



**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
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Website	www.talland.net www.tallandacademy.co.uk
Principal	Mrs Pamela Hutton
Proprietor	Mr William Brian Mrs Pamela Hutton
Age Range	11+
Total number of students	21
Numbers by age and type of study	16 – 18 8 18+: 13 FE only: 21
Inspection date	17 October 2017

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 The Talland School of Equitation is a privately owned Limited Liability Partnership, operated and owned by two designated partners. Established in 1958, by the parents of the current owner, the school provides riding lessons and equestrian training for students studying for British Horse Society examinations. The partners provide governance and general oversight, with one partner also undertaking the role of principal.
- 1.2 The school's mission is to provide high quality training and industry experience for students planning a career with horses. The school aims to provide world renowned training to students, giving them an opportunity to ride and train on quality horses and ponies under highly qualified instruction and to watch top international horses in training. The school provides stabling for a large number of horses. 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.
- 1.3 The school offers diplomas in horse care at levels 1 to 5 as well as a range of professional courses. Courses run throughout the year along with private riding lessons. Courses range in duration from 16 weeks to 12 months. Recruitment is through personal and telephone interview. Student suitability is assessed at a pre-enrolment trial period. Accommodation is available on site. The school caters for students with physical and learning disabilities.
- 1.4 At the time of inspection there were 21 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, Japan, China and India. A small minority of students have been identified as needing support with English and have declared special educational needs. English is the first language for the majority of students.

The school was last inspected on the 12 July 2016 when it met all key standards and the quality of education was judged to meet expectations. The main recommendations from the previous report are:

- Ensure staff complete the self-reflection section within the school lesson plan to identify areas for improvement.
- Further develop the lesson observation process to provide an evaluative judgment of lessons that can be used to track progress and form part of instructors' appraisals.
- Update the safeguarding policy so that it refers to suitability checks from the disclosure and barring service (DBS) rather than the criminal records bureau (CRB).

2. SUMMARY OF FINDINGS

2.1 **The school does not meet expectations.** The quality of education found at the last inspection of 12 July 2016 has not been maintained. The school does not meet the following Key Standards:

1. Safeguarding arrangements are sufficiently effective to ensure all students are kept safe [37].
2. Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks are not routinely carried out to confirm their identity and right to work in the UK [49].

2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The majority of teaching is excellent. Lessons are well planned and teachers are highly experienced and knowledgeable. A comprehensive range of horses and specialist equipment are available that are used effectively by teachers to progress the skills and understanding of their students. Consequently, students make excellent progress and the large majority complete the course that they enroll on. Teachers and instructors are well informed about their learner's needs and provide effective verbal feedback that supports performance development. As a result, students report that they are highly satisfied with the quality of teaching and guidance they receive.

2.3 Students' welfare, including health and safety, is unsatisfactory. The premises are appropriately maintained and fit for purpose. Health and safety procedures are good and are effectively implemented on the yard and in the school. Fire and practical risk assessments are of a good quality and are effectively managed. Consequently, students report that they feel safe and secure within the school. Registration and attendance records are accurate and procedures for reporting to the Home Office are appropriate and secure. Pastoral care for students is good. Staff provide effective support and guidance in accordance with the needs of the students and the school's aims. Safeguarding is unsatisfactory. The school has a satisfactory safeguarding policy but has not fully implemented it. Consequently, not all staff have been subject to all of the required checks to ensure their suitability to work with students under 18 years. The management of residential accommodation is unsatisfactory. Safeguarding arrangements are not reviewed regularly or updated to meet the needs of groups and those students under 18 years.

2.4 The effectiveness of governance, leadership and management is unsatisfactory. The school owners provides effective oversight of activities on the yard and of the quality of teaching. However, oversight of the school's arrangements for safeguarding and staff recruitment are unsatisfactory and have not ensured appropriate procedures have been followed. Processes for the recruitment of staff are unsatisfactory. The school has appropriate policies and procedures in place, however implementation is unsatisfactory. As a result, the school does not ensure staff suitability to work with students especially those under 18. Appointment records are not systematically

maintained. Personal references for new staff are not routinely taken and their identity and right to work is not always checked. The schools websites provide clear information that assists students in making an informed decision prior to enrolling.

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 quality of teaching and its impact on learning is excellent. The majority of lessons are effectively planned and provide appropriate challenge to individuals through the activities set and the horses provided. Teachers have excellent skills and knowledge of their subjects. They are highly effective at motivating and inspiring their students to meet and exceed their learning objectives. Teachers set challenging tasks and activities that are based on an accurate assessment of students' needs and capabilities. The school offers high quality specialist equestrian facilities that support students to apply their developing knowledge and skills. Classrooms are small but adequate for the size of groups.
- 3.3 Feedback on practical performance is excellent and is highly effective in supporting skills awareness and individual learner development. As a result, the vast majority of students report that they exceed their own expectations. The evidence from lesson observations shows that the majority of students make excellent progress in relation to their starting points.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Update the safeguarding policy so that it refers to suitability checks from the disclosure and barring service (DBS) rather than the criminal records bureau (CRB).
- 4.3 Satisfactory progress has been made against the recommendation with all documentation now referring to DBS.
- 4.4 Procedures for ensuring the health and safety of staff and students, including first aid and fire safety, are good. Students are regularly reminded of health and safety aspects within their lessons; this ensures all students have a clear understanding of the requirements. The school has a satisfactory written policy on first aid and this is effectively implemented.
- 4.5 Risk assessments for the premises, yard procedures and student activities are good and effectively used to identify and minimise risks. An external consultant is used to determine any adjustments and improvements that need to be made. Actions undertaken are clearly recorded. All staff are appropriately trained for first aid emergencies.
- 4.6 The premises are appropriately maintained and fit for purpose. Classrooms provide satisfactory spaces to support learning with good lighting, heating and ventilation. A minority of posters and information on walls are out of date and not well displayed. The specialist equestrian facilities are excellent.
- 4.7 The school maintains an accurate record of admissions and attendance. Attendance monitoring is good. Staff respond quickly and effectively in the cases of student absences. There is a clear understanding of the Home Office's reporting requirements in the case of Tier 4 visa students. Appropriate processes are in place to ensure when a student fails to enrol or otherwise discontinues study and does not fulfil the Home Office requirements for attendance, the school staff makes the required report.
- 4.8 Pastoral care for students is good. Staff provide effective support and guidance in accordance with the needs of the students and the school's aims. Students confirm that they receive very good support on academic and personal issues and that the teachers respond rapidly to any issues they raise. However the majority of this is informal with no records maintained on student files as a result support and progress cannot be effectively monitored. Staff know students well and students know who to go to if they have a concern.
- 4.9 Safeguarding is unsatisfactory. The school's safeguarding policy is satisfactory and procedures for dealing with disclosures relating to child protection are clear.

Responsibility for safeguarding is identified and the designated safeguarding lead has had appropriate training. All staff are required to undertake safeguarding training, but for a minority of newly appointed staff this has not yet taken place. The safeguarding policy requires all staff to have Disclosure and Barring Service (DBS) checks. However, a minority of staff have not been subject to the appropriate enhanced background checks and references have not been sought prior to appointment. Staff are housed in the same residential building as students, including those who are under 18 years, and not all of these staff have had appropriate suitability checks.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. Not all Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Ensure staff complete the self-reflection section within the school lesson plan to identify areas for improvement.
 - Further develop the lesson observation process to provide an evaluative judgment of lessons that can be used to track progress and form part of instructors' appraisals.
- 5.3 Unsatisfactory progress has been made against the first recommendation. Formal self-reflection on lessons is not routinely carried out.
- 5.4 Unsatisfactory progress has been made against the second recommendation. There are few formal records of lesson observations that lead to evaluative judgments upon which progress is benchmarked over time and used to inform staff appraisal.
- 5.5 Ownership and governance is satisfactory. The owners provide suitable oversight and challenge to ensure high quality teaching is maintained and top quality resources provided. However, oversight of the arrangements for safeguarding and staff recruitment are unsatisfactory and have not ensured appropriate procedures have been followed.
- 5.6 Management structures and responsibilities are satisfactory. There are effective relationships between the principal and senior staff. The work of the school is effectively supported by appropriate policies which are reviewed regularly. However, systems and procedures to support their implementation are underdeveloped. As a result, not all policies are fully implemented.
- 5.7 Staff recruitment, qualifications and suitability checks are unsatisfactory. Good quality staff are recruited, all instructors have appropriate qualifications and are experienced in the equestrian industry. However, appointment records are not systematically kept. Records relating to identity and the right to work checks are not maintained for most staff. Employment history has not been formally checked prior to appointment for a minority staff and references have not been taken up in all cases.
- 5.8 The schools websites provide clear information that assists students in making an informed decision prior to enrolling. At the time of inspection access has been limited due to website development.

6. ACTIONS AND RECOMMENDATIONS

The school has not maintained the good quality found at the last inspection.

Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the school must:

1. Ensure that all appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe in the school and in residential accommodation [37].
2. Ensure that prior to the confirmation of the appointment of all staff, appropriate checks have been carried out to confirm their identity and right to work in the UK [49].

Recommendations for further improvement

In addition to the above action points, the school should make the following improvements:

- Ensure personal references are taken up and recorded on staff files.
- Develop strategies for reviewing policies to ensure that they are fully implemented.
- Ensure staff complete the self-reflection section within the school lesson plan to identify areas for improvement.
- Further develop the lesson observation process to provide an evaluative judgment of lessons that can be used to track progress and form part of instructors' appraisals.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. 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 Sarah Colmar	Lead Inspector
Mr Neil Haynes	Team Inspector