| Organisation name | Abbey College in Malvern |
|---|---|
| Inspection date | 26–27 September 2017 |

| Section standard | Met | Not met |
|---|:---:|:---:|
| **Management:** The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*. | ☒ | ☐ |
| **Resources and environment:** The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff. | ☒ | ☐ |
| **Teaching and learning:** Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme. | ☒ | ☐ |
| **Welfare and student services:** The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students. | ☒ | ☐ |

| Care of under 18s section | N/a | Met | Not met |
|---|:---:|:---:|:---:|
| There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. | ☐ | ☒ | ☐ |

**Recommendation**

We recommend continued accreditation with a spot check within 12 months focusing on the school's management following the change of principal.

**Summary statement**

The British Council inspected and accredited Abbey College in Malvern in September 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private boarding school offers residential courses in general and academic English for adults and under 18s and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, learning resources, teaching, and care of students.

The inspection report stated that the organisation met the standards of the Scheme.

**Organisation profile**

| Inspection history | Dates/details |
|---|---|
| First inspection | 1986 |
| Last full inspection | 9–10 July 2013 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Foundation medical courses, GCSE and A-level courses |
| Other related accredited schools/centres/affiliates | None |
| Other related non-accredited schools/centres/affiliates | Abbey College in Prague, which provides a foundation medical course within Charles University, Prague. |

**Private sector**

| | |
|---|---|
| Date of foundation | 1979 |
| Ownership | Name of company: Abbey College in Malvern Limited, company number 08661073 |
| Other accreditation/inspection | Ofsted |

**Premises profile**

| | |
|---|---|
| Address of main site | 253 Wells Road, Malvern Wells WR14 4JF |
| Details of any additional sites in use at the time of the | None |
| Details of any additional sites not in use at the time of the inspection | None |
| Profile of sites visited | The school is set in 70 acres of grounds on the edge of the Malvern Hills. The buildings originally housed a girls' boarding school established in the nineteenth century. The premises consist of a main building with administrative offices, student services, accommodation for students and staff, a library and ICT suite and student relaxation facilities. There is a separate main teaching block, a science block with three laboratories, staff rooms and a sick bay, an art studio, an assembly hall, a sports hall and five residential boarding houses. In the wooded grounds are tennis courts, football and sports pitches, and an outdoor swimming pool, although the latter was out of use throughout the summer of 2017 because of operational difficulties. |

| Student profile | At inspection | In peak week: July (organisation's estimate) |
|---|---|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 83 | 100 |
| **ELT/ESOL students** (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 0 | 0 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 2 | 0 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 52 |
| Part-time ELT aged 18 years and over | 4 | 78 |
| Part-time ELT aged 16–17 years | 21 | 0 |
| Part-time ELT aged under 16 years | 9 | 0 |
| **Overall total** ELT/ESOL students shown above | **36** | **130** |
| Junior programmes: advertised minimum age | 14 | 8 |
| Junior programmes: actual minimum age | 13 | 8 |
| Junior programmes: advertised maximum age | 19 | 18 |
| Junior programmes: actual maximum age | 20 | 17 |

| Junior programmes: predominant nationalities | Vietnamese, Chinese, Iranian, Uzbeki | French, Spanish, Italian, Saudi, Kazakh |
|---|---|---|
| Adult programmes: advertised minimum age | N/a | N/a |
| Adult programmes: actual minimum age | N/a | N/a |
| Adult programmes: typical age range | N/a | N/a |
| Adult programmes: typical length of stay | N/a | N/a |
| Adult programmes: predominant nationalities | N/a | N/a |
| Number on PBS Tier 4 General student visas | 3 | 0 |
| Number on PBS Tier 4 child visas | 31 | 6 |
| Number on short-term study visas | 2 | 25 |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|---|---|---|
| Total number of teachers on eligible ELT courses | 2 | 8 |
| Number teaching ELT 20 hours and over a week | 1 | |
| Number teaching ELT 10–19 hours a week | 1 | |
| Number teaching ELT under 10 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 6 | |
| Total number of support staff | 9 | |

**Academic manager qualifications profile**

| Profile at inspection | |
|---|---|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 2 |
| Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category) | 0 |
| **Total** | 2 |
| Comments | |

The ELT academic management team consists of the director of studies (DoS) (EFL) who teaches 12x45-minute lessons per week and the current principal who was not timetabled to teach. There is also a director of academic studies (DoAS), who coordinates the school's non-EFL provision.

**Teacher qualifications profile**

| Profile in week of inspection | |
|---|---|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 1 |
| TEFLI qualification | 1 |
| Holding specialist qualifications only (specify) | 0 |
| YL initiated | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category) | 0 |
| **Total** | 2 |
| Comments | |

The teaching team includes the DoS (EFL) who is timetabled to teach every day. In summer 2017, 13 EFL teachers were employed over the ten-week period the summer school operated. From the staff files sampled, the summer teachers appear to have been appropriately qualified and experienced.

**Course profile**

| Eligible activities | Year round | | Vacation | | Other - N/a | |
|---|---|---|---|---|---|---|
| | Run | Seen | Run | Seen | Run | Seen |
| General ELT for adults | ☒ | ☒ | ☒ | ☐ | ☐ | ☐ |
| General ELT for juniors (under 18) | ☒ | ☒ | ☒ | ☐ | ☐ | ☐ |
| English for academic purposes (excludes IELTS preparation) | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ |
| English for specific purposes (includes English for Executives) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Teacher development (excludes award-bearing courses) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| ESOL skills for life/for citizenship | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Comments |
|---|

There are four main strands to the school's ELT provision.
1. During the academic year most students follow general English and examination preparation courses (IELTS or other external examinations) over several terms to support A-level, foundation or GCSE courses according to their levels and educational goals. The advertised age range during the academic year is 14 to 19.
2. For students wishing to study for shorter periods during the academic year, English Plus courses provide general English language lessons combined with add-on subject areas, for instance business, science or IT. Students are mixed in classes with academic year students but course start and finishing dates are flexible.
3. From June through August the summer school provides junior and teenage students (aged eight to 18) with 16 hours of general English per week.
4. Tailor-made courses for closed groups can be provided throughout the year. For all courses additional one-to-one lessons are available on request.

**Accommodation profile**

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|---|---|
| Types of accommodation | Adults | Under 18s |
| *Arranged by provider/agency* | | |
| Homestay | 0 | 0 |
| Private home | N/a | N/a |
| Home tuition | N/a | N/a |
| Residential | 4 | 32 |
| Hotel/guesthouse | N/a | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | N/a | N/a |
| *Arranged by student/family/guardian* | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 0 | N/a |
| | | |
| **Overall totals adults/under 18s** | 4 | 32 |
| **Overall total adults + under 18s** | 36 | |

**Introduction**

Abbey College is a residential school which, during the academic year, provides secondary school-age international students with courses leading to qualifications that enable them to progress to higher education in the UK. The academic year is divided into three terms and most students enrol for one or more years. All students receive appropriate English language support as part of their courses, apart from a small number who have already

achieved the minimum language level required to progress the next course within the school or to their destination institution. The school also offers shorter specialist and group courses, and a general English summer school for students aged eight to 18 from mid June to the end of August.

This inspection was conducted by two inspectors and lasted two days during the second week of the new academic year. A handover period between the school's outgoing and new principals was in progress. Both attended most management meetings together during the inspection.

A few days before the inspection the recently appointed welfare manager resigned because of a family emergency. Until a replacement could be appointed, her roles had been taken over by the director of student experience (DSE) who lives on site and two residential staff.

The inspectors had meetings with the principal, the director of studies (DoS), the director of student experience, the bursar, the academic registrar, and the director of academic subjects (DoAS). They each observed the three EFL teachers separately, checked documents, toured the premises and facilities including the boarding accommodation and held meetings with the teachers and groups of younger and older students.

## Management

### Legal and statutory regulations

| Criteria | See comments |
|---|---|
| M1 Declaration of compliance | ☒ |

| Comments |
|---|
| M1 The items sampled were satisfactory. |

### Staff management

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M2 Management structure | ☐ | ☒ | ☐ | ☒ | ☐ |
| M3 Duties specified | ☐ | ☒ | N/a | ☐ | |
| M4 Communication channels | ☐ | ☒ | ☒ | ☒ | ☐ |
| M5 Human resources policies | ☐ | ☒ | ☐ | ☒ | |
| M6 Qualifications verified | ☐ | ☒ | N/a | ☒ | ☐ |
| M7 Induction procedures | ☐ | ☒ | ☒ | ☒ | |
| M8 Monitoring staff performance | ☐ | ☒ | ☐ | ☒ | |
| M9 Professional development | ☐ | ☒ | ☒ | ☒ | |

| Comments |
|---|
| M2 The management structure is clear. The school is owned by the director. He plays no part in its day-to-day management but has his own staff and office on site, from where he manages other business interests. |

M4 Communication channels within the ELT operation and the school as a whole are good. Because student numbers are small, a good deal of communication is conducted informally. In addition, there are scheduled brief daily meetings between the principal, DoS, DoAS and DSE, weekly teachers' meetings for ELT and subject teachers, twice-weekly assemblies and monthly academic, health and safety and senior management meetings. All longer meetings are minuted.
M5 Appropriate human resource policies are implemented for all staff. The bursar oversees these and ensures they comply with relevant legislation.
M6 EFL teachers are interviewed and appointed by the DoS, and subject teachers by the DoAS. Sampling of staff files showed they were comprehensive and up to date.
M7 The school carries out the thorough induction of all new staff. There are induction checklists for five categories of year-round staff and a separate checklist for summer school teachers. The checklist is signed off by the manager and new employee when the induction is complete.
M8 All year-round staff have an annual performance appraisal with their line manager, and records of these were seen for all the EFL and subject teachers, who also receive feedback from their observations. However, the principal had not had a formal performance appraisal with the director, who is his line manager.
M9 There is a teacher development policy and evidence of appropriate and regular training for individuals in all

categories of staff in response to general needs and those identified in individuals' performance appraisals. These have recently included safeguarding, fire safety, first-aid and food hygiene training. (See also comments for T10)

**Student administration**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M10 Administrative staff and resources | ☐ | ☒ | ☐ | ☐ | |
| M11 Information on course choice | ☐ | ☒ | ☐ | ☐ | |
| M12 Enrolment procedures | ☐ | ☒ | ☐ | ☐ | |
| M13 Contact details | ☐ | ☒ | ☐ | ☒ | |
| M14 Student attendance policy | ☐ | ☒ | ☒ | ☒ | |
| M15 Students asked to leave course | ☐ | ☒ | ☐ | ☒ | |

| Comments |
|---|

M13 All contact details for students are recorded and accessible to relevant staff. Since September 2017, the school has insisted that all students aged under 16 also have a UK point of contact: either a guardian or resident relative.
M14 A hundred per cent attendance and punctuality at all lessons and at daily registration (08:00) is expected. Registers are taken for all lessons, any absences are promptly followed up and attendance data is entered onto the school management system by the end of each day.
M15 The conditions and procedures under which a student may be asked to leave the course (suspension or expulsion) are clearly set out in pre-arrival documents, during induction and in the student handbook.

**Quality assurance**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M16 Action plan | ☐ | ☒ | N/a | ☐ | ☐ |
| M17 Continuing improvement | ☐ | ☒ | ☒ | ☒ | |
| M18 Student feedback and action | ☐ | ☒ | ☐ | ☒ | ☐ |
| M19 Staff feedback and action | ☐ | ☒ | ☐ | ☒ | |
| M20 Complaints and action | ☐ | ☒ | ☐ | ☒ | ☐ |

| Comments |
|---|

M17 A detailed analysis of year-round student feedback 2015-16 was presented and a similar analysis of 2016-17 is under way. A student council and also a student food council regularly provide management with suggestions for improvements. For the summer school, there is an end-of-summer school management meeting with action points for the following year, with separate written reports from the summer school manager and the DoS.
M18 Both written and oral feedback from students is regularly sought. Year-round students complete an end-of-year feedback form with a member of staff, have regular tutorials and elect representatives to the monthly student council and food council. For the summer school there are end-of-first week and end-of-course questionnaires and also a group leader feedback questionnaire. However, while action taken in response to feedback was recorded in some cases, it was not recorded in all cases.
M19 Year-round staff are invited to provide feedback at regular minuted staff meetings. Summer school staff complete a two-page end-of-course questionnaire and also a materials evaluation form in which they review the summer course materials.
M20 Notices in the boarding houses and in the student handbooks explain the school's complaints procedure. Complaints, including those from parents, agents and neighbours, and action taken, are recorded in a file.

**Publicity**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M21 Accessible accurate language | ☐ | ☒ | ☐ | ☐ | |
| M22 Realistic expectations | ☒ | ☐ | ☐ | ☒ | |
| M23 Course descriptions | ☐ | ☒ | ☐ | ☐ | |
| M24 Course information | ☒ | ☐ | N/a | ☒ | |

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M25 Costs | ☐ | ☒ | ☐ | ☒ | |
| M26 Accommodation | ☐ | ☒ | ☐ | ☐ | ☐ |
| M27 Leisure programme | ☐ | ☒ | ☐ | ☐ | ☐ |
| M28 Staff qualifications | ☐ | ☒ | N/a | ☐ | ☐ |
| M29 Accreditation | ☐ | ☒ | N/a | ☒ | ☐ |

**Comments**

M22 Publicity is generally accurate and raises realistic expectations. It uses authentic photographs of students and school facilities. However, the website, main and summer brochures and pre-arrival guide advertise the outdoor swimming pool and none indicated that this was out of use during summer 2017. The summer-school brochure shows only single beds but inspectors were told that the majority of beds were doubled up in summer to make bunk beds. The summer section of the website shows a range of bedrooms including one with bunk beds. The website includes a 'pie-chart' showing students' nationalities for 'June 2015 to 2016 - All Courses'. This combines summer school and academic year nationalities when, in fact, the nationality mixes in summer and during the academic year are very different. It is not clear that most students in the summer school come in groups from European countries but during the academic year almost all students are from outside Europe, mainly from Asia.
M24 One 20-year-old student was enrolled on a foundation course. The brochure states that the school's AS, A-level and foundation courses are for the age range 16 to 19. Publicity states that year-round the minimum age is 14 but a 13 year-old student was enrolled at the time of the inspection.
M25 Almost all the costs required by this criterion are clearly shown. The approximate cost of course-related examination fees is not given on the 2017–18 'Fees List and Term Dates' sheet or on the website under 'Fees', but it is shown on a proof seen of the 2018–19 fees sheet. The approximate cost of compulsory coursebook purchases is not shown on the Fees List or on the website.
M29 The website and print publicity use an older version of the Accreditation Scheme marque.

**Management summary**

The provision meets the section standard. The school is managed efficiently by experienced staff to the benefit of its students. The information given in publicity is generally accurate but there are a few weaknesses that need to be addressed: the school does not adhere strictly to its stated maximum and minimum ages, and a small number of photographs or charts could raise unrealistic expectations. *Staff management* is an area of strength.


## Resources and environment

**Premises and facilities**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| R1 Adequate space | ☐ | ☒ | ☒ | ☒ | |
| R2 Condition of premises | ☐ | ☒ | ☐ | ☒ | |
| R3 Classrooms and learning areas | ☐ | ☒ | ☐ | ☐ | |
| R4 Student relaxation areas and food | ☐ | ☒ | ☒ | ☒ | ☐ |
| R5 Signage and display | ☐ | ☒ | ☐ | ☒ | ☐ |
| R6 Staffroom(s) | ☐ | ☒ | ☐ | ☒ | ☐ |

**Comments**

R1 The premises and outside areas provide a spacious, attractive and comfortable environment for students and staff to work and relax in. Up to nine classrooms are available in the main teaching block with others nearby if needed.
R2 The premises and outside areas are clean and most areas are reasonably well maintained. Inside, the state of decoration ranges from good to adequate. Some classrooms and rooms in the boarding houses would benefit from redecoration. Although the the swimming pool was not in use throughout the whole summer because of operational difficulties, the grounds are generally tidy and well maintained.
R4 The school has excellent space and facilities inside and out for relaxation. There is a canteen, a large assembly hall with a stage, a snooker room, a games and TV room, a small common room without a TV, a main common room with table tennis, table football, a large TV and a piano, a gym and weight-training room, a sports hall and a 20-seat cinema. Outside there are four tennis courts, a football field and sports areas in the extensive grounds.
R5 There is clear signage and ample display boards in the classrooms, public areas and boarding houses

R6 The EFL teachers working during the inspection usually prepared their lessons and marked homework in their own classrooms, which are near the DoS's office with its supply of appropriate teaching materials. In a nearby building is a general staffroom with suitable spaces for preparation and marking, a comfortable relaxation area, a staff kitchen and wc. This also houses a further, more extensive store of teaching and learning materials.

### Learning resources

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| R7 Learning materials for students | ☐ | ☒ | ☐ | ☒ | |
| R8 Resources for teachers | ☐ | ☒ | ☒ | ☒ | |
| R9 Educational technology | ☐ | ☒ | ☐ | ☒ | |
| R10 Self-access facilities | ☐ | ☒ | ☒ | ☒ | ☐ |
| R11 Library/self-access guidance | ☐ | ☒ | ☒ | ☒ | ☐ |
| R12 Review and development | ☐ | ☒ | ☐ | ☐ | |

| Comments |
|---|

R7 Students are issued with books and other learning materials appropriate to their courses.
R8 There is a good range of up-to-date materials and resources for teachers, including coursebooks, resource and methodology books, examination practice materials, and in-house materials. The latter include excursion texts and questionnaires stored on the school's central management system.
R9 All classrooms are equipped with computers, projectors and speakers, and some have interactive whiteboards. New teachers' inductions include, if necessary, appropriate training. They have access to three photocopiers and a printer. Technical support is available in-house, and externally.
R10 The school has a spacious pleasant library and adjacent IT suite for quiet study and self-access work. The full-time librarian has more than 20 years' experience at the school. The library has a suitable stock of subject and EFL reference books including dictionaries, cultural and examination materials and graded readers.
R11 Teachers bring their classes to the library regularly, to show them what resources it offers and encourage independent research and learning.

### Resources and environment summary

The provision meets the section standard. A good range of learning materials is available to support and enhance the studies of students enrolled in the school. Although some rooms would benefit from redecoration, the premises overall provide an appropriate, attractive and comfortable environment for students and staff. *Learning resources* is an area of strength.


## Teaching and learning

### Academic staff profile

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T1 General education (and rationales) | ☐ | ☒ | N/a | ☐ | |
| T2 ELT/TESOL teacher qualifications | ☐ | ☒ | ☐ | ☐ | |
| T3 Rationales for teachers | ☐ | ☐ | N/a | ☐ | ☒ |
| T4 Profile of academic manager(s) | ☐ | ☒ | ☒ | ☒ | ☐ |
| T5 Rationale for academic manager(s) | ☐ | ☐ | N/a | ☐ | ☒ |

| Comments |
|---|

T4 The DoS has 28 years' ELT teaching and academic management experience overseas and in the UK. During the academic year, as well as his academic management duties he is timetabled to teach every day. He works closely with the DoAS. The current principal and one of the teachers are TEFLQ and can provide support if needed.

**Academic management**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T6 Deployment of teachers | ☐ | ☒ | ☐ | ☐ | ☐ |
| T7 Timetabling | ☐ | ☒ | ☐ | ☐ | |
| T8 Cover for absent teachers | ☐ | ☒ | ☐ | ☐ | |
| T9 Continuous enrolment | ☐ | ☒ | ☐ | ☒ | ☐ |
| T10 Formalised support for teachers | ☐ | ☒ | ☐ | ☒ | ☐ |
| T11 Observation and monitoring | ☐ | ☒ | ☐ | ☒ | ☐ |

Comments

T9 There is continuous enrolment only during the summer school, when students can stay for from two to ten weeks. The summer school course is designed to accommodate weekly changes in class composition.
T10 There is start-of-term and periodic in-service training for the year-round teachers, including the subject teachers. EFL teachers also receive external training to teach to the requirements of examinations. The academic manager provides individual teachers with advice and support. During the summer of 2017, in addition to their inductions, there were four training workshops for the summer school teachers.
T11 Teachers are observed regularly by the DoS and given constructive oral and written feedback.

**Course design and implementation**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T12 Principled course structure | ☐ | ☒ | ☐ | ☒ | |
| T13 Review of course design | ☐ | ☒ | ☐ | ☐ | |
| T14 Course outlines and outcomes | ☐ | ☒ | ☒ | ☒ | |
| T15 Study and learning strategies | ☐ | ☒ | ☐ | ☒ | |
| T16 Linguistic benefit from UK | ☐ | ☒ | ☒ | ☒ | |

Comments

T12 Most courses during the academic year are designed to prepare students for IELTS or other external general English examinations. The summer school courses, available at five levels from elementary to advanced, are topic based and focus on communicative skills.
T14 The year-round course structures and contents are explained to students at induction, and there is a weekly review and a Sunday evening compulsory 'prep' period when students prepare for the coming week. Summer school students are given a booklet every week which covers that week's topic.
T15 Year-round courses emphasise the importance of independent learning as a necessary skill for when students progress to higher education. They include the development of language awareness, research and independent study skills.
T16 Students are encouraged to develop their language skills outside the classroom through the social and activity programmes and clubs, the use of school resources such as the library and IT suite, occasional sports matches against local schools, community service at a local nature reserve and by designated 'English only' zones where only English is allowed. The school rules stress the importance of respecting other students and speaking only English when other nationalities are around.

**Learner management**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T17 Placement for level and age | ☐ | ☒ | ☐ | ☐ | ☐ |
| T18 Monitoring students' progress | ☐ | ☒ | ☒ | ☒ | |
| T19 Examination guidance | ☐ | ☒ | ☐ | ☐ | ☐ |
| T20 Assessment criteria | ☐ | ☐ | ☐ | ☐ | ☒ |
| T21 Academic reports | ☐ | ☒ | ☒ | ☒ | |
| T22 Information on UK education | ☐ | ☒ | ☐ | ☒ | ☐ |

## Comments

T18 There are effective systems for monitoring and recording students' progress throughout the year. Students have weekly group tutorials and regular one-to-one meetings with personal tutors, and their marks from mid- and end-of-term exams and tests are tracked on spreadsheets and discussed individually. A student support session after breakfast every morning is available to give individuals help with areas identified as needing further work.

T21 The parents or guardians of year-round students are sent reports four times a year: at the end of each term and also mid-term in the autumn. Teachers receive training and guidance in writing reports, which follow a template and are checked and approved by the DoS (EFL) and DoAS before being sent out. Summer school students receive a certificate of attendance and an academic report.

T22 The DoAS and other staff provide students who need it with individual support and guidance on choosing suitable universities for their chosen courses.

## Classroom observation record

| Number of teachers seen | 3 |
| Number of observations | 6 |
| Parts of programme(s) observed | Classes of juniors and seniors and a one-to-one lesson. |

### Comments

Both inspectors observed each of the three EFL teacher separately.

## Classroom observation

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T23 Models and awareness of English in use | ☐ | ☒ | ☐ | ☒ | |
| T24 Appropriate content | ☐ | ☒ | ☒ | ☒ | |
| T25 Learning outcomes | ☐ | ☒ | ☐ | ☒ | |
| T26 Teaching techniques | ☐ | ☒ | ☒ | ☒ | |
| T27 Classroom management | ☐ | ☒ | ☐ | ☒ | |
| T28 Feedback to students | ☐ | ☒ | ☒ | ☒ | |
| T29 Evaluating student learning | ☐ | ☒ | ☐ | ☐ | |
| T30 Student engagement | ☐ | ☒ | ☒ | ☒ | |

### Comments

T23 All the teachers demonstrated a good knowledge of the linguistic systems and use of English, graded their language well and were sensitive to first-language interference. They provided sound explanations and accurate spoken and written models, although it would sometimes have been helpful to include more linguistic information in the written models provided.

T24 Thoughtful student profiles appended to lesson plans demonstrated that the content of lessons had been carefully selected by teachers to match their students' aims and needs.

T25 The intended learning outcomes of lessons were not always expressed as such on lesson plans. However, the content and the sequence of activities in a lesson were usually communicated to the students at the start.

T26 A good range of appropriate teaching techniques was employed, including skilful elicitation, personalisation of language, controlled oral practice, check questioning and monitoring.

T27 Although classroom seating was arranged in rows, the teachers were able to manage group and pairwork successfully and used classroom resources and learning materials effectively.

T28 Teachers provided their students with appropriate and timely feedback on their performance. They were particularly good at providing praise and encouragement when it was deserved, and used suitable correction techniques such as delayed correction, peer correction and prompted self correction.

T30 Learning activities were selected and appropriately paced to create a purposeful and positive learning atmosphere. There was good rapport between the teachers and their students, who were evidently engaged in, and enjoying, their lessons.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to excellent with the majority of lesson segments observed being good or very good. It was well focused on the needs and aims of the students, which the teachers understood and responded to well. An appropriate range of teaching techniques was used to provide students with positive feedback and to ensure they were purposefully engaged in their lessons.

**Teaching and learning summary**

The provision meets the section standard and exceeds it in some respects. The teachers are appropriately qualified and experienced and are given sufficient support to ensure that their teaching meets the needs of their students. The year round and summer programmes of learning are designed and managed for the benefit of the students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.


## Welfare and student services

### Care of students

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W1 Safety and security onsite | ☐ | ☒ | ☐ | ☒ | |
| W2 Pastoral care | ☐ | ☒ | ☒ | ☒ | |
| W3 Personal problems | ☐ | ☒ | ☐ | ☐ | |
| W4 Dealing with abusive behaviour | ☐ | ☒ | ☒ | ☒ | |
| W5 Emergency contact number | ☐ | ☒ | N/a | ☐ | ☐ |
| W6 Transport and transfers | ☐ | ☒ | ☐ | ☐ | ☐ |
| W7 Advice | ☐ | ☒ | ☒ | ☒ | |
| W8 Medical and dental treatment | ☐ | ☒ | N/a | ☐ | |

| Comments |
|---|

W1 Safety and security are taken very seriously. Fire drills are carried out in boarding houses whenever students are new to the property. There are detailed fire risk assessments and records of regular fire drills for all buildings. A range of other risk assessments relating to premises is also on file, although the process for reviewing these is not clear. The college is on a very open campus and easily accessible to the public. Appropriate security measures are in place, including signing-in procedures. In term time staff and student numbers are small enough for any non-staff member to be easily recognised and students wear uniforms; in summer staff and group leaders wear colour-coded badges.

W2 All staff are encouraged to be aware of students' potential needs and who to refer issues to. Students see a personal tutor at least twice a term, and tutorials have a pastoral as well as academic focus. The DoS and DSE both have clearly defined welfare roles and responsibilities, as do houseparents. There is a buddying system for new students.

W4 In addition to its anti-bullying policy and full engagement with issues related to the Prevent strategy, the college has a behavior management policy, which is supported and reported on by a committee chaired by the DoS. Care is also taken to identify and reward good behavior. Information on all related policies is widely available and clearly part of the college ethos.

W7 Students receive comprehensive and up-to-date information on all appropriate areas through pre-arrival information, induction and the academic student handbook, as well as through noticeboards throughout the college.


### Accommodation profile

| Comments on the accommodation seen by the inspectors |
|---|

Three of the five boarding houses on campus were visited; all were in use during the inspection. Shelsey/Wells consists of two interlinked houses, which were in use for girls, with over and under 18s in different parts of the building. Graham House/Cottage are similarly interlinked houses and were in use for boys under and over 18 respectively. All houses provide predominantly single but some twin rooms, a few with washbasins. The majority of rooms in Shelsey/Wells, and some in Graham House/Cottage are en-suite; communal facilities are shared between nine students in the girls', and fifteen in the boys' houses. There are common areas in all houses. Houseparents – two in Shelsey/Wells and three in Graham House/Cottage – occupy private accommodation within the houses. In summer, the majority of beds are doubled up into bunks to accommodate larger numbers.

No homestays were visited; homestays are used very rarely and only for students aged 16 plus.


### Accommodation: all types

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W9 Services and facilities | ☐ | ☒ | ☐ | ☒ | ☐ |

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W10 Accommodation inspected first | ☐ | ☒ | ☐ | ☒ | ☐ |
| W11 Accommodation re-inspected | ☐ | ☒ | ☐ | ☒ | ☐ |
| W12 Accommodation registers | ☒ | ☐ | ☐ | ☒ | ☐ |
| W13 Information in advance | ☐ | ☒ | ☐ | ☐ | ☐ |
| W14 Student feedback | ☐ | ☒ | ☐ | ☒ | ☐ |
| W15 Meals in homestay/residences | ☐ | ☒ | ☐ | ☒ | ☐ |

**Comments**

W9 Boarding rooms vary in size and layout, and some are en-suite. All offer appropriate facilities; in summer bunk beds are made up from standard-sized single beds and allocated appropriately. Some areas of the houses visited are rather shabby and tired, but all houses were very clean throughout.

W10 The college has a very small list of established homestay providers, all of whom had been inspected before any students were placed with them.

W11 There is a system in place for re-inspection of homestays, and all those on the list were in need of re-inspection before a student could be placed. This was noted on homestay records. There are frequent and regular room checks in boarding houses, often as a part of behaviour and/or maintenance issues.

W12 Although records of room checks vary and are not systematically kept, rooming lists in each house provide records of regular bed checks. There was no evidence that fire risk assessments for homestay providers had been checked.

W14 Students are asked about their accommodation in the first week. Any practical issues are picked up through maintenance reporting systems, and other issues are referred to relevant staff. Although some meeting minutes reflect this process, actions taken in response to feedback are not always formally recorded.

W15 Students in the focus groups were generally appreciative of the food offered.

**Accommodation: homestay**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W16 No more than four students | ☐ | ☒ | N/a | ☐ | ☐ |
| W17 Rules, terms and conditions | ☐ | ☒ | ☐ | ☐ | ☐ |
| W18 Shared bedrooms | ☐ | ☒ | N/a | ☐ | ☐ |
| W19 Students' first language | ☐ | ☒ | N/a | ☐ | ☐ |
| W20 Language of communication | ☐ | ☒ | N/a | ☐ | ☐ |
| W21 Adult to welcome | ☐ | ☒ | N/a | ☐ | ☐ |

**Comments**

None.

**Accommodation: residential**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W22 Cleaning | ☐ | ☒ | ☒ | ☒ | ☐ |
| W23 Health | ☐ | ☒ | ☐ | ☐ | ☐ |

**Comments**

W22 All areas of the houses visited were spotlessly clean throughout. Shared bathroom facilities and common areas are cleaned and bins emptied daily. Rooms are vacuumed at least once a week and all cleaning is recorded on sheets posted on the backs of doors.

**Accommodation: other**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W24 Information and support | ☐ | ☐ | ☐ | ☐ | ☒ |
| W25 Other accommodation | ☐ | ☐ | N/a | ☐ | ☒ |

| Comments |
| --- |
| None. |

**Leisure opportunities**

| Criteria | Not met | Met | Strength | See comments | N/a |
| --- | --- | --- | --- | --- | --- |
| W26 Information and access | ☐ | ☒ | ☐ | ☒ | |
| W27 Leisure programmes | ☐ | ☒ | ☐ | ☒ | ☐ |
| W28 Health and safety | ☐ | ☒ | ☐ | ☒ | ☐ |
| W29 Responsible person | ☐ | ☒ | ☐ | ☐ | ☐ |

| Comments |
| --- |
| W26 Students have regular access to sports activities, as well as clubs representing a wide range of interests. <br> W27 The leisure programme includes regular excursions, some of which are optional, a weekly trip to Malvern, and a range of activities and events. <br> W28 Risk assessments are produced for every activity, and these are regularly reviewed on an informal basis. Feedback is taken from staff after many events, although it is not clear how this feeds into the review process. The excursions policy provides guidelines for both planning and accompanying trips. |

**Welfare and student services summary**

| The provision meets the section standard and exceeds it in some respects. Arrangements for safety, security and pastoral care are comprehensive and known to all staff. Accommodation is of a satisfactory standard and accommodation systems are generally adequate, although records for homestay accommodation require updating. Leisure activities are appropriate and effectively managed. *Care of students* is an area of strength. |
| --- |

## Care of under 18s

| Criteria | Not met | Met | Strength | See comments | N/a |
| --- | --- | --- | --- | --- | --- |
| C1 Safeguarding policy | ☐ | ☒ | ☒ | ☒ | ☐ |
| C2 Guidance and training | ☐ | ☒ | ☒ | ☒ | ☐ |
| C3 Publicity | ☐ | ☒ | ☐ | ☐ | ☐ |
| C4 Recruitment procedures | ☐ | ☒ | N/a | ☐ | ☐ |
| C5 Safety and supervision during scheduled lessons and activities | ☐ | ☒ | ☐ | ☒ | ☐ |
| C6 Safety and supervision outside scheduled lessons and activities | ☐ | ☒ | ☐ | ☐ | ☐ |
| C7 Accommodation | ☐ | ☒ | ☐ | ☒ | ☐ |
| C8 Contact arrangements | ☐ | ☒ | N/a | ☐ | ☐ |

| Comments |
| --- |
| The majority of students are under 18, but some reach 18, 19 or, exceptionally, 20 during their stay. At the time of the inspection, there were four students aged 18 plus. <br> C1 The college safeguarding policy is clear and comprehensive, having evolved over time and with the benefit of expert input. It is linked to a range of relevant college policies and procedures and includes comprehensive safe recruitment checks. <br> C2 All staff are trained to a minimum of basic level. The DSL and deputy DSL have both completed specialist level training. The deputy DSL and the DoS are trained in safer recruitment. <br> C5 Students aged 18 and over are taught separately. <br> C7 All accommodation arrangements are appropriate, and rules and guidelines are clear to parents, students and staff. Under 18s are accommodated separately from those under 18. Following the departure of the welfare manager, the college acted quickly to put appropriate cover arrangements in place, including residential staff in all occupied houses. No homestays are currently in use; however, host guidelines include details of rules and procedures. |

**Care of under 18s summary**

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the college as well as during leisure activities. The safeguarding policy is comprehensive and well supported through training and links to other policies and procedures.