

Organisation name	Abbey College, Malvern
Inspection date	17–18 May 2022

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Abbey College Malvern in May 2022.

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 for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

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 17 from mid-June to the end of August.

Since the last inspection in 2017, a new principal and acting head of English have been appointed.

This compliance-only inspection took one and a half days and was a hybrid inspection, with one inspector on site and one working remotely. The two inspectors held meetings with the principal, the acting head of English, the two registrars, the librarian/ resource manager, a house parent/ activities coordinator and the welfare manager. Focus group meetings were held with teachers, students and the group leaders of a closed group following a one-week course.

One inspector toured the site and viewed the teaching block, boarding accommodation sports and recreation facilities and the grounds. All English language teachers timetabled during the inspection were observed.

Address of main site/head office

253 Wells Road, Malvern WR14 4JF

Description 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 currently in use. In the wooded grounds are tennis courts, football and sports pitches, and an outdoor swimming pool.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input 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

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, high school experience 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 to August the summer school provides junior and teenage students (aged eight to 17) with 16 hours of general English per week. No courses for 8–11s have run since before the pandemic.

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. A school group of 33 students were following a one-week course at the time of the inspection. A similar course had run earlier in the month and there was one in April as well.

Management profile

The school is managed by the principal and the bursar both of whom report to the proprietor. The bursar manages the finance, administrators/registrars, marketing, catering and maintenance personnel. The principal is responsible for the ELT and academic curriculum and overall welfare and management of the college. He line manages the acting head of English, the head of boarding/ welfare manager.

Accommodation profile

Three of the five boarding houses on campus were visited; all were in use during the inspection. The houses are used either by boys or girls with under and over 18s on different floors. Graham House and Cottage are interlinked houses with a nearby Graham Lodge. Abbey Top is accommodation within the main college building and there is a further house called Shelsley. All houses provide predominantly single but some twin rooms, a few with washbasins. In Shelsley and some in Graham House/Cottage are en-suite. A further, sixth, house, Assarts, is being renovated. There are common areas in all houses. Houseparents occupy private accommodation within the houses. In summer, the majority of beds are doubled up into bunks to accommodate larger numbers.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students. Communication, feedback and review systems work effectively. Student administration is very good. Publicity is clear and accurate.

Premises and resources

The provision meets the section standard and the premises provide a comfortable and professional environment for work and study. The grounds and facilities are extensive. Resources are appropriate and guidance for staff and students is available.

Teaching and learning

The provision meets the section standard. The academic team is well qualified and has an appropriate profile and the experience for the setting. Academic management systems are suitably organised and teachers are fully supported. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students. The leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are thorough.

Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure programme and accommodation provided. All staff have had the appropriate level of safeguarding training. Although reference requests for applicants ask for information about the applicants' suitability to work with under 18s, this information had not always been obtained.

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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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

Comments

There is a statement in writing of the school's goals and values which is shared with staff and students in several formats. The school organisation plans outline the priorities for the coming year and are understood by relevant managers. Communication systems function effectively and feedback is collected from various sources and processed efficiently. A new calendarized review system has recently been set up with a view to improving the college. Feedback is used to inform the annual self-evaluation.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not 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

Comments

Human resources policies and procedures are generally well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place although there was no evidence of review. Information regarding the monitoring and revision of job descriptions was submitted within a week of the inspection so this is no longer a point to be addressed. Recruitment and induction procedures are appropriate. The continuing professional development record provides evidence of the school's commitment to developing staff and responding to their development needs.

Student administration	Met
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.	Met
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.	Met
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
Comments	
Student administration systems work effectively with clear, designated responsibilities for those involved in implementing the systems. Records are kept up to date, and there is a clear policy and procedures for monitoring attendance. Details of emergency contacts are on file and can be accessed by those that need them in case of emergency outside school hours.	
Publicity	
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.	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.	Not 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 website is the main form of publicity with some use of multimedia channels.	
Publicity is accurate and gives rise to realistic expectations. Information is presented in clear and accessible English and information on courses is available with accompanying sample timetables. Costs are clearly stated and the description of accommodation offered is accurate. There was no clear full statement of pastoral care but this was promptly remedied when brought to the attention of management. It is therefore no longer a point to be addressed.	
Premises and resources	
Premises and facilities	
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	
The on-site tour showed that the school premises are in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are extensive facilities in place for staff and students to eat and relax. Signage is generally good and exits are signposted. Noticeboards are attractive and contain all required information for staff and students.	
Learning resources	
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a good selection of learning resources for both students and teachers. Technology at the school is satisfactory. Resources are mainly reviewed by the acting head of English and the resources manager but there are plans to reinstate a more formal review of resources annually at the end of the summer.

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

The academic management team includes the principal and the acting head of English who is currently timetabled to teach 16 hours per week. A teacher, about to complete their TEFLQ qualification, is being trained up to take on more responsibilities and assist with the short summer courses.

Academic management	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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Met

Comments

Academic management is generally well organised. Testing and timetabling are effective, and cover arrangements work well. There is guidance for dealing with continuous enrolment and differentiation, and day-to-day support is available to teachers. Regular observations take place.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
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.	Not 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.	Met
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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is clear and appropriate guidance and resources are available. Written schemes of work are produced and submitted to the principal but no weekly plans were available to students at the time of the inspection. A plan to produce these has been put in place to address this going forward so it is no longer a point to be addressed. There are procedures, led by the academic team, to review course design and teachers are involved in the process. Courses include learning strategies to support independent learning. Good use is made of subject lessons and additional activities to support students' language learning.

Learner management	Met
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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

A comprehensive set of systems and procedures is in place to support placement and the monitoring of student progress. All students except those staying for less than a month have a weekly meeting with their support tutor to review progress and discuss any welfare issues. All long-stay students receive detailed termly reports and short-stay students receive a simplified version. Students who wish to attend university or follow other UK education paths have access to experienced college staff to advise them.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

All teachers teaching on eligible provision were observed.

Teaching: classroom observation	Met
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.	Met
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.	Met

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 explained both grammatical and lexical items clearly and provided relevant examples. Models of spoken and written English were accurate.

T24 The course objectives and the general learning needs of students had clearly been taken into account in the planning of lesson content.

T25 Lessons had relevant aims and outcomes, but on occasion plans focused on lesson aims rather than learning outcomes. Lesson activities were clearly linked and potential linguistic difficulties were identified and pre-empted.

T26 Teachers used a good range of teaching techniques including giving clear instructions, instruction checking and nomination. Elicitation and concept checking were handled very well and gestures were used to good effect.

T27 Teachers effectively managed physical classroom environments. Very good use was made of seating arrangements, the board and other learning resources.

T28 A range of correction techniques was used and students were praised when appropriate.

T29 Learning was checked periodically during all lessons and short tasks were used imaginatively.

T30 Effective strategies for the use of L1 were in place and there was a variety of interaction and pace. There was a good balance of language input and student language practice time. The classroom atmosphere was often lively and students were fully engaged in all of the lesson segments observed.

Classroom observation summary

The teaching observed ranged from very good to satisfactory against the criteria. Lessons were well planned and based on student needs, although a focus on learning outcomes might have been included in some plans. Teachers used a good range of techniques, employed resources effectively and checked that learning was taking place. There was a very positive learning atmosphere in all of the lesson segments observed. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Not 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.	Met
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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Safety and security are well ensured by a variety of measures. These include clear safety information in all areas, fire drills and provision of first aiders. Risk assessments are comprehensive and numerous. There was, however, no crisis management plan in place at the beginning of the inspection, but a satisfactory plan was developed before its end. A range of measures is undertaken to make students aware of pastoral care. Information about welfare provision is included in the post-arrival induction and in the student handbook which also includes very full information about life in the UK. Help is provided to students in accessing medical services including from dentists and opticians.

Accommodation (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.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

At the time of the inspection there were 59 students staying in the five school residences, the only accommodation offered by the school. All meals are provided. All criteria in this section are met.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

No homestay accommodation is used by the college.

Accommodation: other

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

Comments

Not applicable.

Leisure opportunities

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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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

The college offers a very wide range of indoor activities together with opportunities for sport on its playing fields, tennis courts and, in summer, swimming pool together with a range of excursions. These are all well-managed and resourced. Risk assessments are in place for all activities and they are supervised by suitably trained and experienced staff.

Safeguarding under 18s

Safeguarding under 18s	Met
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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.	Met
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.	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

There were 49 under 18s in the college at the time of the inspection. The college admits students from the age of 14 for academic year courses and eight for the summer school. One closed group, with 33 students all under the age of 18, was in the college during the inspection.

The college has a very comprehensive safeguarding policy with a designated safeguarding lead (DSL), the welfare manager, and two deputy DSLs. All staff are suitably trained, with regular updating. Reference requests for applicants include a section asking for information about the applicant's suitability to work with children but this information was not always provided and its absence was not followed up. A number of staff had not renewed their criminal record checks within three years and were not on the update service. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises. It also includes necessary contact details and asks about the contact's level of English and for an alternative contact if no English is spoken.

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	2013
Last full inspection	2017
Subsequent spot check (if applicable)	2018
Subsequent supplementary check (if applicable)	0
Subsequent interim visit (if applicable)	0
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2013
Ownership	Name of company: Registered office - Abbey College in Malvern Limited Company number: 08661073
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the 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	10	0
Full-time ELT (15+ hours per week) aged 16–17 years	16	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	31
Part-time ELT aged under 16 years	33	52
Overall total ELT/ESOL students shown above	59	83
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	19	17
Junior programmes: predominant nationalities	Italian, Iranian, Guinean	Jordanian, Japanese, Spanish
Adult programmes: advertised 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

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	14	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

The acting head of English was teaching 16 hours per week at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

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	0	0
Private home	0	0
Home tuition	0	0
Residential	10	49
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	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	10	49
Overall total adults + under 18s	59	