



INDEPENDENT SCHOOLS INSPECTORATE

MALVERN COLLEGE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Malvern College

Full Name of College	Malvern College
DfE Number	885/6011
Registered Charity Number	527578
Address	Malvern College College Road Malvern Worcestershire WR14 3DF
Telephone Number	01684 581500
Fax Number	01684 581617
Email Address	dja2@malcol.org
Headmaster	Mr Antony Clark
Chair of Council	Lord MacLaurin of Knebworth DL
Age Range	13 to 18
Total Number of Pupils	676
Gender of Pupils	Mixed (378 boys; 298 girls;)
Numbers by Age	11-16: 340 16-18: 336
Number of Day Pupils	Total: 150
Number of Boarders	Total: 526 Full: 526 Weekly: 0
Inspection dates	20 Sep 2011 to 21 Sep 2011 17 Oct 2011 to 19 Oct 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in October 2010 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

The inspection of the school 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 children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
(c) The quality of boarding education	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management	10
(c) The quality of links with parents, carers and guardians	11
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Malvern College is an independent boarding and day school for boys and girls aged 13 to 18. Founded in 1865, the college became both co-educational and one of the first schools in Britain to offer the International Baccalaureate (IB) in 1992. It is a Church of England foundation but actively welcomes pupils of all denominations and nationalities. The college is set in a 250-acre campus in Malvern and has strong administrative links with The Downs Malvern preparatory school. The college is governed by a council comprised of 30 members.
- 1.2 The aims of the college are to: develop happy, balanced, articulate young adults who will achieve personal fulfilment at university, at work and in society at large; encourage individual achievement alongside teamwork and service to others; enable pupils to be flexible, pragmatic, open to new ideas, self-disciplined, self-confident, tolerant and respectful of others; and provide opportunities for the development of leadership and communication skills.
- 1.3 Of the 676 pupils in the college, most are British and from other European countries and from professional families, 336 are in the sixth form and 526 are boarders. Of the 208 pupils identified for whom English is an additional language (EAL), 133 receive support from the college. There are 67 pupils identified by the college as having special educational needs and/or disabilities (SEND), of whom 59 receive specialist learning support. One pupil has a statement of special educational needs.
- 1.4 Entry into Year 9 is by the Independent Schools Examination Board (ISEB) Common Entrance examination or open Academic Scholarship. Other Year 9 candidates, and those applying for entry into Year 10, take the college's own entrance tests in English, mathematics and science. Entry to the sixth form is by entrance tests in the subjects to be studied at A level/IB higher or by scholarship examination, report from the pupil's current school and performance at GCSE, if taken. A one-year pre-sixth form course is designed for Year 11 students who are not native speakers of English but who have the potential to enter the sixth form. Scholarships are awarded and means-tested bursaries are available. The ability profile of the college is above the national average.
- 1.5 Since the previous inspection, two new boarding houses and a sports complex have been built and there has been extensive refurbishment of many areas. New senior management posts have been created and international GCSE (IGCSE) courses have been introduced. Integration of day pupils into the eleven boarding houses has been completed.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
Foundation Year	Year 9
Remove	Year 10
Hundred	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils are well educated and the college successfully fulfils its aim to provide an all-round education for the whole person. It does so in the glorious setting of the college campus, which is immaculately maintained in all areas. The quality of the pupils' academic achievement and progress throughout the college is good. Individual needs of pupils across the ability range are identified; there is excellent provision for those with EAL and sensitive and effective support for those with SEND. The college is developing and extending opportunities for stretching and challenging able, gifted and talented pupils but this is not yet consistent across all teaching. The academic curriculum is exceptionally broad, especially in the sixth form, and the excellent provision for co-curricular activities (CCA) ensures opportunity and choice for all. The quality of the pupils' achievement in CCA is excellent. The outstandingly positive attitude of pupils towards their learning contributes significantly to their progress and achievement. Teaching staff are hardworking, committed, well qualified, knowledgeable and approachable and they willingly provide additional support in response to requests from pupils. Marking and assessment is excellent in some areas but a lack of consistency within and across departments hinders some pupils' progress. The college has recognised the need to improve provision and use of information and communication technology (ICT) and is ensuring progress in these areas.
- 2.2 The quality of the pupils' personal development is outstanding. They benefit from the multicultural diversity and international richness of the college community and take good advantage of opportunities on offer both within and outside the classroom. In line with the college's aims, pupils show confidence without arrogance, respect others and present as purposeful, ambitious and caring individuals. They enjoy excellent relationships with peers and adults alike and their spiritual, moral and social development is outstanding. Boarding plays a very valuable role in the pupils' educational experience and personal development. Day pupils are exceptionally well integrated within the boarding houses and play a full part in college life. The pastoral care of pupils is outstanding. Arrangements for safeguarding the welfare, health and safety of pupils are excellent. Pupils feel safe, well known and well supported, and they have a choice of individuals to turn to with any concerns.
- 2.3 Governance and leadership are highly effective and the senior management team (SMT) is a highly supportive and cohesive unit. There is clear educational guidance at council, headmaster and SMT level with effective whole-college development planning, identified as an area for improvement in the last inspection report. There are examples of excellent middle management but sharing of good practice at this level does not yet extend across all departments. The college maintains highly effective links with parents, who expressed almost total satisfaction with all areas of the college through their responses to the pre-inspection questionnaire, views with which inspectors agreed.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the college met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The college is advised to make the following improvements.

1. Achieve consistency in the quality, quantity and frequency of marking and assessment within and across departments.
2. Continue to strengthen support and guidance for middle management in the monitoring of teaching and learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The overall quality of the pupils' achievements, and of their learning and skills, is good. Pupils are well educated in accordance with the college's aim to help them develop into lively, articulate young adults ready to contribute widely to the global community. Their attitude to learning is outstanding and they attain excellent standards in an impressive range of co-curricular activities.
- 3.2 Pupils have good speaking and listening skills and their written work is well structured and fluent. They show evidence of logic and reasoning skills, for example when considering the nature of Cartesian argument in a sixth-form philosophy lesson. Evidence of independent thought was widely seen in IB lessons and good examples were also seen in other year groups, as when IGCSE pupils presented their individual research on alternative forms of energy production. High levels of creativity are evident in pupil artwork around the college, pupil-led drama workshops and creative writing displayed in the English corridor. Application of numeracy skills was seen in subjects including economics, geography and physics. ICT is widely used for word processing and commercial software is used for mathematics hall (homework) tasks. The wider use of ICT by pupils and staff has been limited by infrastructure problems which are being addressed by the college.
- 3.3 In addition to major sports, in which there are many examples of county and regional representation, pupils achieve high levels of performance in an outstanding range of physical activities, from angling to zumba. They also reach excellent levels of attainment in other areas, for example, in national representative honours for fencing and dressage, national Combined Cadet Force (CCF) competitions, Duke of Edinburgh's Award (D of E) scheme and in music, and speech and drama, grade examinations.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been good in relation to the national average for maintained schools and similar to the national average for maintained selective schools. Results in IGCSE mathematics and geography have been higher than worldwide and UK averages. Those in single sciences have been higher than worldwide averages, and double award science results similar to worldwide averages. A-level performance has been above the national average for maintained schools and similar to the national average for maintained selective schools. IB performance has been above average for worldwide schools and also above the average for UK schools.
- 3.5 GCSE results indicate that pupils make progress in Years 9 to 11 that is above average for pupils of similar abilities. In the absence of standardised ability or progress data in the sixth form, it is not possible to make a statement of comparative progress at Years 12 and 13. However, as judged by inspection evidence including lesson observations and scrutiny of pupils' written work, progress in the sixth form is judged to be good in relation to pupils of similar abilities. Pupils are very well prepared for application to higher education; almost all go on to study at university either directly or following a gap year.

- 3.6 Good progress is made by EAL pupils as a result of a comprehensive programme of additional lessons and support. Pupils with SEND are also enabled to make good progress, as seen in structured tasks in a sports psychology lesson. Academic departments run clinics to support pupils of all ages and in mathematics, for example, more-able pupils assist their less-able peers. Teaching staff are also available to provide informal academic support in houses during evening hall.
- 3.7 The relationship between staff and pupils is outstanding. Pupils in all year groups cooperate well, listen to others and readily participate in lessons.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.8 The excellent curriculum and extra-curricular provision make a positive contribution to the quality of the pupils' achievement and their personal development. They meet the college's aims of enabling pupils to achieve personal fulfilment at university and beyond, and to develop leadership and communications skills.
- 3.9 The curriculum is very effective in its coverage of the requisite areas of learning and changes are introduced following regular review. This is seen in the recent introduction of the Malvern English Literature Certificate which aims to be inspiring and stimulating to pupils, and the move to IGCSE courses in mathematics, geography, history and the sciences. Debating is included in the Year 9 curriculum. Since the previous inspection, a more effective personal, social and health education (PSHE) programme has been implemented with significant impact on the pupils' spiritual awareness, moral, social and cultural development. The distinctive pre-sixth form course enables pupils who are not native speakers of English to achieve very high levels of attainment in GCSE examinations taken after only two terms. In the sixth form, an exceptionally broad range of options is offered at both IB and A level.
- 3.10 The curriculum caters well for pupils of all ages, abilities and needs, with excellent provision for those with EAL and good provision for those with SEND. For pupils identified as gifted and talented, greater intellectual challenge is offered through college and departmental societies, such as the Lucretian Society which organises termly lectures by prominent scientists, although such opportunity is not evident across all departments.
- 3.11 The dynamic and extensive CCA programme provides considerable enrichment of the pupils' experiences with choices to suit all tastes and aptitudes. The exceptional menu of options is categorised under three headings: creativity, action and service. In addition to more mainstream activities, such as rugby, hockey, netball, orchestra and choir, diverse alternatives including cipher challenge, cookery club, technical theatre and silversmithing are offered. Within the services section of the programme, a very successful and popular CCF operates alongside the D of E scheme, both providing excellent opportunities for leadership, teamwork and adventure training. Activities added to the programme in response to requests from pupils with specific interests and skills include girls' basketball, clay pigeon shooting and ballroom dancing. The provision and quality of girls' sport has improved since the last inspection as a result of the introduction of specialist coaching, for example in hockey.

- 3.12 Organised visits both abroad, such as the skiing trip to France, and in the UK, such as a climbing trip to the peak district and visits to a university chemistry department, further enrich the pupils' experiences.
- 3.13 The college has established a range of links with the wider community that broaden the pupils' educational experience. They include the opportunity for international students to teach their native language to local primary school children and the work of a wildflower garden group, run through the green issues programme. International links include trips to Ghana, which provide an invaluable chance for pupils to broaden their cultural horizons and to help others.

3.(c) The contribution of teaching

- 3.14 Teaching is effective in promoting good progress and excellent attitudes to learning. The overall standard of teaching is good and sometimes excellent. Highly committed staff and generally small class sizes serve to promote effectively the progress of individual pupils. Teachers are well qualified and have good subject knowledge. They know and support their pupils very well both within and outside the classroom. Staff are generous in their commitment to the college and are very willing to take on extra responsibilities, in some cases without any remission of time.
- 3.15 With the exception of ICT, which is under development, facilities and resources are excellent. The opportunity offered by 55-minute lessons to extend the variety of teaching and learning styles has been seized upon in most, but not all, teaching. In some excellent teaching pupils were enthused by the opportunity to share ideas and extend their own views on belief and the use of language. In less-effective teaching, not all pupils were engaged, to the detriment of their learning. Pupils are frequently given opportunities to develop the skills of oral presentation and sensitivity is shown in the encouragement given to EAL students to articulate their ideas with greater confidence. Pupils with SEND are effectively identified and learning support is well resourced with experienced specialist staff. At its best, classroom teaching makes sensitive provision for these pupils, particularly where they are in small sets. A gifted and talented audit across the curriculum has been undertaken but stretch and challenge for the most-able pupils is not yet evident in all teaching.
- 3.16 Lessons are well planned and high behavioural expectations are set. Relationships between teachers and pupils are markedly courteous and co-operative and this promotes a positive learning ethos where pupils are consistently respectful of the contributions of their peers. Collaborative work is strongly encouraged and is a strength of the college.
- 3.17 Some inconsistency in the timing and setting of homework creates pressure for pupils in managing their workload. Examples of excellent practice in the assessment of pupils' work were noted. Verbal feedback in lessons is often insightful and encouraging but, overall, marking of written work is inconsistent in frequency, quality and quantity within and across departments. The absence of standardised ability or progress data in the sixth form inhibits the college's ability to evaluate its aims in terms of pupils' progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of pupils is exceptional and the college is very clearly fulfilling its aims to produce young adults who are lively and articulate and who will contribute widely to society as part of a global community. The chaplaincy is a strong influence in all aspects of college life, and all members of staff set a fine example, demonstrating a genuine interest in pupils beyond examination results and success in the CCA.
- 4.2 The spiritual development of pupils is excellent. Boys and girls of all ages and religious faiths show high self-esteem. In chapel assemblies important themes are addressed and values and beliefs are explored. Pupils have caring attitudes towards peers and staff; these are promoted through study of the major world religions alongside the Christian faith, which is central to the college's ethos. Pupils' self-confidence is apparent when their special achievements are highlighted in assemblies. They reflect on the meaning and purpose of life in a manner that both values and respects the beliefs and views of others. The recent introduction of the merit system, for good deeds as well as good work, has been well received by pupils.
- 4.3 Pupils develop a strong set of moral values. They adhere closely to a clear set of guidelines which they understand and respect; they accept responsibility for their own actions in recognising that punishments, when issued, are fair. Pupils know right from wrong and the importance of making informed choices; their good understanding of moral issues and the law is carefully encouraged. The PSHE programme makes an important contribution to the pupils' knowledge and understanding of citizenship and of public institution and services. By participating in local and overseas community projects, pupils demonstrate well-developed understanding of their obligations to one another and to those less fortunate than themselves.
- 4.4 The pupils' social development is excellent as testified by their relationships with others in all areas of the college. Pupils think of the effect of their actions on others, as demonstrated in the manner in which they move around the college sensibly and courteously, holding doors open for adults and standing aside for others. Pupils exhibit maturity in the way they work and play together, seizing opportunities for leadership roles, for example through school and lower school councils, as chapel prefects and heads of house. The newly introduced Malvern Leadership programme is extending opportunities for pupils in Years 9 and 10.
- 4.5 Pupils develop a strong cultural awareness through their contacts in the boarding houses and the broad range of house events, college assemblies and the CCA programme. Cultural issues are also explored through areas such as modern languages, art and the distinctive Malvern English Literature course.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The excellent quality of pastoral care and of the arrangements for the pupils' welfare, health and safety is a significant strength of the college and in line with its aim of providing a secure, stimulating and inclusive environment in which pupils can realise their full potential, both academically and in terms of personal development. Staff provide outstanding support and guidance for pupils in all year groups, and house, tutorial and safeguarding structures are cohesive and strong. There is a continuous adult presence in all boarding houses, external counsellors are available on site, independent listeners can be contacted by phone or email and national helpline numbers are published in the pupils' college guide. Relationships are excellent between staff and pupils and between pupils themselves. New pupils are admitted into all years except Year 13 and procedures for their induction and integration are exceptionally successful at all ages.
- 4.7 The college has excellent procedures for promoting good behaviour and guarding against harassment and bullying. All pupils are issued with a copy of the college's anti-bullying code and the issue of cyber bullying is dealt with effectively in the Year 10 PSHE programme. Any unacceptable behaviour is dealt with constructively and sensitively, with a focus on a positive outcome for both the individual and the college community, and appropriate records are kept. Communication, especially by email, is a strength of the college.
- 4.8 Fully comprehensive and updated policies and procedures regarding safeguarding arrangements, including effective child protection training for all staff, are implemented effectively in line with the college's stated commitment to promoting the welfare, health and safety of its pupils. Risk assessments covering all aspects of college life, including off-site visits, are completed and reviewed, and all necessary measures are taken to reduce risk from fire and other hazards. Any accidents are recorded appropriately and there is excellent provision for pupils who are ill or injured. The college has an appropriate plan in place to improve educational access for pupils with special educational needs or disabilities.
- 4.9 In-house dining arrangements, and the appointment of new college caterers, encourage pupils to develop healthy eating habits. Pupils are also actively encouraged to participate regularly in sport and physical exercise. The admission and attendance registers are accurately maintained and stored correctly.

4.(c) The quality of boarding education

- 4.10 The quality of boarding education is outstanding, as identified in the overall outcome judgement of the Ofsted boarding inspection in 2010. The boarding experience plays a very valuable part in the pupils' education and personal development and in meeting the college's aim to develop happy, balanced, young adults who are tolerant and respectful of others. All eleven boarding houses, although varying in age and style of accommodation, provide a safe and secure environment in which pupils can flourish throughout their time at the college. The pupils are passionately loyal to their house; all those interviewed, formally or informally, declared theirs to be the best.
- 4.11 The housemasters and housemistresses demonstrate enthusiastic leadership and committed care and they are very well supported by their deputies, house tutors and non-teaching assistant tutors. In-house dining for all meals strengthens the pupils' relationships both with one another and with house staff and strongly reinforces the

sense of house community. House events such as sport, singing and drama competitions provide excellent opportunities for pupils to work together across all year groups. Pupils benefit greatly from the international and multicultural dimension found in all the houses. There are opportunities to develop and demonstrate leadership skills through responsibilities such as head of house, supervision of hall and participation in peer mentoring and 'granny' schemes.

- 4.12 Many changes since the previous inspection have brought significant improvements to the quality of boarding. These include: completion of two new boarding houses; establishment of a programme of rolling refurbishment for the other houses; and development of the role of deputy house staff to enable them to provide better support to housemasters and housemistresses.
- 4.13 Whilst the college values the individuality of the houses, the appointment of a pastoral deputy head is ensuring a continuing successful focus on achieving better consistency across the houses in key areas such as sanctions. The weekly meeting of housemasters and housemistresses encourages further inter-house cohesion and is attended by representatives of the SMT, the chaplain and, when possible, the headmaster. The recent introduction of a house-based tutorial system in Year 9, with some pairing of tutor groups from boys' and girls' houses, has improved communication between house staff and tutors. As part of the comprehensive induction process at the start of Year 9, day pupils are offered a week of boarding. They regularly remain in their houses until the end of hall and frequently stay overnight for weekend events; their integration into the boarding houses is outstandingly successful
- 4.14 The houses are welcoming, clean and well maintained with comfortable social areas, well-equipped kitchens and laundry facilities. The programme of evening and weekend activities is well received by pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent, supporting the pupils' academic and personal development and contributing to the college's achievement of its aims. The college council comprises 30 members. A management board, led by the chair of council, meets monthly to monitor the college's operations and financial performance. Educational developments and performance are monitored by the education committee, which meets annually and reports to the full council. In addition, an educational working group, members of which visit academic departments on a rolling programme and observe some lessons, meets two or three times a year and reports to the education group. The audit committee also meets two to three times a year and monitors the college's risk profile, financial accounts and reporting systems.
- 5.2 Since the previous inspection, governor training has become more structured and frequent, particularly in key areas of safeguarding and child protection. Council members can stay in boarding houses prior to full council meetings thus gaining a real insight into the life of the college. Social functions following council meetings enable members to meet with senior pupils, teaching staff and parents. Individual council members have specific responsibilities such as staff liaison, monitoring of regulatory compliance and child protection. The headmaster and senior deputy head attend all full council meetings.
- 5.3 Members of council discharge extremely well their responsibilities for educational oversight, financial planning, investment in staff, accommodation and resources. As recommended in the previous inspection report, whole-college development planning has progressed. Focussed support by governors has resulted in a highly successful building programme and future major capital developments are prioritised alongside a rolling programme of refurbishment.
- 5.4 The highly committed and decisive leadership of the council provides invaluable support to the headmaster and senior management team and monitors the quality and range of skills and experience of council members. All members of council take seriously their responsibilities for the safeguarding, welfare, health and safety of pupils and review the effectiveness of policies in these areas regularly. Responses to the parents' pre-inspection questionnaire indicate an extremely high level of satisfaction with the governance of the school, with which inspectors concur.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management is good with some outstanding features. The leadership given by the headmaster is excellent and fully supports the college's aim to develop happy, balanced pupils who are flexible, pragmatic, open to new ideas, self-disciplined, self-confident, tolerant and respectful of others. This leadership gives a clear educational vision for the college and commands respect from colleagues, parents, pupils and members of council. College administration is highly effective and all areas of the campus are extremely well maintained.
- 5.6 Day-to-day running of the college is very efficient and the quality of published documentation is outstanding. Safeguarding of pupils is excellent. Whole-college development planning by a close and mutually supportive SMT is detailed and

effective and, since the previous inspection, has been linked to departmental development plans. Excellent practice is evident in some departments in teaching and learning although monitoring of these key areas at senior and middle-management levels is not yet consistent.

- 5.7 The SMT is strongly committed to the aims of the college and has recently been strengthened by the appointment of a pastoral deputy head to liaise with boarding staff. The reorganisation of the SMT has allowed more direction and energy to be given to the college's programme of continuing professional development (CPD) and to the appraisal scheme. The headmaster and bursar are currently appraised by the council. As noted in the last inspection, there is no whole-college appraisal scheme for support staff.
- 5.8 The recent development of an in-house CPD programme, in addition to whole-college CPD and regular external CPD training, is further enabling staff to support the pupils' achievements and personal development. All staff receive regular training in child protection and health and safety issues. Induction and support of new staff is excellent with three days set aside before the beginning of term to introduce them to college life and to ensure appropriate safeguarding training.
- 5.9 The college has rigorous and thorough arrangements for checking the suitability of all staff, including volunteers and members of council. The central register of appointments is properly maintained.

5.(c) The quality of links with parents, carers and guardians

- 5.10 Links with parents, carers and guardians are excellent. Communication with parents has been further enhanced since the previous inspection by the establishment of the parents' forum. This group, consisting of at least one parent from each boarding house, meets with the SMT termly and recent discussions have included the introduction of the Malvern English Literature Certificate and the proposed parents' portal on the college website. Parental surveys are conducted on a regular basis.
- 5.11 In their responses to the pre-inspection questionnaire, parents were overwhelmingly enthusiastic about the education and support provided by the college, with highly positive responses to all the questions. Parents greatly appreciate the extensive extra-curricular programme. Inspectors confirm these views. Housemasters, housemistresses and tutors maintain direct and regular contact with parents through extensive use of email. Parents showed extremely high levels of satisfaction with the information they received about the college and its policies, the handling of any concerns and the speed of response to their questions.
- 5.12 Parents are increasingly taking the opportunity to be involved in the work, progress and activities of their children, for example at matches, concerts and plays both at house and college level. The links between parents themselves are further enhanced by the recently founded parents' society, which arranges social events such as wine tasting and trips.
- 5.13 Current and prospective parents are provided with comprehensive, useful and high quality information about the college, such as the programme of events for prep schools, the Guide to Malvern College, The Malvernian and regular Malvern Views. The regular headmaster's letter keeps parents further well informed about the pupils' recent activities and their achievements in all areas of college life.

- 5.14 Parents are kept informed about their children's academic progress through interim reports, which give effort and achievement grades for each academic subject, at half term and a fuller set of subject-specific reports at the end of term. In addition well-attended parents' meetings with teaching staff are held once a year for each year group with an additional meeting for Year 12.
- 5.15 The college has a comprehensive complaints policy available to parents with clear procedures.

What the school should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of council, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mrs Janet Pickering

Mr Simon Corns

Dr Philippa Davies

Mrs Angela Drew

Mr Andrew Gist

Dr Stephen Hoskins

Reporting Inspector

Headmaster, HMC school

Senior Teacher, HMC school

Deputy Head (Academic), HMC school

Director of IB, HMC school

Senior Teacher, HMC school