Inspection report

Organisation name	ISCA School of English, Exeter
Inspection date	6–7 July 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.

Summary statement

The British Council inspected and accredited ISCA School of English, Exeter in July 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 small private language school offers vacation courses in general English for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of student administration, premises and facilities, care of students, accommodation and leisure opportunities.

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

Introduction

This family-run school was established in 1966 and has been offering English language courses from the same premises since then.

The school operates for six weeks over the summer, with students coming for a minimum two-week stay. The majority are individual bookings, though there are small groups who are integrated into the classes. Outside the summer period, closed group courses can be arranged.

This inspection took one and a half days with two inspectors. Meetings were held with the principal, the office manager, and the director of studies. Focus group meetings were held with teachers, students and group leaders. All teachers teaching at the time of the inspection were observed. One inspector conducted a virtual tour of two homestays.

Address of main site/head office

4 Mount Radford Crescent, Exeter, Devon EX2 4EN

Description of sites visited/observed

The premises are located in a residential area of Exeter, a ten-minute walk from the city centre. There are eight classrooms in the main building and a further three in the annexe. The main office and reception area, the teachers' room (where the director of studies works), a common room, and a student relaxation room are located in the main building. The garden can be used by students and staff at breaks and lunch times.

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 runs summer vacation courses for 14 to 17-year-olds, although 13-year-olds in the same school year as 14-year-olds will be accepted. Students follow a general English course. Tailor-made group courses can be run on request outside the summer.

Management profile

The principal is responsible for the overall management and day-to-day running of the school and is assisted by the office manager. A director of studies (DoS) is responsible for the academic management.

Accommodation profile

ISCA offers homestay accommodation to all students. Accommodation is on a full-board basis and both single and twin rooms are available. At the time of the inspection, the school had approximately 25 active hosts on their books with 38 students staying in homestays and two students staying with their own respective families.

Summary of inspection findings

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 accordance with the provider's stated goals, values, and publicity. Enrolment is handled very well. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, very comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

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 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 met the requirements of the Scheme.

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 fully met. The homestay accommodation provided is of a high standard and systems are managed very effectively. A well-balanced and wide programme of cultural, social, and sporting activities is offered. The leisure programme is very well managed and staffed. *Care of students, Accommodation* and *Leisure*

opportunities are areas of strength.

Safeguarding under 18s.
The provision meets the section standard. A safeguarding policy is in place, and relevant training is provided to staff and homestay hosts. Students are suitably supervised within and outside lessons and activities. Accommodation for under 18s is well managed.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
All criteria in this area are fully met.	

Staff management and development	Met
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.	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.	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	
M8 All appropriate human resources are in place and known to staff, including a principled AI policy which states permissible and non-permissible uses and training. M11 Induction and re-induction of staff is very comprehensive, and staff commented on how useful it is.	

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.	Met
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.	Met
Comments	
M14 Feedback consistently comments on the good levels of customer service provided by the school. M15 The school provides comprehensive pre-course information and communication. Staff are very experienced and knowledgeable. M16 Very clear systems and procedures are in place to ensure efficient enrolment of students. The school benefits from an in-house, bespoke student database.	
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.	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.	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 website is the main publicity, and this is supplemented by an electronic brochure and dates & fees. M28 The website contained quotations from a previous inspection report. This was changed during the inspection and is no longer a point to be addressed.	

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Met
Comments	
P2 Premises are very well maintained with regular and comprehensive decorating and maintenance checks. They are spotlessly clean throughout. P3 All classrooms are spacious and airy. They are attractively decorated, well maintained and provide a very comfortable environment for students. P4 Students benefit from spacious outdoor and indoor areas for relaxation and the consumption of food.	
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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All relevant criteria in this area are fully met.	

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 appropriate to the school's context. The recruitment and support policy is effectively 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.	Strength

Comments
T10 Teachers benefit from very regular and targeted CPD which is partly informed by needs identified during observations.

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 criteria in this area are fully met.	

Learner management	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.	Met
Comments	
All criteria in this area are fully met.	

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English for under 18s
Comments	
All lessons observed were face to face.	

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.	Strength
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 Teachers, in all lessons, used language appropriate to learners' level when providing explanations, examples and classroom instruction, including appropriate reference to register where relevant. Pronunciation was supported through accurate modelling of individual words, with phonemic script and parts of speech used in some lessons to reinforce learners' understanding. In stronger lessons, teachers effectively developed emergent language as opportunities arose. T20 Lesson planning, across all lessons, reflected course objectives, schemes of work and student profiles. Topics and materials were generally well chosen to meet learners' needs, and lesson timings were realistic and appropriate for the planned activities. T21 In most lessons, activities followed a logical sequence that supported the stated learning objectives and enabled learners to progress appropriately. T22 All teachers employed a suitable range of teaching techniques to support learning, including concept checking, elicitation, purposeful questioning, nomination, clear instruction-giving and effective checking of task understanding. These techniques were generally appropriate to the lesson aims and learner needs. T23 The majority of teachers made effective use of the learning resources available, including screens, whiteboards, coursebooks and handouts. Classroom organisation, including seating arrangements where appropriate, supported the effective management of learning in some lessons. T24 Teachers consistently monitored learners' performance throughout lessons and provided timely, constructive feedback that supported learning. A range of correction techniques, including self-correction, peer correction, immediate correction and planned delayed correction, was observed, enabling learners to reflect on and improve their language use. T25 All teachers incorporated appropriate opportunities for learners to demonstrate their understanding and use of recently taught language through short assessment activities. Reference was also made to learning from previous lessons, in some segments, helping learners consolidate progress and enabling teachers to monitor achievement of learning outcomes. T26 All teachers consistently fostered a positive, inclusive and supportive learning environment in which learners were fully engaged. Strong rapport and mutual trust were evident, and lessons included a well-balanced range of whole-class, pair and group interaction that maximised student talking time. Teachers varied lesson pace and interaction patterns effectively, drew on learners' knowledge, interests and experiences to personalise learning, and actively listened to and acknowledged students' contributions. Good voice projection, energy and consistent use of learners' names further contributed to a purposeful and motivating classroom atmosphere, with learners encouraged to listen and respond respectfully to one another.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Met
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.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 A very comprehensive incident plan with effective procedures is in place and staff are fully informed. Students receive sensitive briefing and focus group feedback indicated that students were well aware of the steps to take in the event of an emergency. W5 Transport and travel arrangements are well managed. Students receive very thorough and detailed information about personal safety and care of valuables, and the induction lesson checks the information in a fun and meaningful way. W6 Health care provision is of a high standard with clear information provided in the pre-arrival checklist and student handbook. A high proportion of staff are first aid trained and staff are available to accompany students to a medical drop-in centre, doctors or hospital if required.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	

W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Met
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 Homestay provision is of a very high standard, and students receive a very warm welcome from hosts. Feedback from students was consistently positive. W8 Comprehensive cleaning and laundry arrangements are in place. Hosts demonstrated flexibility and thoughtfulness with laundry arrangements for their students. W9 Visits are thorough and the school has a very good understanding of their hosts. Records are well-maintained. W13 Students benefit from well balanced food provision, and hosts are responsive to students' requests. Feedback on packed lunches and evening meals, in the student focus group, was very positive.	

Accommodation: homestay only	
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 section are fully met.	

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.	Met
Comments	
None.	

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.	Met
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.	Strength
Comments	
W20 Leisure activities are tailored to the age and interests of the student group. Care is taken to ensure longer stay or returning students benefit from a wide variety of events. W21 Excursions are thoroughly planned and staff are well briefed. Teachers are fully involved in excursions, and the programme organiser has an excellent knowledge of the area. W23 A wide range of sporting activities, for example: paddle boarding, kayaking and climbing, are available and they are all led by qualified and specialised staff.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
All the students studying at the time of the inspection were under18. S6 Supervision and safety is very good including for example, signing in and out procedures. Hosts were fully conversant with rules and procedures for handling any potential issues. All stakeholders have a shared understanding of the supervision and behaviour practice and thorough checking mechanisms are in place.	
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	1981
Last full inspection	2022
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	1966
Ownership	Isca School of English Partnership
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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	11	11
Full-time ELT (15+ hours per week) aged under 16	29	29
Part-time ELT aged 18 years and over	N/a	N/a
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	**40**	**40**
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	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3 weeks	3 weeks
Junior programmes: predominant nationalities	Spanish, Swiss	Spanish, Swiss

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

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 director of studies was teaching 18 hours the week of the inspection, which is representative of a normal week. The principal does not have teaching responsibilities, other than covering for absent teachers.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	4

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	4
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	38
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
Arranged by student/family/guardian		
Staying with own family	N/a	2
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	40
Overall total adults + under 18s	40	