



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report  
For Schools with Residential Provision**

**Malvern College**

**October 2021**

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## School Details

<b>College</b>	Malvern College			
<b>DfE number</b>	885/6011			
<b>Registered charity number</b>	527578			
<b>Address</b>	Malvern College College Road Malvern Worcestershire WR14 3DF			
<b>Telephone number</b>	01684 581500			
<b>Email address</b>	<a href="mailto:generaloffice@malverncollege.org.uk">generaloffice@malverncollege.org.uk</a>			
<b>Headmaster</b>	Mr Keith Metcalfe			
<b>Chair of governors</b>	Mr Robin Black			
<b>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	662			
	<b>Day pupils</b>	168	<b>Boarders</b>	494
	<b>Seniors</b>	356	<b>Sixth Form</b>	306
<b>Inspection dates</b>	7 to 8 October 2021			

## 1. Background Information

### About the school

- 1.1 Malvern College is a co-educational boarding and day school for pupils aged 13 to 18. Founded in 1865 it is governed by a council. The college became co-educational in 1992 when it merged with a local girls' school: a prep school came under its aegis at the same time. In 2019 the college formed a formal association with another Worcestershire prep school.
- 1.2 Boarding accommodation is provided in one of eleven houses and day pupils are integrated within the houses. The school is divided into two sections with pupils preparing for GCSE examinations in the lower school; those in the sixth form follow either A-level or International Baccalaureate (IB) courses. A small proportion of students complete a one-year pre-sixth course.
- 1.3 Since the previous inspection the theatre has been re-developed and three boarding houses have been refurbished. A new head was appointed in April 2019.
- 1.4 During the period March to August 2020, the college remained open only for children of key workers. No boarders remained on-site. During this period of closure the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers, vulnerable pupils or overseas boarders already on campus, received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded for (I)GCSEs and A levels, with the IB following a parallel process to award grades.

### What the school seeks to do

- 1.9 The college aims to deliver a strong academic programme, with diverse super-curricular and co-curricular programmes to stimulate intellectual breadth, promote all-round personal development and a happy and healthy lifestyle. This includes actively promoting a set of values, called the 'Malvern Qualities', which aim to equip pupils for life's challenges, enabling them to adapt and make a positive impact in a rapidly evolving world.

### About the pupils

- 1.10 Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 64 pupils as having special educational needs and/or disabilities (SEND), the majority of whom have needs associated with dyslexia and a few associated with Asperger's, ADHD, hearing or visual difficulties. Three pupils have physical disabilities. One pupil in the school has an education, health and care plan and one has a statement of educational need. A total of 63 pupils receive additional specialist help. English is an additional language (EAL) for 169 pupils, 119 of whom receive additional support. Data used by the school has identified 57 pupils as the most

able in the school's population, and the curriculum is modified for them and for other pupils due to their special talents in sport or other co-curricular areas.

- 1.11 Pupils come from a range of professional and business backgrounds, day pupils mostly from families living within a 50-mile radius of the school. The boarding pupils come from 25 different cultural and language backgrounds.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, the IB and A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

#### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. Inspection Evidence

3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and attended chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mrs Maureen Bradley	Reporting inspector
Mr Edward Tolcher	Compliance team inspector (Foundation bursar, HMC school)
Mr Timothy Cannell	Team inspector for boarding (Acting Head, IAPS school)
Mrs Marina Gardiner-Legge	Team inspector for boarding (Head, GSA school)
Mrs Denise Hammersley	Team inspector for boarding (Head, HMC school)