



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

MALVERN HOUSE LONDON

(Company registration number - 33848072)

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Proprietor	Malvern House International Ltd						
Age Range	16+						
Total number of students	33						
Numbers by age and type of study	<table> <tr> <td>16 – 18:</td> <td>4</td> </tr> <tr> <td>18+:</td> <td>29</td> </tr> <tr> <td>FE Only:</td> <td>33</td> </tr> </table>	16 – 18:	4	18+:	29	FE Only:	33
16 – 18:	4						
18+:	29						
FE Only:	33						
Inspection dates	7 to 9 July 2026						

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The Independent Schools Inspectorate (ISI) is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Established in 1999, Malvern House London is a private education institution located close to Kings Cross in central London. The college forms part of Malvern House International Limited (MHIL) and is owned by Malvern House Group Limited (MHGL), which is a subsidiary of Malvern International Plc. Leadership and oversight of the academic provision and course delivery is currently provided by Malvern International's Chief Operating Officer, who reports to the company's directors. Oversight of the college's building is provided by the centre manager. The college's aim is to prepare international students for success at university and in their professional lives.
- 1.2 The college has recently undergone a range of strategic changes to its provision and, since February 2026, has limited its curriculum offer to the international foundation year (IFY) university programmes. It now offers six IFY pathways, which include accounting and finance, business and management, computer science, engineering, humanities, and social science and nursing.
- 1.3 At the time of the inspection there were 33 students. The majority are male and come from a wide range of countries, including Nigeria and China. Nearly all are over 18 years old and all students speak English as an additional language (EAL). The college has not identified any students who have special educational needs and/or disabilities (SEND). Students are recruited in September or January, with all students completing their studies in the summer. Entry is based on meeting specific academic and English language requirements. The college does not arrange residential accommodation.
- 1.4 The college was previously inspected on the 19 March 2026, when it did not meet all Key Standards and the quality of education was judged to not meet expectations. The failed Standards from the previous report are:
- Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe **(40)**
 - DBS and barring information - An enhanced DBS and barred list check is carried out for all staff and volunteers who will: provide unsupervised teaching, training, instruction, care, supervision, guidance on wellbeing for students under eighteen, or drive a vehicle only for students under the age of eighteen **(55)**

2. Summary of Findings

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment of students prior to and on arrival is good. It is accurate and effectively ensures that students are placed on the right course in line with their future higher education needs. As a result, students are well educated in accordance with the college's aims and objectives. An appropriate and flexible IFY curriculum ensures that students are successfully educated in accordance with their academic pathway, and the courses offered meet the requirements of a range of universities. Courses are well managed and those that may be offered to students on Student visas meet the definition of an approved qualification, as set out in Home Office guidance. Overall, teaching is good. Teachers have comprehensive subject knowledge and skills and use effective teaching methods to engage and keep the students' interest. They are skilful in developing students' independent learning skills, together with students' confidence in the use of their new learning to meet examination requirements. Regular assessments are used effectively to check students' progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' language needs. As a result, students progress well in lessons, given their starting points.
- 2.3 Arrangements for the health, safety and welfare of students are good. The college's premises are fit for purpose, appropriately maintained and provide a safe environment for staff to work and students to learn. Health and safety are managed and monitored well, ensuring that any issues are quickly addressed. A wide range of appropriate health and safety policies and procedures are implemented effectively. A good level of fire safety is maintained. Fire precautions, drills and evacuations are systematically undertaken, recorded and are clearly understood by all students and staff. Student registration and attendance records are good. They are accurate and well managed. Staff monitor attendance effectively, and promptly take any necessary action when required. Procedures for reporting to the Home Office are secure. Staff clearly understand Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student visas. The college's pastoral structure provides good support and guidance for the students in accordance with its aims. Relationships between staff and students are good and enhance the students' experience at the college. Arrangements for the safeguarding of students under the age of 18 are good, fully implemented and reflect statutory guidance.
- 2.4 The effectiveness of governance, leadership and management is good. Effective oversight is combined with an appropriate level of financial support so that the quality of education and the welfare, health and safety of students are secure. Leadership and management are good. An appropriate management structure, with clear roles and responsibilities, ensures that the college is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well

documented, and communication between senior leaders, managers and other staff is good. Well-defined policies and procedures are in place at all levels and are implemented and monitored appropriately. Quality assurance is good. Leaders and managers effectively monitor performance and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the college. The college successfully attracts and retains well qualified and experienced teachers and managers. Procedures for the recruitment of staff are appropriate and in accordance with statutory requirements.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment of students prior to and on arrival is good. It is accurate and effective in ensuring that students are placed on the right course in accordance with their future academic needs. As a result, students are well educated in accordance with the college's aims and objectives.
- 3.2 Appropriate information from the college's website, and further advice and guidance from staff, are available to students to support students in choosing a suitable course of study. A formal and comprehensive application process effectively determines a student's ability to successfully complete their chosen IFY pathway. As a result, in meetings with students they report that they are satisfied with their placements.
- 3.3 Regular assessment effectively identifies any issues that students may have with the demands of their chosen pathway. Teachers make good use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.4 Good quality information, advice and guidance are made available to students through the college's website. The website is detailed and provides accurate information about life at the college, its premises and the IFY curriculum and pathways on offer.

3.(b) Suitability of course provision and curriculum

- 3.5 The suitability of course provision and curriculum are good. An appropriate and flexible curriculum ensures that students are successfully educated in accordance with their academic aims. Courses are well managed and those offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Such courses are at an appropriate level and are taught through an approved full-time programme, which includes at least 15 hours a week of classroom-based, weekday daytime study.
- 3.6 Courses match those listed on the website and in other marketing materials.

3.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching and its impact on learning are good. Detailed planning and a clear understanding of the needs of their students allow teachers to deliver engaging lessons which fully involve students in their learning. Teachers are well qualified and have comprehensive subject knowledge and skills. They are successful in developing students' independent learning skills, together with their confidence in the use of their new learning in answering examination questions.

- 3.8 Relationships between teachers and students are excellent. Lessons are well paced and provide good opportunities for students to participate and develop their knowledge and understanding of the topic being discussed. Students benefit from small class sizes, with teachers offering individual help and support to ensure that good levels of language skills are developed. As a result, lessons successfully address the needs of each student through tasks designed to meet the needs of the small groups and take account of individual students' academic needs.
- 3.9 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against students, including those with the protected characteristics set out in the Equality Act 2010.
- 3.10 Regular assessments are used effectively to check students' progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' academic needs.

3.(d) Attainment and progress

- 3.11 Progress and attainment are good. Students receive a good education which reflects the aims of the college and their individual language needs. They quickly develop confidence in their learning, demonstrating good levels of knowledge, understanding and development of their language skills. The evidence from lesson observations shows that the overall standards being reached are good and, in some lessons, excellent, in relation to the students' starting points. Students report that they are happy with their progress.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements for the health, safety and security of the premises are good. The college's premises are fit for purpose, appropriately maintained and provide a safe environment for staff to work and students to learn. Health and safety are managed and monitored well, ensuring that any issues are quickly addressed. A wide range of health and safety policies and procedures are in place and implemented. Classrooms are light, spacious, well equipped and suitably furnished for the age of the students enrolled and the courses that they study. All areas of the college are clean, well decorated and well maintained. All electrical equipment is tested regularly as required by law. Toilet facilities are adequate in number and well maintained.
- 4.2 Appropriate measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Detailed general and fire risk assessments are carried out. Appropriate individual risk assessments are carried out for organised off-site activities. A sufficient number of staff are trained as fire marshals and in first aid. There are appropriately stocked first aid kits and accident books in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded. In meetings with staff and students they report that they are fully aware of their responsibilities and that they have received appropriate health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. A lift allows wheelchair users or students with restricted mobility full access to the college, which is on the first floor of the building. Free drinking water is readily available.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. An appropriate admission policy is in place and the required procedures are properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and appropriately monitored, with all unexpected absences followed up in a timely manner and monitored by managers and teachers. Overall, student attendance is high and punctuality good.
- 4.6 Procedures for reporting to the Home Office are secure. The enrolment and attendance requirements for students on Student visas are secure and fully understood by relevant staff.
- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.8 Pastoral support for students is good and provides effective support and guidance for students in accordance with the college's aims. Student welfare is a priority and the college has an appropriate range of policies and procedures in place to meet the pastoral needs of its students.
- 4.9 On arrival, a detailed induction helps students settle into their course quickly and know who to see and where to go if they have a concern. A well-developed system of progress reviews ensures that students' personal and academic development is reviewed regularly.
- 4.10 Relationships between staff and students are excellent, and this enhances students' experience at the college, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures, and the expectations of behaviour and conduct, reinforce this culture. A detailed complaints policy is set out on the website and clear anti-bullying and anti-harassment policies and procedures are in place and implemented effectively.
- 4.11 Appropriate careers advice ensures that students are prepared for further study choices and life beyond their course. The college provides a social programme for its students. However, students' report that the programme offered could be developed more to offer a more varied choice.

4.(d) Safeguarding for students under 18

- 4.12 Safeguarding arrangements for students under the age of 18 are good. The college is committed to safeguarding and promoting the welfare of children and young adults. This commitment is effectively promoted and shared by senior leaders, managers and staff, who work closely together to ensure the safety of students. The arrangements follow the current statutory guidance for the safe recruitment of staff and maintenance of associated records. An appropriate safeguarding policy is effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding. Guidance on online safety and measures to prevent extremism and radicalisation are well considered and appropriately addressed.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are good. Effective oversight is combined with an appropriate level of financial support so that the quality of education and the welfare, health and safety of students are secure. A clear vision for the college is shared by senior leaders, managers and teachers, who work well together to ensure that students benefit from good standards of education, welfare and health and safety. A commitment to continuous improvement ensures that challenging targets for staff, including the standard of teaching, are set and met.
- 5.2 Financial management is good. Good financial planning, and investment in staff, premises and resources, effectively contributes to the development of the college and its future needs. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. An appropriate management structure, with clear roles and responsibilities, ensures that the college is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well documented and communication between senior leaders, managers and other staff is good. Well-defined policies and procedures are present at all levels and implemented and monitored appropriately.
- 5.4 The college is very successful in securing and retaining well-qualified staff. A detailed system of staff review ensures that staff are well qualified for the work they do, and this is appropriately supported by the leadership team. A good programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is good. Leaders and managers effectively monitor performance and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the college. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff and senior leaders, and used regularly to inform academic action planning and the identification of college priorities. Student performance data is available and effectively reviewed by senior leaders.
- 5.6 An appropriate complaints policy is in place, with students confirming that they are aware of it.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.7 Staff recruitment, qualifications and suitability checks are good. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks are carried out in a timely manner and appropriately recorded. The process to validate applicants' previous work history and qualifications is appropriate, with due regard to statutory requirements concerning the identity of staff. A system to verify references is in place and ensures that the reference has originated from an appropriate source.

5.(e) Provision of information

- 5.8 The provision of information is good. The website is clear and user-friendly. Prospective students can access accurate and highly relevant information to inform their study choices.
- 5.9 The college was very responsive in providing information during the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the good quality provided, the college should:

- Develop the students' social programme more to offer a more varied choice.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with staff and students and examined samples of students' work. They held discussions with senior members of staff and attended registration sessions. The inspectors examined regulatory documentation made available by the college.

Inspectors

Dr Nigel Chambers	Lead Inspector
Mrs Margaret Arokiasamy	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.