

Organisation name	Abbey College, Malvern
Inspection date	12–13 May 2026

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 safe, 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 with a supplementary inspection during the summer of 2027 to assess the junior provision.

Summary statement

The British Council inspected and accredited Abbey College in Malvern in May 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learner management, and safeguarding of under 18s.

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 and pre-university 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 towards 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 2022, a new principal has been appointed.

The inspection took one and a half days. The two inspectors held meetings with the principal, the bursar, the head of English, the registrar, the librarian/resource manager, the activities coordinator and the accommodation and welfare manager. Focus group meetings were held with teachers and students.

Address of main site/head office

253 Wells Road, Malvern WR14 4JF

Description of sites visited/observed

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+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

There are four main strands to the school's ELT provision.

1. During the academic year most students follow general English and examination preparation courses (IELTS or other external examinations) over several terms to support A-level, foundation or GCSE courses according to their levels and educational goals. The advertised age range during the academic year is 14 to 19.
2. For students wishing to study for shorter periods during the academic year, 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.
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.

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/registrar, 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 and 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 or in separate buildings. All students were accommodated in individual rooms at the time of the inspection, although twin rooms can be offered, and bathrooms are either shared or ensuite. There are common rooms in all houses; house parents 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 and exceeds it in some respects. 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 generally satisfactory. *Strategic and quality management, Staff management, and Student administration* are areas of strength

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 and exceeds it in some respects. The academic team is appropriately qualified and has a suitable profile and experience for courses provided. Academic management systems are effective and teachers are supported. The teaching observed met the requirements of the Scheme. *Learner Management* is an area of strength

Welfare and student services

The provision meets the section standard. The needs of students for security and pastoral care are well met: tolerance and respect for others feature strongly in the ethos of the organisation. Residential accommodation is of a satisfactory standard, and students have opportunities to participate in a varied leisure programme, suitable to their age and interests.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Clear, detailed policies are in place and documentation is thorough. Safeguarding training is undertaken by all staff and regularly updated; safer recruitment features strongly and recruitment procedures are robust. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. Careful monitoring takes place at all times. Accommodation is safe and secure. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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

M1 The statement of goals and values is integral to the working of the organisation and is clearly understood and articulated by staff, who demonstrate a strong awareness of their relevance to the development and direction of the school.

M2 The organisation's objectives are clearly documented, known and understood by relevant staff in each department, and monitored and reviewed systematically to ensure that planning is target driven and effective.

M4 There is a strong culture of both formal and informal communication, ensuring that staff are well informed and engaged. A range of channels is used effectively.

M5 Students have a number of opportunities to provide feedback through a student council, tutorials and regular formalised questionnaires. Examples of action taken in response to student feedback were noted.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M8 Human resources policies and practices are comprehensive and made known to all staff, ensuring a supportive working environment in which staff feel valued.

M10 Comprehensive measures are in place for all stages of the recruitment process, with clearly defined responsibilities.

M11 Induction procedures for all staff are thorough and comprehensive, incorporating a range of training and support sessions, clear guidance and documentation. All staff confirm in writing they have been inducted successfully.

M12 The appraisal procedure for all staff is comprehensive, robust and supportive, linked to the school's overall objectives and to individuals' CPD needs.

M13 There is a structured and supportive approach to CPD through internal development programmes, mentoring and external training. All staff are at some time engaged with CPD.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength
Comments	

M14 All staff are trained to provide excellent customer service to students and parents/guardians. The school emphasises a highly personalised approach, with staff who are friendly, accessible and focused on student and parent/guardian satisfaction.

M15 Pre-course information is delivered through documentation and a variety of opportunities to have contact with school representatives. Clear and comprehensive advice is offered to students and parents/guardians from their first point of contact onwards.

M16 Enrolment procedures and records are clear, consistent and managed very efficiently. Student records, including records of visa status and associated letters, are carefully filed.

M18 There is a highly detailed and effective attendance and punctuality policy, which is known and understood by staff and students.

M20 The complaints procedure is clear and detailed. Complaints are received, recorded and acted upon. All complaints are resolved, and the school maintains written records of each case, which also form part of their review process.

Publicity	Met
M21 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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

Publicity consists of the school website, a number of brochures and flyers, and a social media presence. The website is the primary source of publicity.

M21 The publicity makes several claims about the success of the school's performance, which are not substantiated by objective data or named sources.

M23 It was not always easy to identify the maximum class size in some of the courses offered.

Both of these issues were dealt with during the inspection and so are not points to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	

P4 The premises provide a warm and welcoming environment for students, with several well-appointed common rooms and lounges offering comfortable seating, kitchen facilities, and a range of games and activities, including a student cinema.

P6 There is ample and well-equipped space for staff to work, meet and relax, with comfortable seating and sufficient, well-organised workspaces provided. Staff also have lockable drawers or cupboards in which they can secure personal possessions.

Learning resources	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P10 There is a sizeable library facility for independent learning, with a wide range of books and other resources. Students have several private study lessons on their timetables, which they usually spend in the library. The librarian is on duty every day to help facilitate self-access to learning materials and resources by students. P11 There is a highly detailed policy for the continuing review of teaching and learning resources with evidence of its implementation. This ensures that the effectiveness of all teaching and learning resources is measured in a systematic and evidence-based way.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the college's context. The recruitment and support policy is devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
All criteria in this section are met.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	

T14 Teachers did not refer to course outlines during the teaching segments observed.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 There is a very detailed assessment policy that contains detailed guidelines on evaluating, monitoring and recording students' progress. There was clear evidence of its implementation.
T18 Staff are highly experienced and well trained to provide clear and comprehensive advice about appropriate examinations. The school also benefits from partnerships with a number of British universities to support and advise students on higher education pathways.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All running at the time of the inspection.

Comments

All running at the time of the inspection,

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 In the majority of segments, examples and explanations were relevant, concise and memorable, with teachers providing accurate models
T20 In all segments observed, the topics and materials selected were appropriate. There were examples of activating students' prior knowledge and evidence of sensitivity to learners' different needs.
T21 Learning outcomes were clear and often reviewed systematically. The sequence of activities was coherent and teachers generally had a clear pathway through the lesson.
T22 Teachers utilised a range of techniques, including elicitation, questioning and checking of understanding. However, sometimes teachers asked too many questions that students could not answer.
T23 In general, teachers made competent and confident use of the learning resources available. Positioning students in different parts of the classroom added to variety and learning.
T24 In classes observed, teachers provided positive feedback on student contributions. However, opportunities for correcting significant errors were consistently missed.

T25 Teachers routinely used conventional course book exercises to evaluate whether learning was taking place. However, there was little evidence of teachers prompting students to use the language in new or personalised contexts.

T26 Teachers created a positive and friendly learning environment. On occasion teacher passivity resulted in lessons being more static and less energised.

Welfare and student services

Care of students	Met
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 Although Abbey College has a comprehensive plan to respond to any emergency staff and students spoken to were not aware of the plan.	
W2 Pastoral care is taken very seriously by the school. There is a whole-school ethos with all staff, both support and academic, seeing their role as partly pastoral. Students are made aware of the availability of pastoral care and who to contact for specific needs or requirements.	
W3 A culture of diversity and tolerance is evident throughout the school with clear policies in place. Expectations of behaviour and tolerance are detailed in the student handbook, gone over with students on arrival and displayed prominently in all buildings.	
Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W11 Early bird feedback is taken from students soon after arrival to check student satisfaction with accommodation arrangements. Weekly house meetings and daily room checks allow students to raise any issues they have with their accommodation.	
Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	

Abbey College does not offer homestay accommodation.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
These criteria are not applicable to boarding school provision.	

Leisure opportunities	Met
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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 five under 18s in the school 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.

S1 A comprehensive safeguarding policy is in place, created with additional expert advice. Appropriately trained staff with a great deal of safeguarding knowledge and experience are first line safeguarding leads in the school with clear lines of communication and reporting.

S2 Safeguarding and staff responsibilities are integral to the school's overall ethos. All staff are provided with the safeguarding policy, complete mandatory safeguarding training, and participate in additional training sessions and workshops. Staff interviewed demonstrated a thorough and clear understanding of their safeguarding responsibilities and their role in ensuring the safety and welfare of children and young people.

S4 Safer recruitment is central to recruitment procedures with all suitability checks carried out and evidence well organised and easily retrievable. All relevant staff have received safer recruitment training.

S5 Very good arrangements are in place to ensure the safety and security of students throughout the programme. Staff provided consistent and attentive supervision throughout the day, with clearly defined roll call procedures, all fully understood by students.

S6 Rules are clearly communicated to both parents/guardians and students. Parental consent is obtained for any unsupervised free time, and well-established procedures, familiar to all staff, are in place for responding to missing students.

S7 Rooming arrangements are made with sensitivity, taking into account students' age, preferences, and other relevant factors. Sufficient staff are available to supervise students at all times and staff are accommodated close to students in all the houses.

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	1986
Last full inspection	17-18 May 2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Foundation Courses, GCSE/IGCSE and A-Level Courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1979
Ownership	Name of company: Abbey College in Malvern Limited Company number: 08661073
Other accreditation/inspection	OFSTED 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	Estimate at peak
---------------	------------------

ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	5	0
Full-time ELT (15+ hours per week) aged 16–17 years	14	30
Full-time ELT (15+ hours per week) aged under 16	0	130
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
Overall total ELT/ESOL students shown above	19	160
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
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	18	17
Junior programmes: typical length of stay	2 years	2 weeks
Junior programmes: predominant nationalities	Iranian, Ukrainian	French, Taiwanese, Italian, German, Vietnamese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	12
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	15	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	2
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2
Comments	
None.	

Accommodation profile

Report expires 31 March 2031

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	5	14
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	5	14
Overall total adults + under 18s	19	

Items requiring early action

None.