



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

EXTENDED MONITORING VISIT

THE TALLAND SCHOOL OF EQUITATION

(Company Registration Number - OC375530)

Full Name **The Talland School of Equitation**

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

Telephone Number 01285 740155

Email Address secretary@talland.net

Website www.talland.net

Principal Mrs Pamela Hutton

Proprietor Mr William Brian & Mrs Pamela Hutton

Age Range 11+

Total number of students 10

Numbers by age and type of study Under 16: 0
16 – 18 1
18+: 9
FE only: 10

Inspection date **12 July 2016**

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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. Inspectors will also consider the impact of any material change reported since the last inspection.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 The Talland School of Equitation is a privately owned limited company, with two directors. Both directors work at the school on a daily basis. The school was established in 1958 by the parents of the current owner to provide riding lessons and equestrian training for students studying British Horse Society examinations. The school's mission is to provide high quality training and industry experience to ensure that students are able to build a career in the equine industry.
- 1.2 The school's aim is 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. To support this aim, the school provides stabling for up to 100 horses on site. The large majority of horses are used in riding lessons and stable management practice for students. Talland hosts a Riding for the Disabled Association (RDA) group and students have the opportunity to become involved with these riding sessions. The school also offers a variety of short and summer courses for students under the age of 18.
- 1.3 The school offers a variety of British Horse Society (BHS) approved professional short courses and the level 3 to 5 diploma in horse riding, knowledge and care and teaching throughout the year, along with daily private riding lessons. Recruitment of BHS students is through personal and telephone interview. Course suitability is assessed at a pre- enrolment interview to check students have the required skills and meet entry requirements. All students are offered a trial period at the school prior to enrolment, depending on the length of their course, to ensure it meets their individual needs. Enrolment is at set times of the year depending on the course. Accommodation is also provided on site and the school caters for students with physical and learning disabilities.
- 1.4 At the time of inspection the college had 10 full time students enrolled. The vast majority of students are female and all are UK or European citizens. The school does not currently sponsor overseas students. No students have been identified as needing support with English and none have declared special educational needs and/or disabilities (SEND). The school accepts students from the age of 16 on British Horse Society approved courses, with the large majority aged 18 or more. On short courses students are accepted from the age of 11.
- 1.5 The previous inspection took place on 2 to 4 June 2015 when the school was judged to meet expectations.
- 1.6 This monitoring visit has been extended due to a change of 20 per cent or more of the permanent teaching staff. For this reason, Section 3 of the Educational Oversight Framework will be looked at in detail.
- 1.7 The recommendations from the previous report are:

- Update the safeguarding policy to consider accommodation issues; introduce a code of conduct for under 18s and ensure this is implemented.
- Introduce a formal lesson observation system that is included as part of annual review.
- Analyse and share student feedback data with staff to inform improvement.
- Include student-focused activities within the lectures to encourage them to apply what they are learning.
- Record the checking of references and ensure all staff in regular contact with students under 18 have a DBS check prior to appointment.
- Arrange for the external fire risk assessment due for review in 2014 to occur and for at least one member of staff to be trained as a fire marshal.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 4 to 6 June 2015 the college 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. Course provision and the curriculum are very well matched to students' needs and career aspirations. A thorough interview and initial assessment process ensures students have the required skills and motivation for their selected course. Outstanding teaching is well supported by an exceptional range of horses and specialist resources, resulting in excellent student progress. Instructors are enthusiastic and highly skilled with excellent subject knowledge. Students quickly acquire and develop equestrian skills that they can demonstrate effectively in the lesson. Staff are now making good use of a variety of relevant student-focused activities that encourage students to apply their learning. Regular feedback, assessments and reviews, ensure students' progress is closely monitored and subsequently achievement rates are very high. Students are highly satisfied with their course and with the progress they make and speak very positively of the quality of teaching, help and guidance they receive from all staff.
- 2.3 Students' welfare, including health and safety, is good. Health and safety, first aid and fire prevention procedures are highly effective and regularly audited. Both staff and students have an excellent awareness of health and safety, first aid and fire precautions and implement the procedures appropriately. The site is well maintained, with good disabled access and an excellent range of teaching facilities; providing a safe, professional environment, conducive to learning. Risk assessments are used effectively to minimise risk; the fire risk assessment is now up to date and eight staff have received fire marshal training. Student registration and attendance records are accurate and well managed. Procedures for reporting to the Home Office are secure. All staff know the students well and there is an excellent relationship between staff and their students. Child protection and safeguarding procedures are good. The updated safeguarding policy is suitable and now incorporates accommodation issues. The policy currently refers to criminal record bureau (CRB) checks. This terminology is out of date. A clear, relevant code of conduct for students under 18 is implemented well by the welfare team.
- 2.4 The effectiveness of governance, leadership and management is good. The school is effective in meeting its educational aims and student learning objectives. Staff work together extremely well to understand and meet the needs of students and there is a clear focus on student outcomes and maintaining quality. This is reflected in the outstanding teaching and excellent achievement rates achieved by students. The proprietor is extremely successful in recruiting and supporting highly skilled, experienced staff. Their performance is monitored very effectively and staff are well supported through appraisals, lesson observations and training. The formal lesson observation process is used well to support managers to monitor and evaluate the quality of teaching. However, lesson observations are ungraded, limiting the ability

of staff to analyse and track observation data. Student feedback is regularly collated and the data is now shared with staff at the staff meetings which has improved their awareness of this feedback. Staff recruitment is good. Staff references are recorded within staff files and all staff in contact with under students under 18 have enhanced DBS checks prior to starting work.

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:
- Include student-focused activities within the lectures to encourage them to apply what they are learning.
- 3.3 Excellent progress has been made against this recommendation. Instructors make very good use of a variety of relevant student-focused activities that encourage students to apply their learning, evaluate their own progress and develop as independent learners.
- 3.4 The school has employed two new instructors since the previous inspection. These staff are experienced and have received an excellent induction and support to ensure they are able to maintain the high standard of teaching provided at the school.
- 3.5 Course provision is excellent. The range of courses offered is highly effective in catering to the age, capabilities and differing career aspirations of the variety of students who attend the school. The accredited diploma courses meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.6 Initial assessment is very thorough, allowing staff to identify the most suitable course for each student's needs and skills base. All students also undergo a two week trial period to ensure they are satisfied that they are on the right course and that the course meets their needs. As a result, students are extremely satisfied with the provision offered.
- 3.7 The quality of teaching and its impact on learning is outstanding. Lesson planning is highly effective with good consideration given to matching the right horse to the student and meeting curriculum requirements. The lesson plan documentation is used effectively, however not all staff complete the self-evaluation section after the lesson. This limits the recording of this useful reflective process that allows staff to identify areas for improvement or changes that could be made in future lessons.
- 3.8 Instructors are highly skilled and make excellent use of their experience to motivate and inspire, encouraging students to fulfil their learning objectives. Lessons are well organised, stimulating and all students are challenged throughout sessions. Highly effective teaching methods encourage students to learn, evaluate their own progress and identify relevant areas for development. The teaching is further supported by excellent specialist equestrian facilities, enabling students' to quickly acquire and develop their skills.
- 3.9 Instructors monitor their students closely and provide personalised feedback that is frequent, timely and detailed, enabling the student to improve their skills and build self-confidence during lessons. Students' progress is very well tracked and recorded

throughout their course, with relevant personal achievement targets set and recorded within the individual learning plans (ILP). The students are highly motivated and value the instruction they receive.

- 3.10 Assessment is regular and thorough; it identifies strengths and weaknesses in the students' progress and highlights areas for improvement. Retention and success rates are exceedingly high and almost all students successfully complete the course they register for.

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:
- Update the safeguarding policy to consider accommodation issues; introduce a code of conduct for under 18s and ensure this is implemented.
 - Arrange for the external fire risk assessment due for review in 2014 to occur and for at least one member of staff to be trained as a fire marshal.
- 4.3 Excellent progress has been made against the first recommendation. An appropriate safeguarding policy has been developed and the accommodation arrangements now ensure that male and female students are separated. There is a clear, relevant code of conduct that has been given to all students under 18. Adherence to this code is well managed by the welfare team.
- 4.4 Excellent progress has been made against the second recommendation. The fire risk assessment has been brought up to date by a specialist consultant. It identifies relevant actions that have been acted upon in a timely manner. Eight staff have received suitable fire marshal training.
- 4.5 Highly effective health and safety procedures are understood and well implemented by staff. Staff and students have an excellent awareness of health and safety, first aid and fire precautions. Students are also reminded of health and safety considerations at the start of each lesson.
- 4.6 Good use is made of risk assessments for the premises, health and safety, fire, yard procedures and student activities to identify and minimise risk. The assessments are comprehensive and regularly audited by an external consultant to determine any adjustments and improvements that need to be made. Any recommendations are acted upon promptly.
- 4.7 Procedures for first aid and emergencies are well managed, and accurately recorded. All staff are trained in first aid, as are many of the students. Any accidents or incidents are dealt with effectively. Detailed records are kept of first aid incidents and of the treatment provided. These records are shared with the proprietor.
- 4.8 The site is well maintained and accessible for students with physical disabilities. High quality facilities, an excellent variety of horses and range of specialist equine teaching facilities provide students and staff with a professional environment in which to work and study.
- 4.9 The arrangement for student registration and attendance recording are excellent. The school maintains clear, accurate admissions and attendance records and tracks the attendance of all students. Student attendance and punctuality are excellent and effective monitoring procedures ensure timely follow up and monitoring of students

whose attendance is less satisfactory. Though the school does not currently have any Tier 4 students, procedures for reporting to the Home Office are secure.

- 4.10 Safeguarding arrangements for students who enroll under the age of 18 are good with proper regard for their welfare and care. A suitable safeguarding policy is well implemented and understood by staff. This policy currently refers to criminal record bureau (CRB) checks. This terminology is out of date and could cause confusion for staff. All staff have received relevant training and have an excellent understanding of their responsibilities. Instructors have all undergone an enhanced Disclosure and Barring Service (DBS) suitability check prior to appointment. Accurate records are maintained and the school communicates effectively with parents of any students under 18. Students are also actively involved in discussions regarding safeguarding and all students interviewed feel safe.

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:
- Introduce a formal lesson observation system that is included as part of annual review.
 - Analyse and share student feedback data with staff to inform improvement.
 - Record the checking of references and ensure all staff in regular contact with students under 18 have a DBS check prior to appointment.
- 5.3 Good progress has been made against the first recommendation. A suitable lesson observation form has been introduced and is being used effectively to support managers in monitoring and evaluating the quality of teaching. All staff are scheduled to be observed three times a year. The current process is ungraded. This reduces the ability of staff to track and compare outcomes of the observations year on year.
- 5.4 Excellent progress has been made against the second recommendation. Student feedback is regularly collated and the data is shared with staff at the weekly staff meetings. This has improved staff awareness of the feedback and helped them to make improvements in provision. This data is used effectively by the director and teaching staff to inform and implement improvements.
- 5.5 Excellent progress has been made against the final recommendation. Any references taken are clearly recorded within staff files and staff in contact with students under 18 have enhanced DBS suitability checks prior to starting work.
- 5.6 The educational direction of the school has a clear focus on student achievement and the quality of teaching. This is understood and supported by staff. The directors and staff work extremely well together to meet the aims of the school and ensure the legislative and statutory duties are met. The directors have excellent awareness of day to day activities and provide a suitable level of challenge to ensure the high quality is maintained.
- 5.7 Communication between the directors and staff is excellent. Regular, well-attended meetings result in clear records of actions to be taken. Staff know their students extremely well and good consideration is given to student feedback. Staff report that they have opportunities to express their views and that the school is highly responsive to their comments.
- 5.8 A thorough staff appraisal system provides staff with useful feedback and relevant developmental targets. Lesson observation feedback is not yet included within teachers appraisals and therefore this aspect of their work is not considered or

reviewed within the annual targets. Appraisal outcomes are used effectively to identify and support individual staff training needs and as a result staff are well qualified for their specific roles.

- 5.9 Quality assurance is good. The director promotes a supportive culture across the school focused upon student outcomes and the continuous improvement of quality. Student feedback is comprehensive and leads to actions within the development planning process. Lesson and peer to peer observations now occur regularly. Excellent use is made of achievement and retention data to review course provision. A suitable self-evaluation process identifies a range of appropriate priorities to inform and drive continued improvements.
- 5.10 Staff recruitment, qualifications and suitability checks are good. Procedures to ensure that staff are suitable to work at the school are thorough. The director is successful at recruiting and supporting highly experienced, well-qualified staff, all of whom have achieved BHS teaching qualifications themselves.
- 5.11 The school website provides clear information that assists students in making an informed decision prior to enrolling.
- 5.12 The school was extremely responsive in complying with requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- 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).

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 proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Beth Maloney	Lead Inspector
Mrs Jacqueline Lawrence	Team Inspector