



INDEPENDENT SCHOOLS INSPECTORATE

MALVERN COLLEGE

BOARDING WELFARE

INTERMEDIATE 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
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Email Address	dja2@malcol.org
Head	Mr Antony Clark
Chair of Governors	Lord Maclaurin of Knebworth DL
Age Range	13 to 18
Total Number of Pupils	664
Gender of Pupils	Mixed (367 boys; 297 girls)
Number of Day Pupils	Total: 138
Number of Boarders	Total: 526 Full: 526
Inspection dates	25 Mar 2014 to 27 Mar 2014

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2010 and can be found at www.ofsted.gov.uk.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors 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.

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 in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

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

Inspectors

Mrs Pamela Leech	Reporting Inspector
Mr Tony Halliwell	Co-ordinating Boarding Inspector
Mr Alex Balls	Team Inspector for Boarding (Senior Housemaster, HMC school)
Mrs Jean Gray	Team Inspector for Boarding (Former Senior Teacher, HMC)
Mr Harvey Trump	Team Inspector for Boarding (Headmaster, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded in 1865, Malvern College is a co-educational boarding and day school for pupils aged 13 to 18. The school buildings and boarding houses are located on a 250-acre site in Malvern. The school is an inclusive Christian foundation which respects and welcomes pupils of all faiths. It is a registered charity governed by a council of governors, who also have a keen interest in the Downs Malvern Preparatory School.
- 1.2 Malvern College aims to develop in its pupils deep-rooted values combined with the intellectual flexibility to be open to new ideas. It aims to develop self-discipline, self-confidence, resilience and independence alongside communication and leadership skills. In its boarding Malvern College aims to provide an environment in which boarders feel secure, free from fear and anxiety and valued as individuals, and in which their academic, artistic, physical and social potential is developed to its fullest extent.
- 1.3 A total of 664 pupils in total are enrolled at the school, 367 boys and 297 girls, of which 138 are day pupils. In addition to the majority of pupils who are British, the boarding community consists of pupils from upward of 20 countries, with those from the rest of Europe forming the largest international component. Boarders live in one of the eleven boarding houses, six for boys and five for girls. All houses accommodate boarders drawn from each year group in the school and provide the base for pupils throughout their time there. Each house has its own laundry, kitchen and social area.
- 1.4 Since the last inspection, in November 2010, the school has invested in enhanced provision for information communication technology, rebuilt science facilities, created a lecture theatre and improved the theatre for drama. The A level curriculum has been extended and a staff academic committee established. Responsibility roles for health and safety have been reorganised. The role of the deputies to the housemasters and housemistresses has been enhanced and the review and training for house assistants has been improved.
- 1.5 National Curriculum (NC) 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 equivalence are shown in the following table.

Senior School

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

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. To provide a varied range of consistently high quality food across the houses.
2. Consolidate the process for self-evaluation within boarding to further enhance the boarding provision.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2010; no recommendations for improvement were made.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 New boarders and their parents are invited to join the school two days before term begins and take part in a comprehensive induction programme. Boarders confirm that there are many staff to whom they can turn for personal guidance and help. House notice boards display contact information for the independent listeners, school counsellors, the Children's Rights Director and various helplines. [NMS 2]
- 3.3 The required medical policies and procedures are in place and include a detailed first aid policy. A small minority of boarders in the questionnaire said they were unhappy with the medical provision however after inspection of the facilities and discussions with boarders and nursing staff, the medical care was found to be both professional and compassionate. Suitable accommodation is provided for male and female boarders who are unwell and the medical centre is staffed at all times by qualified nurses. A doctor holds regular clinics and boarders have access to dental, optometric and other specialist services as required, with arranged transport when needed. Prescribed medicines are only given to the named boarder and boarders deemed sufficiently responsible are allowed to self-medicate. Confidentiality and rights of boarders as patients are respected. [NMS 3]
- 3.4 Boarders contact their parents through the internet, mobile and house telephones. Careful measures are in place to ensure cyber safety. A difficulty with internet contact reported by some parents and pupils has been recently remedied. [NMS 4]
- 3.5 Accommodation for boarders including personal study areas is suitably furnished, clean and well maintained. Some purpose built accommodation provides en-suite bathrooms and all boarders have access to private washing facilities. Boarders may personalise their rooms if they wish and adequate accessible accommodation is available for any boarders with restricted mobility. In the pre-inspection questionnaire and in interviews concerns were raised by pupils about a lack of courtesy in a very small number of staff in gaining access to pupils' accommodation. In the course of the inspection evidence indicated that accommodation is now reserved for boarders with appropriate security measures in place which do not intrude on boarders' privacy. [NMS 5]
- 3.6 Boarders' meals are prepared hygienically and served in pleasant dining rooms in the individual houses. There is appropriate provision for a wide range of dietary requirements. The majority of boarders and a few parents responding to the questionnaire expressed dissatisfaction with the food and a small minority of boarders with the availability of drinking water and snacks. Following visits to houses at mealtimes and after discussions with boarders, the meal provision was found to be limited in choice and of variable quality. There is access to drinking water at all times and boarders may use house kitchens to prepare additional snacks. [NMS8]
- 3.7 On-site laundry facilities and house storage areas ensure boarders' clothing and bedding is laundered and returned appropriately. Boarders may purchase necessary personal and stationery items from the school shop and from the local town. In the questionnaire a significant number of boarders expressed concerns about the safety of their belongings. Evidence obtained during the inspection found that suitable lockable facilities are provided for all boarders who may also deposit valuables with house staff for safe-keeping. [NMS 9]

- 3.8 Many boarders in the questionnaire said they were unhappy with the balance of free time and activities. Inspectors found there is an extensive programme of activities on offer and in discussions boarders said they had sufficient opportunities to relax and unwind. A range and choice of safe recreational areas including individual outdoor spaces designated for each boarding house is also available. Boarders say there are many safe areas where they can go to be alone if they wish including quiet spaces in the chapel, grounds and gardens. Daily newspapers, the internet and televisions allow boarders access to information about events in the world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Appropriate written policies and procedures for health and safety which meet legal requirements are in place and are effectively implemented. The premises, accommodation and facilities provided are maintained to a high standard to ensure the health, safety and welfare of boarders. [NMS 6]
- 3.11 The school complies with fire safety requirements. Regular checks and maintenance are correctly carried out and recorded. Fire drills take place in boarding time and are properly logged. [NMS 7]
- 3.12 Arrangements to safeguard and promote the welfare of boarders are in place and meet official guidance. Staff have received regular internal and external training at the appropriate level for their responsibilities, including a thorough induction process for new staff. Boarders with positions of responsibility receive safeguarding and leadership training. Boarding staff implement the procedures to safeguard boarders and the school has developed and maintains positive links with the local authority designated officer. The governor with the responsibility for safeguarding matters liaises with the school's designated officer to present the required annual report and review of the safeguarding policy to be undertaken by the council of the school. [NMS 11]
- 3.13 Appropriate policies and procedures are established to promote good behaviour amongst boarders and these set out clearly the system of rewards and sanctions. A minority of boarders indicated in responses to the questionnaire that rewards and sanctions are not administered consistently by different house staff. Inspectors viewed relevant records and found that misdemeanours are dealt with fairly with equivalent sanctions applied; however sometimes these take place at different times of the day to take into account the routine of the boarders' timetables. Records show that good behaviour is recognised in line with school policy, using a range of rewards such as pizza nights and on-line music vouchers. School records show that sanctions are carefully recorded and regularly monitored by the deputy head pastoral to ensure there is consistency of approach across the boarding houses. Most boarders are clear in their view that bullying is not tolerated but a minority indicated that this was not always the case. In discussion with boarders inspectors concluded that they are and feel safe and their comments are valued. Detailed policies are in place for searching boarders and their possessions in appropriate circumstances. Clear guidance is given as to when restraint may be used, but there have been no incidents requiring restraint to be used over the last three years. [NMS 12]
- 3.14 Safe recruitment procedures are effective and thorough with all required checks and contracts in place, including those through the Disclosure and Barring Service, and are properly recorded in a single central register. Appropriate checks are made on

relevant members of resident staff families who understand their responsibilities as on-site residents and have written agreements with the school. Staff are vigilant in preventing visitors from having unsupervised access to boarding houses. Contractors working on site are suitably briefed and monitored. The school does not appoint guardians. Responses to the questionnaire showed that parents are overwhelmingly satisfied with the care their children receive. Inspectors found that key issues raised through the questionnaire had been acted upon and resolved by the school. . [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 The school publishes a comprehensive statement of boarding principles and practice and this is reinforced in house handbooks. The aims are seen to work, particularly in the relationships between boarders and day pupils and in the integration of international students. [NMS 1]
- 3.17 There is clear management and leadership of the practice and development of boarding with effective links between academic and pastoral staff enhanced by the house tutor system. Boarding staff have relevant experience and training. All required records are maintained and monitored. Formal arrangements for boarding self-evaluation are in the process of being enhanced and fully implemented across all houses. [NMS 13]
- 3.18 All residential staff have comprehensive job descriptions and are appraised bi-annually. There is a thorough induction programme for new staff and opportunities for further training are offered through internal inset training. The provision of external training is available to staff. Boarders are well supervised by an appropriate number of experienced and suitably qualified staff who know where boarders should be. They are fully conversant with the procedures to be followed should a boarder be missing. There is always at least one member of staff sleeping in each boarding house overnight who can be easily contacted should a boarder need assistance. Boarders know who is on duty. Staff accommodation is separate from that of the boarders and any boarder accessing staff accommodation is properly supervised. [NMS 15]
- 3.19 An appropriate policy securing equal opportunities for boarders is effectively implemented and boarders do not experience inappropriate discrimination. The school promotes diversity and tolerance for others. House staff are aware of any boarders who have more demanding timetables for sporting or musical activities or in academic subjects and offer support and guidance. Parents are extremely satisfied with the progress their children make, including those who receive additional support for SEND or EAL, and are delighted with the range and breadth of extra-curricular opportunities offered by the school. [NMS 16]
- 3.20 Many opportunities exist for boarders to contribute their views of boarding but almost half of boarders who completed the questionnaire felt their views are not acted upon. Inspection evidence confirmed that boarders' opinions are noted by the school. Peer mentors have an integral role in listening to and supporting younger pupils. Boarders are encouraged to participate and are not penalised for raising a concern or making a complaint. [NMS 17]
- 3.21 The complaints policy for parents complies with regulations and is available on the school's website or on request. Complaints received are carefully considered and

correspondence outlining the concerns raised and their resolution is efficiently recorded. [NMS 18]

3.22 Chapel prefects, house prefects and peer mentors receive induction training and staff support to enable them, and the school and lower school councils, to contribute appropriately to the smooth running of the houses and the school. [NMS 19]

3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]