

Organisation name	Central Language School, Cambridge
Inspection date	19–20 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.	N/a

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Central Language School, Cambridge in May 2026. 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 private language school offers courses in general English for adults (18+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic staff profile, academic management, learner management, accommodation and leisure opportunities.

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

Introduction

The school was founded in 1996 by a group of Christians wishing to establish a Christian language school in Cambridge. The school promotes its Christian ethos but welcomes students of all faiths and none. It is a charitable trust, overseen by a board of trustees. The former principal retired in September 2020, and her role was split between the director of studies (DoS) and the business manager. They are supported by an assistant director of studies (ADoS), and two part-time administrators.

The school offers courses in general English to adult students. Although the school works with agents, most students are recruited directly. A high percentage of students at the school come as a result of personal recommendation. The maximum class size is ten students, but outside the summer the average class size is five to seven students.

The inspection took place over one and a half days. Meetings were held with the DoS, the business manager, the ADoS, and the manager of the centre within which the school is housed. Focus group meetings were held with teachers and students. All three teachers timetabled during the inspection were observed by both inspectors. One inspector made virtual visits to two homestays.

Address of main site/head office

The Stone Yard Centre, 41B St Andrews Street, Cambridge CB2 3AR

Description of sites visited/observed

The school is located in a building adjacent to St Andrew's Baptist Church in central Cambridge. Entry is through a door at the side of the church into a café open to the public. At the rear of the café a corridor to the left leads to the two school offices. A large hall at the rear of the premises can be divided into two rooms. These are hired from the church as an induction room and additional teaching space when required. On the first floor there are two classrooms with a coffee room for students and staff between the classrooms; there is a further classroom on the third floor. One of the classrooms has a self-study area for students and also houses the school's teaching resources. There are two staircases in the building, which provide direct access to each of the classrooms. There is a lift between the ground and first floors. The church hall at the rear of the first floor is hired by the school for social and sports activities when required. The hall has a stage and a kitchen. and at busy times also functions during breaks as a student relaxation area. There are toilets on the ground and first floors. There are no external relaxation areas.

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

The school offers general English morning courses of 15 hours per week, Monday to Friday, and general English afternoon courses of six hours per week, Tuesday to Thursday. Students requiring an intensive course can enrol on both courses, making a total of 21 hours' tuition per week.

Management profile

The school is managed jointly by the DoS and the business manager who report to a board of trustees that meets quarterly.

Accommodation profile

The school offers various categories of homestay accommodation: half board, bed and breakfast and self-catering. Fewer than 40 per cent of the students at the school use homestay accommodation. Most students either stay with family and friends or rent their own accommodation. The list of registered hosts is comparatively small and many of the hosts have been with the school for many years. There is a good degree of loyalty to the school as many hosts do not accept students from other organisations.

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, and in clear accordance with the provider's stated goals and values. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe comfortable and professional environment for work and relaxation though teachers noted the absence of a room for them. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive 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 met the requirements of the Scheme. *Academic staff profile, Academic management, and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, safety and information are met, and students benefit from a high standard of welfare support. The accommodation provided is very good and communications are managed effectively. Students are made aware of local social and cultural activities, and a very appropriate programme of activities is available. *Accommodation and Leisure Opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	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.	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.	Strength

Comments

M1 There is a clear statement of the goals and values of the school developed in conjunction with the staff and trustees. It is clearly integral to the working of the organisation, not just a form of words.

M4 There are daily meetings to deal with current issues, weekly meetings also attended by all members of staff and quarterly meetings of the board of trustees. The latter two are minuted. There was evidence that all staff are well informed and engaged.

M5 Feedback is collected from students at the end of day one, at the end of each week and at the end of their course. There was evidence that the feedback is analysed and used to improve services

M7 There are review elements in the weekly staff meetings and board meetings and there is an annual meeting, in January, of all staff that involves them in using the accreditation self-evaluation template to review past performance and plan for the future.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
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	

M11 There are thorough and comprehensive induction procedures with check lists. Opportunities are given to observe and shadow existing members of staff where appropriate.
M12 All staff are appraised at regular intervals. They found the process supportive and constructive, with a clear link to development activities if needed.
M13 In addition to the professional development opportunities provided by the January meeting days, the school provides internal CPD and supports attendance at external events such as English UK days and IATEFL. It can also provide financial support to staff wishing to better their qualifications.

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.	Met
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.	Met
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 Students reported very positively on customer service in the school. They felt it was responsive, swift and personalised.
M18 There is a very robust policy on punctuality and attendance with clear explanations to students why it is important over and above visa requirements.
M20 There is an accessible and clearly staged structure for responding to problems with indications of how to contact English UK as the ultimate arbiter. There was written evidence that the very few complaints had been treated seriously.

Publicity	Area of strength
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.	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.	Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met

Comments

The principal medium for publicity is the website, with some use of social media.

M24 While information about most costs was clear and easily accessed, the costs associated with some of the leisure opportunities were presented in a rather vague and non-specific manner.

M28 Most claims to accreditation were satisfactory but one laminated poster had an outdated version of the British Council marque. This was removed during the inspection and is no longer a point 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.	Met
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.	Not met

Comments

P6 Teachers have lockers for their belongings in one of the classrooms but although the DoS makes his room available to them, they would have liked a separate teachers' room.

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.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All the criteria in this section are met.

Teaching and learning

Academic staff profile	Area of strength
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

T1 The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile

T2 and T3 The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context.

Academic management	Area of strength
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.	Strength
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.	Strength
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.	Strength
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

T6 The first day of the week is planned to facilitate the continuous enrolment process with a test on the previous week's work for continuing students while new students are tested and inducted. There is good advice and practical guidance for teachers on the integration of new students.

T8 Both the DoS and ADoS are constantly available to teachers who felt extremely well supported.

T9 Annual formal observations are conducted by the DoS. They feed into appraisals and subsequent CPD and are appreciated by the teachers, Peer observations also take place.

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

All the criteria in this section are met.

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.	Strength
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.	Met

Comments

T16 Students' progress is tested weekly on a three week cycle with each week prioritising different skills. The tests are linked to external reference methods. Outcomes are recorded and feed into end of course reports.

T17 Student needs are considered carefully in general, and staff are equipped to deal with special learning needs and disabilities. One student with such needs was observed being carefully and appropriately supported by his teacher during the inspection.

Classroom observation record

Number of teachers seen	3, including the ADoS
Number of observations	6
Parts of programme(s) observed	Morning general English classes

Comments

None.

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.	Strength
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.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	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.	Strength

Comments

T19 There was sufficient modelling, and explanations were generally clear and appropriate, but opportunities were sometimes missed to give relevant examples of target language in context.

T20 Lesson content was appropriate to the course objectives and the level and needs of the students in the majority of lessons. Lesson plans typically included realistic timings for activities. Lesson planning also demonstrated awareness of individual learner profiles and needs.

T21 All lessons observed were appropriately structured with a logical sequence of activities supporting the lesson aims. In stronger segments, teachers clearly identified and shared learning outcomes with students.

T22 Teachers used a range of teaching techniques appropriate to the focus of the lesson and the needs of the group. Techniques observed included elicitation, concept checking, questioning, nomination, and clear instruction-giving, with teachers generally checking students' understanding of tasks.

T23 The teachers managed the classroom environment effectively and made extremely competent use of the available teaching and learning resources. Resources used included coursebooks, handouts, whiteboards and interactive whiteboards.

T24 Teachers monitored students' performance during activities and provided feedback and praise where appropriate. There was good use of delayed correction.

T25 Lessons generally included short checking or assessment activities which enabled teachers to evaluate whether students had understood the target language and were able to use it appropriately.

T26 Teachers created a very positive and inclusive learning atmosphere, establishing good rapport with students who were consistently engaged. Lessons included a variety of interaction patterns, including whole-class, pair and group work, which were set up and managed effectively.

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.	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

W2 Students receive a very high level of attention and support. All staff are aware of the need for pastoral care and are proactive in providing it. Students in the focus group commended the school on its welfare provision.
W3 Policies to promote tolerance and respect are very appropriately disseminated and feature explicitly and prominently in the school's ethos.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 The accommodation seen during the inspection is of a very high standard. Feedback indicates hosts are committed to providing students with a very positive experience, supporting the ethos of the school.
W9 The business manager is herself an experienced host and inspects all accommodation if not used for a period. Host files are comprehensive and regularly reviewed: students are placed with hosts most suited to their needs.
W11 Students are asked about their accommodation frequently but tactfully. Problems are addressed and resolved swiftly.
W13. Student feedback on the quality of food provided is consistently extremely positive.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
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Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
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

W19 Information is available through attractive noticeboards; frequent whole school announcements and a fortnightly newsletter sent to all students and hosts.

W20 The content of the leisure programme is well devised to be both entertaining and to promote language use. There is a very good mix of activity and excursion. Long-stay students and returners are catered for.

W21 Teachers and management are involved in accompanying students on social activities. Students' feedback and input is both sought and listened to. Students in the focus group were very positive about the leisure programme.

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	2005
Last full inspection	2017
Subsequent checks/visits (if applicable)	2022 (Compliance inspection)
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	Sept 1996
Ownership	Registered UK charity UK charity number: 1056074
Other accreditation/inspection	N/a

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	22	35
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	4
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	23	39
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–50	20–40
Adult programmes: typical length of stay	4–12 weeks	2–8 weeks
Adult programmes: predominant nationalities	Chinese, Japanese	Chinese, Italian, Spanish, Swiss
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The ADoS normally teaches almost full-time. The DoS was also teaching during the week of the inspection but not during the inspection itself.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification/profile	0
TEFLI qualification	2
ATEFL 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

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	7	0
Private home	0	0
Home tuition	0	0
Residential	0	0
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	16	0
Overall totals adults/under 18s	23	0
Overall total adults + under 18s	23	