



**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 Mrs Pamela Hutton and Mr William Hutton

Age Range 11+

Total number of students 22

Numbers by age and type of study

16-18:	2
18+:	20
FE only:	22

Inspection date **18 June 2019**

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 Tier 4 of the points-based system for 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 privately owned Limited Liability Partnership, operated and owned by two designated partners. The school provides riding lessons and equestrian training for students studying for British Horse Society examinations. 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.
- 1.2 The school offers 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 professional courses at levels 3 to 5. Courses run throughout the year, along with private riding lessons, and range in duration from 16 weeks to 12 months. The school hosts the Riding for the Disabled Association (RDA) and offers a variety of short and summer courses for students under the age of 18. The school also provides stabling for a large number of horses.
- 1.3 Student recruitment is through personal and telephone interview. Student suitability is assessed at a pre-enrolment trial period. Residential accommodation is available on site. The school caters for students with physical and learning disabilities.
- 1.4 At the time of inspection there were 22 full-time students enrolled. The majority are female, over 18 years of age, and are UK or European citizens. International students come from a wide range of countries, including the United States of America, Canada and China. A small minority of students have been identified as needing support with English and have declared additional learning needs. English is the first language for most students.
- 1.5 The school was last inspected on 27 - 29 March 2018, 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:
 - Ensure the self-evaluation plan focuses on identifying overall key strengths and areas for development which leads to a development plan that sets clear priorities for improvement.
 - Regularly obtain formal feedback from staff to further develop school provision.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 27 - 29 March 2018, 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 students' achievements is excellent. A highly effective curriculum meets the needs of students very well. Courses meet the definition of an approved qualification for Tier 4 entrant international students, as set out in Home Office Guidance. Students benefit from the expertise and support of specialist instructors who plan lessons very effectively, to meet their needs and abilities. Instructors use a wide range of teaching and training methods which engage and challenge students to meet their very high and exacting standards. Where required, students are given very effective support in developing their English language skills to support their progression. Students benefit from high quality indoor and outdoor equine facilities and resources which support their studies very well. Student receive high quality assessment and feedback which ensures they make excellent progress in developing their overall equestrian skills, along with a detailed understanding of horse care and stable and environment management. The vast majority of students achieve the qualifications they enrol on and a significant number develop the skills required to compete nationally and internationally.
- 2.3 Students' welfare, including health and safety, is good. Leaders and managers take the necessary steps to ensure that staff and students work and learn in a safe and comfortable environment. The premises are clean and well maintained. The learning environment is well furnished, equipped and resourced. The admissions and attendance register are accurate. A recently introduced electronic attendance tracking system is not yet effectively implemented and includes minor omissions. Managers understand how to make the necessary reports to the Home Office if required. Overall attendance rates are very good. The standard of pastoral care is excellent. Students with complex support needs receive highly effective care and guidance. Safeguarding arrangements are effective. Managers follow safer recruitment practices and ensure that appropriate checks are undertaken for all staff. Students feel safe at the school. However, they are not effectively supported to develop an appropriate understanding of the risks associated with extremism and radicalisation.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors have established a clear educational direction and provide effective strategic leadership and operational oversight. They ensure that legal obligations are met. Management structures and responsibilities are clearly defined and appropriate for the size of the school. Quality assurance mechanisms are satisfactory. The self-evaluation process identifies a number of key strengths and broad areas for development and growth. Mechanisms are not systematic however and do not always ensure that clear improvement actions are identified, prioritised, monitored and completed to further improve the standard of education. Managers

have introduced an effective range of formal and informal mechanisms to obtain the views of staff. Appropriate recruitment and suitability checks are carried out for all staff. Managers regularly review the performance of staff, including observations of teaching and learning and annual appraisals.

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

- 3.1 The quality of the curriculum, teaching and students' achievements is excellent. All Key Standards continue to be met.
- 3.2 The school has a clear statement of educational purpose supported by a highly effective curriculum which meets the needs, aptitudes and education goals of students very well. Courses meet the definition of an approved qualification for Tier 4 entrant international students, as set out in Home Office Guidance.
- 3.3 The standard of teaching and its impact on learning is excellent. Students benefit from the expertise and support of specialist instructors who are highly skilled and experienced in the equine sector. Instructors plan lessons very effectively, to meet the needs and practical riding abilities of all students. Instructors make very effective links to industry and equine competition requirements, developing students' understanding of the techniques and skills they need to demonstrate and master.
- 3.4 Instructors use a wide range of teaching and training methods which engage and challenge students, including demonstrations, teamwork activities, self-evaluation and peer-assessments. As a result, students are highly motivated to meet their instructors' very high and exacting standards. Where required, students are given very effective support in developing their English language skills to support progression in their vocational studies. Instructors capitalise on relevant opportunities to develop students' applied English and mathematics skills in their training and in their work with horses. For example, in one lesson, students were able to gather data on heart and respiration rates in order to analyse the fitness levels of horses following interval training. In a riding lesson, a student was encouraged to reflect on and evaluate the effectiveness of their own communication and feedback skills and how they could be further improved to support the rider develop their own skills.
- 3.5 Students benefit from high quality indoor and outdoor equine facilities and resources which support their studies very well. Student have excellent opportunities to apply and develop their technical jumping and dressage skills. They receive high quality assessment and specific and constructive feedback which ensures they make excellent progress in developing their overall equestrian skills, along with a detailed understanding of horse care and stable and environment management. The vast majority of students achieve the qualifications they enrol on and a significant number develop the skills required to compete nationally and internationally.

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 Arrangements for ensuring the health, safety and welfare of students and staff are good. Leaders and managers take the necessary steps to ensure that staff and students work and learn in a safe and comfortable environment. External contractors complete regular checks and servicing of health and safety equipment. Risk assessments are conducted to ensure that hazards are effectively managed and minimised. There are clear processes in place for the management and reporting of accidents and incidents. The large majority of staff have undertaken relevant first aid training. The premises are clean and well maintained. Lighting, heating, sound insulation and ventilation are appropriate. Washrooms are clean and sufficient for staff and students, including those with specific needs. The learning environment is appropriately furnished, equipped and resourced to support the equine curriculum and learners' practical skills development.
- 4.3 Managers maintain an accurate admissions and attendance register. There is an appropriate manual system in place for instructors to record individual student attendance. Managers have recently introduced an electronic attendance tracking system to better monitor attendance levels over time. However, this system is not yet effectively implemented and includes minor omissions. There are clear processes in place for managing and supporting students who do not attend. Managers have a secure understanding of the required Home Office reporting procedures, where required. Overall attendance rates for the very large majority of students is very good.
- 4.4 The standard of pastoral care is excellent. All students benefit from regular tutorial sessions which effectively monitors and supports their progression. Students know where to get support for personal issues if needed. Students with more complex support needs receive highly effective care and guidance, including from relevant external agencies, when appropriate. This ensures that they develop the necessary confidence and skills to meet their educational aspirations. Students are very satisfied with the standard of their education overall and the impact on their skills development and preparation for participate in equine competitions. Students particularly value the high-quality, individual advice and guidance they receive from instructors. Inspectors agree with their views.
- 4.5 Safeguarding arrangements are effective. Managers follow safer recruitment practices and ensure that appropriate disclosure and barring service (DBS) checks are undertaken for all staff. There are designated and appropriately trained safeguarding officers in place who have a clear understanding of their role and responsibilities. Students feel safe at the school. They are not effectively supported to develop an appropriate understanding of the risks associated with extremism and radicalisation, however.

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:
- Ensure the self-evaluation plan focuses on identifying overall key strengths and areas for development which leads to a development plan that sets clear priorities for improvement.
 - Regularly obtain formal feedback from staff to further develop school provision.
- 5.3 Satisfactory progress has been made against the first recommendation. Leaders and managers have completed a self-evaluation that identifies a number of key strengths and areas for development. The development plan identifies a number of relevant short- and long-term strategic business targets but does not identify specific and measurable priorities for improvement. Quality assurance arrangements are satisfactory. Leaders and managers recognise the need to implement more systematic mechanisms to further improve the standard of education and the impact on the student experience. New systems have been identified but not yet been implemented to ensure clear improvement actions are prioritised, monitored and completed in a timely way.
- 5.4 Good progress has been made against the second recommendation. Managers have introduced a range of formal and informal mechanisms to obtain the views of staff, including email and social media feedback groups. Staff interviewed during the inspection feel confident in raising issues with senior managers and feel that their views are seen as valuable and lead to improvements in the quality of provision.
- 5.5 Ownership and oversight are effective. The proprietors have established a clear educational direction. They provide effective strategic leadership, operational oversight and ensure that legal obligations are met. They work closely and effectively with senior managers to ensure that the school's mission and aims are met. Management structures and responsibilities are clearly defined and appropriate for the size of the school.
- 5.6 Managers carry out appropriate recruitment and suitability checks on all staff. They regularly review the performance of staff, including observations of teaching and learning and annual appraisals. Staff engage in appropriate professional development activities to maintain and update their vocational and training knowledge and skills. Managers were responsive in providing the information required for the inspection.

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 satisfactory quality provided, the school should:

- 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.

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 the proprietors. 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

Mr Steve Ingle	Lead Inspector
Mrs Jacqueline Lawrence	Team Inspector