

Organisation name	English Language House, Milton Keynes
Inspection date	18–19 November 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. Evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed.

### Summary statement

The British Council inspected and accredited English language House in November 2025. 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](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general and professional English for adults (18+) and young people (16+) and vacation and online courses in general English for closed groups of students aged 5 to 18 years old.

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

### Introduction

The school was founded by the current owner director in 2000. With the advent of the pandemic and the departure of the centre manager, the director, who had withdrawn from the day-to-day management of the school, returned to a more active role.

The inspection took one and a half days. The inspectors met together or separately: the director, the director of studies (DoS), the director of administration and the senior teacher. Focus groups were held with teachers and students and both teachers with lessons during the inspection were observed by both inspectors. No visits were made to accommodation as the school is currently unable to offer any.

### Address of main site/head office

300 Saxon Gate West, Milton Keynes MK9 2ES

**Description of sites visited/observed**

English Language House (ELH) is situated on the first floor of the north wing of a large church, the Church of Christ the Cornerstone, in the centre of Milton Keynes. The church is interdenominational, and its premises are used as a centre for a wide variety of community organisations and events. There is an attended reception desk and CCTV on entry to the building with a small gift shop next to reception and a cafeteria down the corridor; both services can be used by ELH students. Access to the school itself is via a staircase or lift to the first floor. ELH have a dedicated corridor with two permanent classrooms and a small office where the director and director of administration works. Across the landing there is a separate corridor leading to the office space of a charity. Additional classrooms on this corridor are available subject to need.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

The school offers a wide range of courses with attendance from two to 25 hours per week depending on a student's selected programme. Students can combine more than one course to build up an individual programme of study which is modular in nature. Full-time students combine courses to a minimum of 15 hours per week. Bespoke ESP courses are also offered. The various courses run according to demand, and not all run at the same time, or, indeed, at all, where demand is low or non-existent. General English courses are generally held in the morning and often combined with afternoon electives. Courses can be face-to-facer or online. Young learners (5+) are taught individually online. Holiday courses are also offered to young learners aged from 14 to 17. The majority of the students live locally and have family and friends in the area. Many of them are working or studying nearby. A handful of under 18s, based in and outside the UK, have been following one-to-one online classes instead of attending group or vacation courses which was the case prior to the pandemic.

**Management profile**

The school is managed by the director assisted by the director of administration and the DoS.

**Accommodation profile**

No accommodation is offered.

**Summary of inspection findings****Management**

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values, though plans for the future need to be reinforced. Publicity was in need of improvement; some corrections were made during the inspection.

**Premises and resources**

The provision meets the section standard. The premises provide students and, with a safe, comfortable and professional environment for work and relaxation though the school no longer has a teachers' room, 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.

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**Teaching and learning**

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good 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.

**Welfare and student services**

The provision meets the section standard. The school provides its students with appropriate pastoral care.

**Safeguarding under 18s**

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, but key information is missing in the safeguarding policy and safer recruitment procedures have not been adequately adhered to.

**Declaration of legal and regulatory compliance**

The items sampled were satisfactory.

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**Evidence****Management**

<b>Strategic and quality management</b>	<b>Met</b>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

**Comments**

M2 Plans for the school's future are vague, lack steps to be taken and there is no evidence of work being carried out.

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<b>Staff management and development</b>	<b>Met</b>
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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

**Comments**

M9 Job descriptions lack any reference to safeguarding responsibilities.

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<b>Student administration</b>	<b>Met</b>
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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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.	Met

#### **Comments**

M14 Staff consistently provide excellent levels of customer service to students. Students were particularly complimentary about the helpful and courteous service before and during the course.

M19 There are no procedures under which a student may be asked to leave the course.

<b>Publicity</b>	<b>Need for improvement</b>
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.	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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

#### **Comments**

The website is the main publicity source and includes key information and many policy documents, a special area is dedicated to information for agents. A number of social media channels are also used to maintain contact with students.

M21 Some of the information given was inaccurate because it was several years out of date. This information was removed during the inspection, and this is no longer a point to be addressed.

M25 There is a lack of clarity about provision made for students who are under 18.

M26 Accommodation appears to be offered and there is a lot of information about staying in homestays, but it cannot be provided. This information was removed during the inspection and is no longer a point to be addressed.

M28 An incorrect version of the British Council marque is displayed in the school.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
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 There is no space for teachers to work, meet, relax and store belongings other than in the classrooms.

<b>Learning resources</b>	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 criteria in this area are fully met.

**Teaching and learning**

<b>Academic staff profile</b>	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**

T1 The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.  
T2 & 3 The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.

<b>Academic management</b>	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 area are fully met.

<b>Course design and implementation</b>	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
<b>Comments</b>	
All criteria in this area are fully met.	

<b>Learner management</b>	Met
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.	Met
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
<b>Comments</b>	
T18 The school is an exam centre for two major UK EFL examination providers; its staff are particularly well placed to advise students about examinations	

### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General ELT courses
<b>Comments</b>	
All the teaching observed was face-to-face.	

<b>Teaching: classroom observation</b>	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.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not 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
<b>Comments</b>	
T19 Teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were suitable for the students' level and the aims and objectives of the lesson. T20 Some elements in the teaching materials that were clearly of no practical use to the students were not filtered out in classes.	

T21 There was no evidence that Intended learning outcomes were discussed with students at the beginning of each lesson or referenced at any time in the segments seen.

T22 There was evidence of a range of techniques to present and practise language and to develop skills. Teachers elicited and illustrated the meaning of target language well. Nomination and questioning techniques were used to good effect. Effective scaffolding of students' learning was observed.

T23 Nearly all teachers made very competent use of the available teaching and learning resources.

T24 Teachers monitored students' performance during activities and provided encouragement as appropriate for the stage in the course. Some helpful error correction was observed.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place and teachers often provided opportunities for students to demonstrate their ability to use recently learned language.

T26 In all segments, there was a positive, purposeful, yet relaxed and inclusive learning atmosphere. Learners were actively engaged and were clearly enjoying their lessons.

## Welfare and student services

<b>Care of students</b>	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.	Met
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
<b>Comments</b>	
W2 The provider's attention to the pastoral needs of its students is very good. All staff are encouraged to be aware of potential concerns and digital systems allow fast and appropriate access to welfare issues. Students in the focus group were very complimentary about the provider's attention to their wellbeing.	
<b>Accommodation (W7–W18 as applicable)</b>	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
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.	N/a
<b>Comments</b>	
No accommodation is offered.	
<i>Accommodation: homestay only</i>	
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

<b>Comments</b>	
None.	

<b>Accommodation: other</b>	
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

<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	
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.	N/a
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

<b>Comments</b>	
No leisure programme is offered.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

<b>Comments</b>	
There were no under 18s at the time of the inspection. The provider accepts students aged 16 to 17 on adult courses, students from 12 years old in closed groups or tutorials, and students from 5 years old in online tutorials but these enrolments are very rare.	
S1 The safeguarding policy is comprehensive in some areas but does not include the full name or contact details of the Designated safeguarding lead, the LADO or any cover arrangements.	
S4 References seen made no mention of applicants' suitability to work with children.	

## 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	2008
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
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	2000
Ownership	Name of company: ELH Ltd Company number: 03965199
Other accreditation/inspection	None

## 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 (April)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	
Full-time ELT (15+ hours per week) 18 years and over	7	7
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	3
Part-time ELT aged 18 years and over	3	4
Part-time ELT aged 16–17 years	0	3
Part-time ELT aged under 16 years	0	2
<b>Overall total</b> ELT/ESOL students shown above	<b>10</b>	<b>22</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	24–43	20–40
Adult programmes: typical length of stay	10–20 weeks	10–20 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian, Kuwaiti, Qatari

Junior programmes: advertised minimum age	5	5
Junior programmes: advertised maximum age	15	15
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Saudi Arabian, Chinese, Japanese	Saudi Arabian, Chinese, Japanese.

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	5
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	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

### 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
<b>Comments</b>	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
ATEFL portfolio in progress*	N/a
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	N/a
Holding specialist qualifications only (for ESP/CLIL)*	N/a
Alternative professional profile*	N/a
Total	2
<b>Comments</b>	
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	7	0

Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	10	0
Overall total adults + under 18s	10	

#### **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in M9, M19, M25 and M28 have been addressed.