

Organisation name	Malvern House International, London
Inspection date	13–15 August 2019

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 and S5 have been addressed.

### Summary statement

The British Council inspected and accredited Malvern House International, London in August 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+), young people (16+) and under 18s.

Strengths were noted in the areas of learning resources, course design, learner management, care of students, and leisure opportunities.

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

## Introduction

Malvern House was established in 1999. Since the last inspection in 2015 the organisation's head office has moved from Dublin to Singapore. A dedicated 24-hour customer service and bookings team has also been created, located in Nepal. A new principal and director of studies have been in place since 2017.

At the time of inspection, in the morning, seven General English classes were running, as well as one professional English class and two exam classes. Three skills modules were taking place in the middle of the day. In the afternoon four General English classes were running, and one student was following a one-to-one course. Four closed group classes were taking place at the school's summer annex.

The inspection took place over three days. The inspectors held meetings with the principal, the director of studies, the assistant director of studies, the head of enrolments, and the head of student services. Focus group meetings were held with staff, students, and group leaders. One inspector visited three residences and the school's summer annex. The inspectors observed 17 teachers who were teaching in the week of the inspection.

## Address of main site/head office

200 Pentonville Road, London N1 9JP

## Description of sites visited

The main site is located on one floor of a modern office block plus a ground floor reception lobby a five-minute walk from Kings Cross station. The premises consist of 19 classrooms, an open-plan student lounge, a study centre, a teachers' room, and offices for academic managers and administrative staff. There is also access to an outside courtyard area.

The school also runs closed-group classes at The Garden Halls, University of London, which is a 15-minute walk from the main school. This annex provides seven appropriately sized classrooms and ample student relaxation space.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school runs general English courses year round, students can study 15, 20 or 25 hours per week. Preparation courses for IELTS and external general English examinations are also run. One-to-one tuition and professional English are also offered. Evening classes take place during the academic year.

Students aged 16 and 17 can enrol on adult courses. Under 16s are only accepted as part of a group.

## Management profile

The school is managed by the principal. There is a head of enrolments and head of student services, supported by a customer service team in Nepal. The director of studies is responsible for the teachers, assisted by an assistant director of studies. There is a centre manager in place in the school's summer annex.

## Accommodation profile

The school offers accommodation in homestays and residences. All accommodation placement is handled by the central booking team at the time of enrolment. A manager in London deals with any issues that might arise once students have arrived at their accommodation. During the year Malvern House has access to a fixed number of rooms in two residences; one residence is next to the school, the other is a 20-minute walk from the school. Both

residences are self-catering with single ensuite rooms. The school also uses the Garden Halls premises owned by the University of London for a closed group. Students are taught and accommodated on site. All rooms in the Garden Halls are single ensuite. Apart from the closed group, all under 18s are placed in homestays unless alternative arrangements have been made by a parent or guardian. Homestay accommodation is organised through three agencies registered with the British Council. One inspector visited two residences and had telephone conversations with two of the accommodation agencies. Another inspector visited the Garden Halls residential accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values and publicity. Administration is effective but systems of collecting feedback need attention.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable environment. A wide range of learning resources is available. Students and staff are provided with comprehensive guidance on the resources provided. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Students receive good guidance and support. Courses are well structured and managed to provide maximum benefit to students. The teaching observed met the requirements of the Scheme. *Course design and implementation* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for, are provided with relevant information and advice and accommodation is entirely satisfactory. Students are offered a varied and interesting leisure programme, enabling them to get the most out of being in London. *Care of students*, and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. A detailed safeguarding policy is in place and the school carries out its duty of care in a number of ways, especially with regard to the supervision and monitoring of students in Malvern House. However, evidence of suitability checks and references for agency staff was not complete at the time of the inspection. In addition, arrangements in Garden Halls are not sufficiently robust, with students of 18+ being placed in the same classes as under 16s.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

<b>Comments</b>	
M5 Although feedback is gathered for the majority of students, measures are not effective enough to ensure high uptake on initial feedback. Procedures are not in place to obtain feedback from summer students at the school's summer annex.	
M6 Systems in place for obtaining feedback from staff are not sufficient. The school seeks feedback from its staff twice a year but there is no method of gathering feedback from staff who are not at the school at those times, such as temporary summer teachers.	

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

<b>Comments</b>	
M8 Comprehensive human resource policies are in place, which were created in conjunction with expert assistance.	

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

<b>Comments</b>	
M15 The school has a robust team in place to ensure students receive advice and information prior to arrival. The school has dedicated sales managers for separate regions around the world, as well as for agency and direct bookings. The school's administration is assisted well by a 24-hour on-call support team.	
M19 Effective policies are in place to ensure attendance and punctuality. Students are automatically suspended after an unauthorised absence of three days; in order to lift the suspension the students must attend a meeting with the principal to explain their non-attendance.	

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met

M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website. A hard copy brochure supplements this.

M23 Most of the publicity is in accessible English. However, the terms and conditions on the school's website are inaccessible for most students. A simplified version of the terms and condition has been put in place so this is no longer a point to be addressed.

### Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

All criteria in this area are fully met.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P9 Interactive whiteboards are in the majority of classrooms. All teachers undergo an induction on their use as well as continued support and training.

P10 Good facilities for independent learning are in place including a study centre, an online learning platform and accessible online storage of class materials.

P11 Students receive comprehensive guidance on resources for independent learning, including an induction to the study centre, self-study advice during induction and personalised advice during progress meetings.

### Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T1 One of the teachers could not provide evidence of a Level 6 qualification. A rationale was presented which showed that this teacher has had appropriate engagement with post-school learning. The rationale was accepted within the context of this inspection.

T2 Two teachers do not have ELT qualifications that meet Scheme requirements. Rationales were submitted and accepted in the context of this inspection. The teachers have appropriate ELT experience and the director of studies provides good support.

T4 Two members of the academic management team are not TEFLQ. Rationales were presented and accepted in the context of this inspection. Both members of staff have extensive ELT experience, with the provider and other institutions, and are well supported by the TEFLQ director of studies.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

T7 There is good provision for covering of absent teachers. Two members of the academic management team are always available and an additional cover teacher is timetabled on a Monday morning.

T8 Good measures are in place to ensure that continuous enrolment does not affect the students' learning experience, including new work beginning at break on Monday and classwork is given to students in weekly standalone units.

T10 Generally speaking, arrangements for observations of teachers are effective. However, teachers in the summer annex were not observed during the eight-week course.

<b>Course design and implementation</b>	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T11 Course design is based on clear principles. Coursebooks and supplementary materials are used with a set ratio of 60 to 40 per cent. Each week's classwork is a closed unit of study to allow for continuous enrolment and there is rotation of coursebook in 12-week terms.

T15 Courses promote independent learning strategies well. Students complete a progress diary, they are given study tips at induction and progress meetings take place to advise students on self-study.

T16 Students are actively encouraged to develop their language skills outside of the classroom by completing an awareness quiz, which challenges them to complete various tasks in the real world using English.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

T18 There are very effective procedures in place for monitoring and recording students' progress, including progress meetings, progress reports and regular testing.  
T19 There is good learning support from teachers and academic management. Students can sign up to learning support sessions and the academic managers make themselves available to students at all times.  
T21 All students receive academic progress reports from their class teachers. More detailed and comprehensive reports are available on request.

#### **Classroom observation record**

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	General English for adults and under 18s, professional English, IELTS and examination preparation.

#### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### **Comments**

T23 Teachers gave accurate models and clear explanations of grammar in some lessons. On occasion, no context was provided when teaching vocabulary. A few teachers made effective use of phonetic script in their lessons.  
T24 In the better lessons the plans showed an understanding of student needs but a minority of lessons did not make reference to a class or student profile. Lesson plans allowed for varying levels of differentiation.  
T25 Activities were generally linked well. Learning outcomes were occasionally confused with teaching aims and it was not always clear how these were shared with students.  
T26 A good range of appropriate teaching techniques was witnessed, including elicitation, concept checking, nomination, clear instructions, and methods of checking understanding. Role play and group work were seen in many lessons.

T27 The majority of lessons had clear board work, although there were some weaker elements. In some classes movement was used to motivate and change the environment. Some lessons overused materials from coursebooks.

T28 There was good monitoring throughout all the lessons. Various methods of correction were seen, including on the spot, delayed, self, and peer, and correction was built into lesson plans.

T29 Stronger lessons included diagnostic activities to find out what the students could do with the language already. However, weaker lessons assumed that the language being taught was new to students.

T30 Good student engagement was seen in the majority of lessons, although in other lessons students appeared somewhat disengaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being satisfactory. Teachers showed sound knowledge of language. Effective lesson planning generally showed that the learning needs of students had been taken into account and lessons led to appropriate outcomes, although it was not always clear how learning aims had been shared with the students. Teachers showed a wide range of teaching techniques and promoted learning through management of their environment and resources. Teachers gave students good feedback and included activities to evaluate learning. Weaker lessons assumed that the language being taught was new to students and in some lessons students were not fully engaged. A positive learning environment was witnessed in most lessons.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 There are good levels of safety and security throughout the school. Reception at street level is staffed at all opening times and visitors have to sign in and out. CCTV cameras monitor the premises as a further level of security. Comprehensive records of security checks were seen, including regular fire drills and buildings risk assessments. The safety of students and staff is taken very seriously.

W3 Pastoral care and support for students is embedded in the ethos of the school. Information about staff responsible for the well-being of students is sent to students and their parents/guardians as part of pre-arrival information; posters with photos of named members of staff are displayed throughout the school and on the website. Students in the focus group spoke very highly of the pastoral care they received and were very clear about who they would go to with any problems.

W4 There are clear policies and procedures on anti-bullying and harassment displayed on notice boards and posters throughout the school and in the student handbook. The language used is accessible to all students and where possible supported by visual displays. At induction students are made aware of these policies and of the school ethos of diversity and tolerance.

W6 Clear and detailed information on the website gives all possible public transport options with links to current prices.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met

W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 Frequent formal inspection visits and regular drop-ins of residential accommodation take place by the member of staff responsible for residential accommodation. Hosts recruited by the accommodation agencies are re-inspected every two years, with additional drop-in relationship-building visits.

W14 Accommodation providers receive clear confirmation of rules, terms and conditions from the school.

Residential staff and staff at the homestay agencies were very complimentary about the working relationship with the school.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

The applicable criterion in this area is fully met.

<b>Leisure opportunities</b>	<b>Area of strength</b>
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students are given plenty of up-to-date information and helpful suggestions about how to get the most out of their time in London and the UK. Information is displayed on the screen in the social area and welfare staff help with ticket bookings and further suggestions.

W24 The school offers a small but very well-thought-out leisure programme, offering something for everyone, using London and all that it offers as a starting point for the planning of the programme. Those students who had taken part in some of the activities offered commented on how much they enjoyed and benefited from the programme.

W25 The leisure programme is under the direction of a teaching member of staff. He has a great deal of experience of planning and running the programme and ensures a variety of activities and outings are offered. Student preferences are taken into account, and their feedback informs the future shape and development of the programme.

### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

The school enrolls students of 16+ on its adult courses and accepts juniors aged 12+ in closed groups. At the time of the inspection there were 147 students aged 16–17 on adult courses and a closed group of 60 students (14–19) at the Garden Halls.

S1 There is a comprehensive safeguarding policy in place, with evidence of expert input into the creation of the policy, giving clear rules and guidance to everyone in the organisation. Students and parents/guardians are made aware of the policy in the student handbooks and pre-arrival information, and photos display very clearly who the designated safeguarding staff are.

S4 Although robust safer recruitment procedures are in place and all necessary checks had been carried out for Malvern House staff, suitability checks relating to teachers from an agency were not held by the school. These documents were obtained from the agency and sent to inspectors in the week following the inspection. However, a risk assessment for one agency teacher without a current suitability check was only put in place at the time of the inspection and not all references were current.

S5 At Malvern House very good systems are in place to ensure the safety of students. Under-18 students are highlighted in registers and made known to all staff; in the case of any absence, action is taken within five minutes of a student failing to arrive. However, in Garden Halls current arrangements are not suitable, with 18+ students being placed in the same classes as under 16s.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

**Comments**

D1 The items sampled were satisfactory.

**Organisation profile**

Inspection history	Dates/details
First inspection	2003
Last full inspection	2015
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	ACCA Accountancy, AAT Accountancy, Security, First Aid, IT Short Courses
Other related accredited schools/centres/affiliates	Malvern House Brighton, Communicate School Manchester.
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	1999
Ownership	Name of company: Malvern House International Limited Company number: 03648076
Other accreditation/inspection	ISI
Other accreditation/inspection	N/a

**Student profile**

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	115	193
Full-time ELT (15+ hours per week) aged 16–17 years	147	88
Full-time ELT (15+ hours per week) aged under 16	34	120
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>296</b>	<b>401</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Italy	Italy
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	21–27	16–20
Adult programmes: typical length of stay	3 weeks	2 weeks
Adult programmes: predominant nationalities	Italian, Saudi Arabian, Brazilian, Turkish	Italian, Brazilian, Turkish

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	23	25
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	14	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	1	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	3
Comments	
None.	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	18
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	23
Comments	
None.	

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	27	6
Private home	0	0
Home tuition	0	0
Residential	11	58
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	9
Staying in privately rented rooms/flats	77	108
Overall totals adults/under 18s	115	181
Overall total adults + under 18s	296	

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**Points to be addressed**

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***Points which must be addressed within three months*****Safeguarding under 18s**

S4 A risk assessment for one agency teacher without a current suitability check was only put in place at the time of the inspection and not all references were current.

S5 In Garden Halls current arrangements are not suitable, with 18+ students being placed in the same classes as under 16s.

***Other points to be addressed*****Management**

M5 Measures are not effective enough to ensure high uptake on initial feedback. Procedures are not in place to obtain feedback from summer students at the school's summer annex.

M6 Systems in place for obtaining feedback from staff are not sufficient. The school seeks feedback from its staff twice a year but there is no method of gathering feedback from staff who are not at the school at those times, such as temporary summer teachers.

**Teaching and learning**

T10 Teachers in the summer annex were not observed during the eight-week course.

T25 Learning outcomes were occasionally confused with teaching aims and it was not always clear how these were shared with students.

T27 Some lessons overused materials from coursebooks.

T29 Weaker lessons assumed that the language being taught was new to students.

T30 In some lessons students appeared somewhat disengaged.

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**Action plan**

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It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.

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