

# Malvern College

Inspection report for Boarding School

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<b>Inspection date</b>	07/10/2010
<b>Inspector</b>	Dawn Taylor
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<b>Registered person</b>	Trustees of Malvern College Incorporated (527578)
<b>Head/ Principal</b>	
<b>Nominated person</b>	Antony Clark
<b>Date of last inspection</b>	22/02/2008

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Malvern College (the College) was founded in 1865 as a boys' school with two houses. The school had expanded to nearly 600 boys by the 1890s with 10 boarding houses. During the Second World War the school moved temporarily to Blenheim Palace and then Harrow School until July 1946. In 1992 Malvern College became co-educational by the fusion of two schools to form the current senior College (on the original boys' school site).

Malvern College is situated within the town of Malvern. It provides boarding and day education to 660 boys and girls from 13 to 18 years of age.

### **Summary**

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

This was an announced inspection. The inspection looked at the key Boarding School National Minimum Standards under the Every Child Matters outcome groups. Pupils were involved in the inspection process.

The overall outcome judgement is outstanding. The outcome judgements in being healthy, staying safe, enjoying and achieving, positive contribution and organisation are outstanding and the outcome judgement in economic well being is good.

Malvern College delivers an outstanding service that continues to be developed to ensure the needs of all pupils are met.

### **Improvements since the last inspection**

Four recommendations were made in the last report and all have been addressed. The staff training programme has been developed and now includes safeguarding training for all staff and a programme of training for house assistants. All consequences of inappropriate behaviour are now recorded to allow senior managers to monitor for patterns and trends. There is a clear visitors policy that is put into practice and ensures there are no unauthorised visitors to boarding houses.

### **Helping children to be healthy**

The provision is outstanding.

Pupils' health and well being needs are being actively promoted through professional and comprehensive services.

There is a coordinated approach to ensure the good health of all pupils through access to excellent quality medical treatment and first aid. A team of registered nurses is available in the medical centre at all times for the treatment of minor and contagious illnesses. A doctor's surgery is held twice a week. The college operates a highly developed medication policy that specifically addresses the use of non-prescribed medication and the safe storage and administration of medication. Information regarding the health and medical histories of each pupil is gained as part of the college's admission process. Confidential medical information and detailed care plans are appropriately disseminated to each house. This ensures staff are well informed and equipped to meet individual pupil needs.

The staff actively promote the college's health education policy. There is an established personal, social and health education (PSHE) curriculum, which includes economic education. This is supported by tutors, boarding staff and the college medical team. This is further enhanced by the inclusion of parents in sessions led by outside speakers. In addition a sex and relationships module is delivered by a part-time member of staff who is trained and accredited in sex and relationship education. This results in pupils gaining appropriate knowledge to help them make informed choices.

All meals are served in the homely environment of the boarding houses. These social occasions are valued by pupils and staff alike and promote the college's family values. There are three main meals a day and pupils also return to the houses for a mid morning and mid afternoon snack. Pupils thoroughly enjoy the facilities available in the tuck shop, 'The Grub', and the on-site recognised coffee chain. The recent move to central provisioning has been closely monitored by the management team, boarding staff, the parent body and college councillors. There are systems in place to capture pupil feedback on meals served. In inspection surveys and discussions pupils' views were thoughtful and considered. They felt strongly that there was still work to be done to achieve a diverse and consistent quality and quantity of meals. The college senior management team acknowledge this feedback and are committed to making sure the diverse needs of the pupils are met.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The systems in place to promote the safety and welfare of pupils are outstanding. The effective and well- documented policies on child protection and anti bullying ensure staff promote a safe and secure community in which pupils feel happy and valued.

Staff are knowledgeable about safeguarding procedures. The designated staff for child protection have attended advanced training and all staff and pupils with responsibilities receive regular comprehensive child protection and safeguarding training. Pupils know that bullying behaviour is not tolerated and staff are well informed of current practice and concerns. For example, the dangers of cyber-

bullying are emphasised in the college's policy. Pupils confirm that they feel boarding staff give a high priority to keeping them safe.

An outstanding feature of the college is the relationship between all college staff and pupils. Relationships are based on mutual respect and considerate, thoughtful behaviour towards others. Pupils enjoy their boarding experience stating 'boarding is fun', 'this is my second home', 'I have lots of friends', and 'the staff are brilliant and really care'.

Pupils state that the college respects their privacy and confidentiality. Concerns are listened to and they are supported to become valued members of the college community. The college rewards positive behaviour and inappropriate behaviour is addressed in a very fair and measured manner. When a staff member commends a pupil for work achieved, this is acknowledged throughout the college community.

The college has in place established systems and structures to maintain safe practices and fulfil health and safety obligations. This is enhanced by the services of an independent health and safety advisor. Pupils express confidence in the safety and security of the college site. Environmental risk assessments are in place and ensure the college is fully informed of potential hazards in order to reduce risks.

Recruitment procedures are rigorous and well documented in line with the college's recruitment and vetting procedure. Staff recruitment files contain extensive evidence of recruitment checks that have taken place prior to staff being employed.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Pupils' experience of enjoying and achieving continues to be outstanding. All pupils are valued and supported by effective and sensitive pastoral care, provided by dedicated teams of house staff and an outstanding tutor system. This immediate network is further enhanced by a strong English as an additional language (EAL) department, the college chaplain, independent counsellors, two independent listeners of each gender and the learning support team.

In addition the college provides appropriate support to all pupils who have specific needs throughout their college life. For example, comprehensive systems exist to support students from overseas to develop the skills they require to fully integrate into the college community.

Pupils are very clear that there are a range of staff they can go to for personal support and freely initiate interaction. The values of the college are embraced by the pupils and as a result they explore their potential and develop their personal interests. There is a wide range of activities available to young people and staff are fully committed to encouraging and supporting young people to try out different opportunities. Young people talk enthusiastically about the activities available, saying they regularly enjoy sport, music and drama events. All pupils are involved in

fundraising activities for charities as well as the Combined Cadet Force (CCF), Duke of Edinburgh Award scheme or community service.

The college provides an environment where the value of diversity is understood and promoted. Pupils participate in formal worship and assemblies, which are rooted in the Christian ethos of the college. Pupils develop an awareness of their own culture and that of others and appreciate cultural diversity through assemblies and peers. The college supports pupils to understand the importance of equality and diversity and the college environment celebrates and promotes the international and diverse identities of students.

### **Helping children make a positive contribution**

The provision is outstanding.

Pupils are actively encouraged to contribute to the running of the college and because their views and opinions are valued. This results in social cohesion and a strong college identity. There is a warm, vibrant and interactive relationship between all levels of staff and pupils in the school. New pupils receive a detailed induction to the college and boarding facilities. They say that staff and pupils are very supportive in helping them settle into the routines of the college and they get to know everyone.

The college systems gain pupils' views about matters affecting their daily lives and future college development. For example, pupils give feedback through peer mentoring, prefects, chapel prefects and heads of house, lower school council, catering committee, food committee at house level and college level and health and safety. The IT user forum and school council also promote peer support and feed concerns up to senior management. This helps pupils take ownership of the setting and be an intrinsic part of college life.

The college has a strong focus on promoting effective and supportive networks. There is a detailed pupil induction programme and new pupils arrive at the college two days before the beginning of term. There is a system of 'grannies' and mentors within some of the houses, which help new pupils to settle in.

Pupils are actively encouraged to have appropriate contact with friends and family. All pupils have access to e-mail, on-line communication and in house telephones as well as their own mobiles. The college understands the value and importance of communication and contact with parents.

### **Achieving economic wellbeing**

The provision is good.

The standard of boarding accommodation is good, providing a comfortable and safe environment for pupils.

There are eleven boarding houses, two of which are new and have an en-suite provision. These provide outstanding accommodation. The college is now continuing to follow its development plan to ensure all other boarding houses are brought up to the same high standard through a gradual rolling programme of work. This work demonstrates the commitment of the College to working towards outstanding boarding facilities.

Pupils can choose to decorate their bedrooms, which can help to maintain a homely environment. Many bedrooms are personalised, which helps pupils take pride in their surroundings as well as helping them to develop ownership of the environment. All accommodation is maintained to a high standard by a team of support staff.

## **Organisation**

The organisation is outstanding.

Malvern College provides an outstanding boarding experience where pupils are able to take advantage of a wide range of opportunities.

There is detailed information available to staff, parents and pupils. This clearly describes the philosophy of care and the expectations of boarding at the College.

The promotion of equality and diversity is outstanding. The college recognises the uniqueness of each pupil and their individual needs. The College successfully encourage pupils from different social and cultural backgrounds to work and live together.

Staffing levels and quality of care is excellent, continuous and consistent in ensuring the welfare of all pupils. The boarding houses have dedicated teams who are clear of their roles and responsibilities through induction and on going professional development. They are energetic and enthusiastic and are supported by school tutors. Staff work cohesively and communicate effectively. The commitment shown to boarding by all departments of the college results in holistic child-centred practice.

The headteacher provides inspiration and strong leadership to both pupils and staff. There is effective strategic and operational management with well defined lines of accountability and communication. The council (known as governors in most schools) and senior management team have an informed overview of boarding. This ensures pupils are safe and receive a quality boarding experience. Any shortfalls in these areas are identified and addressed promptly.