly reviewed by senior managers. Communication between managers and other staff is good. Quality assurance is good. An appropriate process of self-assessment and evaluation effectively informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. The school has good arrangements for staff recruitment. Staff are well qualified and experienced. Provision of information is good.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Initial assessment prior to, and on arrival, is excellent and ensures that each student has the required skills and motivation to successfully complete their courses. Detailed entry criteria are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, a comprehensive assessment programme, including a one-to-one riding session with an instructor, ensures that they have the appropriate level of ability and language skills to undertake their selected course. As a result, initial assessment is accurate and students are highly satisfied with their placements.
- 3.2 Regular detailed assessment identifies any issues that students may have with the demands of their chosen courses. Instructors make excellent use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.3 High quality information, advice and guidance are made available to students through the schools website. The website is detailed and includes accurate information about the school, its premises and the curriculum on offer. Students confirm that they are satisfied with the pre-enrolment advice they receive.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and curriculum is excellent. Students are very well educated in accordance the school's aims and their objectives. The curriculum is carefully planned and meets the wide range of different needs and future equestrian aspirations of students. The range of courses available provides students with excellent progression opportunities within the equestrian sector and for future study. The school use the syllabi of each of the British Horse Society Exams ensures that all aspects of the curriculum are covered within the training sessions and provides a framework by which overall student performance can be evaluated by reference to norms derived from externally accredited examinations.
- 3.5 Where required, students are given effective support in using standard English so that they can benefit from their studies. Where students have been identified as having learning or language difficulties and/or disabilities, the curriculum effectively meets their needs. As a result, retention on all courses is very high, with almost all students completing their programme of study successfully.
- 3.6 The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. Courses match those listed on the website and in other marketing materials.

3.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching and its impact on learning is excellent. Instructors plan their lessons well and use their extensive understanding of the progress of their students to adapt lessons successfully to meet individual learning needs and challenge students effectively. Instructors use a wide range of highly effective teaching methods to ensure that students are motivated and are fully involved in their learning. As a result, students make high levels of progress in relation to their ability and starting points.
- 3.8 Instructors are well-qualified, have extensive equestrian experience and are highly skilled in passing on their knowledge and skills to their students. They link theory to practice very effectively so that students deepen their understanding of all aspects of horse riding and care and rider instruction.
- 3.9 Relationships at all levels are outstanding. They are extremely productive, with instructors and students working collaboratively to enhance learning and progress. Lessons are well paced and provide excellent opportunities for students to participate and develop their equestrian skills.
- 3.10 Instructors readily offer individual help and support to ensure high levels of practical skills, knowledge and understanding are developed. Lessons address the needs of students through tasks designed to meet their varying abilities and meet the assessment requirements of their course. The high expectations of instructors ensure that all students are consistently challenged and well supported to meet their learning goals.
- 3.11 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 does not discriminate against students, including those with the protected characteristics set out in the Equality Act 2010.
- 3.12 Assessment is regular and thorough, accurately identifies strengths and weaknesses in students' progress and highlights areas for improvement. Feedback to students is positive, encouraging and accurate and is clearly linked to the syllabi of the relevant British Horse Society Exams. It clearly identifies areas for improvement and details how to improve their practical skills. As a result, students effectively develop their confidence and independence.
- 3.13 Arrangements for tracking students' progress are excellent. The progress of each student is carefully tracked and allows students and instructors to effectively monitor their progress. Students meet with their instructors regularly to review their progress and report that they know how they are progressing and what skills need further development.

3.(d) Attainment and progress

- 3.14 Progress and attainment are excellent. Students receive an excellent education which reflects their and the schools aims. They quickly master and build confidence in their learning, demonstrating excellent levels of knowledge, understanding and development of their practical equine skills. Evidence from lesson observations and scrutiny of work shows that the overall standards being reached are excellent and that outcomes are high in relation to the students' starting points. Nearly all students successfully progress into their chosen sector of the equestrian industry or further study.
- 3.15 The school has in place a framework by which overall student performance can be evaluated by reference to norms derived from British Horse Society Exams.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements for the health, safety and security of the premises are good. The buildings are fit-for-purpose, well maintained and provide a well-resourced learning environment which enhances the students' education. Classrooms provide an appropriate space to learn. They are light, well furnished and all electrical equipment is tested regularly as required. Where food is prepared and served there are good arrangements to ensure hygienic preparation and service. Toilet facilities are well maintained and adequate in number. Security arrangements are very good. A wide range of detailed policies and procedures are in place to ensure the health and safety of students and staff. As a result, students state that they feel safe, secure and comfortable at the school.
- 4.2 Health and Safety management is outsourced to a specialist third-Party company who ensure that the school meets current legal requirements. Measures taken to reduce risk from fire and other hazards are good and conform to legal requirements. An appropriate health and safety policy clearly allocates responsibilities in case of emergencies. Up-to-date general and fire risk assessments are carried out with clear follow-up actions which are regularly reviewed. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals and first aiders are in place as well as first aid kits and accident books. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. Free drinking water is readily available.
- 4.3 Proper provision is made for students who are ill or injured, with clear procedures in place for parent liaison as necessary. The school is accessible by wheelchair users or students with mobility difficulties.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and the recording of attendance are good. Clear admission procedures are in place and properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and appropriately monitored, with all unexpected absences followed up in a timely manner. Daily timetable sheets detail and record attendance at allocated training sessions for full-time students and a daily register within the yard area is used to ensure that everyone has arrived for the start of the day. These are closely monitored by instructors to ensure they know the whereabouts of each student and that high attendance is maintained.
- 4.6 Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students who are studying under Student visa arrangements, are understood by staff.

- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.8 Pastoral support for students is good. Student welfare is a key priority for the school and it is effective in ensuring that it meets its aim of providing safe, high quality training and industry experience for students planning a career with horses and to enable everyone to enjoy riding.
- 4.9 On arrival students receive a comprehensive induction which is effective in helping them settle into their course and daily life at the school. This is supported by a detailed student handbook which includes appropriate information about equine procedures and standards of conduct required within the school. As a result, students report that they are clear about who to see and where to go if they have a concern. They confirm that they are happy and feel well supported and that the school is providing them with a safe and supportive environment which effectively meets their learning needs. Relationships between staff and students are outstanding and form an important part of the students experience at the school.
- 4.10 A detailed complaints policy is set out on the school website and clear anti-bullying and anti-harassment policies and procedures are in place and strictly followed. Students report no instances of such behaviour.
- 4.11 Appropriate careers advice, including visiting trainers to support students in the development of ideas for future careers, ensures that students are prepared for further study choices and life beyond their course. The school provides a varied social programme for its students in the form of trips, competitions and equitation based events.

4.(d) Safeguarding for under 18s

- 4.12 The safeguarding arrangements for students under the age of 18 are good. Arrangements have proper regard to official guidance and the implementation of safeguarding and recruitment strategies are appropriately checked and regularly reviewed by senior managers. There are two designated child protection officers in place who are trained to the required level. All staff that have access to students under the age of 18 are subject to an appropriate Disclosure and Barring Service (DBS) suitability check prior to or on appointment.
- 4.13 A range of suitable policies is in place and effectively implemented. Staff are made aware of safeguarding issues through appropriate training. However, a standardised approach to documenting safeguarding and/or pastoral concerns is not in place.

4.(e) Residential accommodation

- 4.14 The quality of residential accommodation is satisfactory. The building is secure, well maintained and managed. Facilities are of a satisfactory standard. All health and

safety measures are in place to reduce the risk of fire and other hazards. The premises are properly registered in accordance with national requirements and students report a good level of satisfaction with their accommodation, food and support provided by the staff.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are good. The proprietors provide good oversight, have a clear vision for the future of the school and effectively share this with staff, who work very well together for the good of the students. A clear succession plan is in place with the appointment of an under manager, who is the next generation of the family run business. Through their day-to-day roles in the school they discharge their responsibilities well for monitoring the schools performance and maintaining the quality of teaching, welfare, health and safety and investment in the future. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students. Relationships between the proprietors, managers and staff are good.
- 5.2 Financial management is good. Detailed financial planning, and excellent investment in staff, premises and resources, effectively contributes to the success of the school and its provision. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. The quality of leadership and management is good. Leaders are highly successful in sharing the organisational vision with all decisions and actions taken being made with consideration of the impact on the student experience and their needs.
- 5.4 A detailed and well established management structure ensures that the school operates well. Roles and responsibilities are clearly defined and have been effective in developing good lines of communication between managers, staff and students. Replies to the pre-inspection questionnaire, and meetings with staff, show that they are highly supportive of the school.
- 5.5 The school is highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review ensures that staff are well qualified for the work they do, and appropriately supported by the management team. A good programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance including student feedback is good. An appropriate process of self-assessment and evaluation is effectively used to inform improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff and managers, and used regularly to inform

academic action planning and the identification of school priorities. Student performance data is available and effectively reviewed by leaders and managers.

- 5.7 The complaints procedure is clear and appropriate. Students confirmed that they are aware of the policy.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.8 Staff recruitment, qualifications and suitability checks are good. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants work history and qualifications is good, with due regard to statutory requirements concerning the identity of staff. A system, to verify references is in place and ensures that the reference has originated from an appropriate source. A detailed central record is maintained and monitored by senior staff.

5.(e) Provision of information

- 5.9 The provision of information is good. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.10 The school was highly responsive in providing information during the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Implement a standardised approach to documenting safeguarding and/or pastoral concerns.

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 proprietors and attended registration sessions. 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

Dr Nigel Chambers	Lead Inspector
Ms Charlotte Baly	Team Inspector