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| Organisation name | Spinnaker School of English, Portsmouth |
| Inspection date | 25–26 March and 19 April 2024 |

| 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 Spinnaker School of English, Portsmouth in March and April 2024. 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+).

The inspection report noted a need for improvement in the area of strategic and quality management.

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

Introduction

Spinnaker School of English was founded in 2007 and first inspected in 2008. Its last full inspection was in 2017, and interim inspections were carried out in December 2019 and September 2021.

The school occupies two floors above a convenience store next to Portsmouth and Southsea train station. Since the last inspection, the school has faced challenges in recruiting students due to the global pandemic. As a result, the school's owner diversified the business offering educational products and services overseas outside the scope of the accreditation. School staff have roles within these broader educational initiatives as well as their school roles. To reflect these changes, the school's holding company changed in February 2024 to 123 Global Education Ltd. The company remains under the same owner. In addition, since the last inspection, the school has stopped offering accommodation, classes for under 18s and a leisure programme.

This was a two-part inspection. The first part took place in March 2024 and was carried out by two inspectors over one day and a part day. All aspects of provision except teaching were evaluated. Meetings were held with the director of studies, managing director, general manager and one teacher who was not teaching during the week of the inspection. The second part of the inspection took place in April 2024 with one inspector observing a class, meeting management and one teacher, and holding a focus group with students, and the other inspector observing one class remotely.

Address of main site/head office

2 Isambard Brunel Road, Portsmouth PO1 2DU

Description of sites visited/observed

The school's entrance is on street level and leads immediately to a staircase to the first floor. On the first floor there are four classrooms, a reception, a kitchen with a hot drinks machine, an administration office, a prayer room, a student relaxation room with a table-football machine, a small library of readers and DVDs, and toilets. On the second floor there are three classrooms, three offices, a teachers' room, a small relaxation area, a kitchen and toilets.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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

General English, Language Skills, IELTS and one-to-one classes are the main courses that are offered year round, as well as courses for closed groups of students. All courses are for students aged 18 and over. Students can study for up to 25 hours per week. Lessons take place in the mornings and afternoons. There are no classes on Friday afternoons. The students seen in April 2024 were the first enrolments since January 2020.

Management profile

Strategic management of the school is overseen by a team of three senior managers led by the owner who is the managing director. Other members of the senior management team are the general manager and director of studies.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The management of the provision operates to the benefit of the students, although the provider's goals, values and strategy are not clearly documented. The structure of the organisation is well established, although communication is not documented or recorded. Publicity is accurate and gives rise to realistic expectations. Student administration is mostly carried out effectively. There is a need for improvement in *Strategic and quality management*.

Premises and resources

Overall, the provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. However, safety and security systems are not fully operational. A range of learning resources is available to students and teachers, appropriate to the course profile and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which matches the context. Course design is adequate and learner management is effective. Good support structures are in place to ensure that teachers are supported and that learning is managed appropriately to meet the demands of the courses and needs of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Accommodation and a leisure programme are not offered and under 18s are not accepted, but care of students is well assured. Information about travel to and life in the UK, however, is not routinely made available.

Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

| Strategic and quality management | Need for improvement |
|--|----------------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Not 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. | Not 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. | Not met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

Comments

M1 There is no explicit statement describing the mission and values of the school shared with staff.
M2 There is no evidence of objectives and plans for the future of the organisation.
M4 There is inadequate documented evidence of communication between those involved in the ELT operation, and with the wider organisation.

M6 While there is a staff feedback form, there is no evidence of staff feedback being collected or of action being taken in response to it.

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| Staff management and development | Met |
| 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. | Not 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. | Not 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

M10 Some staff files did not include documents demonstrating previous employment. Some certificates and qualifications have not been signed and dated.

M12 There are no records of monitoring and appraisal being carried out in recent years.

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| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service. | Met |
| 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. | Not 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

M17 Some of the student records sampled did not include local contact details. This was rectified by the time of the second part of the inspection, and is no longer a point to be addressed.

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| 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. | Not met |
| M24 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | N/a |
| M26 Publicity gives an accurate description of any accommodation offered. | N/a |
| M27 Descriptions of staff qualifications are accurate. | N/a |
| M28 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

M23 At the time of the inspection, the website did not state the maximum class size or the dates of public holidays when the school is closed. This was rectified during the inspection and is no longer a point to be addressed.

Premises and resources

| Premises and facilities | Met |
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| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Not 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. | Met |

Comments

P1 Visitors and employees are not provided with sufficient health and safety briefings. This was rectified prior to the second part of the inspection and is no longer a point to be addressed. The entrance door is locked at all times, creating a safety risk for students, staff and visitors. The fire risk assessment carried out by an external consultant on 22 March 2024 identified a number of significant risks. During the second part of the inspection, the school demonstrated that it was taking advice from a fire safety engineer and was taking steps to address the risks identified.

Learning resources

| Learning resources | Met |
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| 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

| 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.

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| Academic management | Met |
| T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms. | Met |
| T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff. | Met |
| T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Met |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers. | Met |
| T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation. | Met |

Comments

All criteria in this area are fully met.

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| 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.

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| 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 | 1 |
| Number of observations | 2 |
| Parts of programme(s) observed | General English |

Comments

One teacher was observed by both inspectors, one remotely and one in person.

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| Teaching: classroom observation | Met |
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| 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. | 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. | Met |
| T25 Lessons include activities for teachers and students to evaluate whether learning is taking place. | Met |
| T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson. | Met |

Comments

T19 The models of language produced were accurate and appropriate to the aims of the lesson.
T20 The lesson and the lesson plan did not pay sufficient attention to the course objectives or student needs.
T21 Learning outcomes were clearly expressed in terms of what students will be able to do better as a result of the lesson. An appropriate sequence of activities was planned to meet the outcomes.
T22 There was good use of nomination, elicitation, questioning, good monitoring. Instructions were clear and there was effective comprehension checking.
T23 Classroom resources were well managed, including clear boardwork and well-presented materials. The classroom space was well utilised, and there were opportunities for students to move and use the whiteboard.
T24 Feedback was prompt and pertinent. There was encouraging and effective use of praise and useful correction and input to enhance performance.
T25 The lesson included opportunities for students to practise and use recently learned language.
T26 The lesson content was personalised, students had good opportunities to interact, and the learning environment was very positive.

Welfare and student services

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|--|---------|
| 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. | 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. | Not met |
| W6 Students have access to adequate health care provision. | Met |

Comments

W5 Students are not currently provided with advice on travel to and life in the UK.

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|--|-----|
| Accommodation (W7–W18 as applicable) | 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 |

Comments

No accommodation is offered.

Accommodation: homestay only

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|---|-----|
| W14 Homestay hosts comply with the agreed terms and conditions for student placements. | N/a |
| W15 Homestay placements encourage students to use English. | N/a |
| W16 Hosts ensure that there is an adult available to receive students on first arrival. | N/a |

Comments

N/a

Accommodation: other

| | |
|---|-----|
| W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

N/a

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. | 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 |

Comments

N/a

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 Sampling identified the following issue: the fire risk assessment carried out by an external consultant on 22 March 2024 identified a number of significant risks; the school should seek further advice from the relevant statutory/regulatory body to address these issues. During the second part of the inspection, the school demonstrated that it was taking advice from a fire safety engineer and was taking steps to address the risks identified.

Organisation profile

| Inspection history | Dates/details |
|---|----------------------------------|
| First inspection | 2008 |
| Last full inspection | 2017 |
| Subsequent checks/visits (if applicable) | 2019 spot check and 2021 interim |
| 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 | 2006 (current ownership company March 2024) |
| Ownership | Name of company: 123 Global Education Ltd Company number: 15584701 |
| 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

| Student profile | At inspection | Estimate at peak |
|--|---------------|---------------------------------|
| | April | August |
| ELT/ESOL students (eligible courses) | | |
| Full-time ELT (15+ hours per week) 18 years and over | 2 | 50 |
| 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 | 0 | 0 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 2 | 50 |
| Adult programmes: advertised minimum age | 18+ | 50 |
| Adult programmes: typical age range | 18–40 | 18–40 |
| Adult programmes: typical length of stay | 4 weeks | 4 weeks |
| Adult programmes: predominant nationalities | Sri Lankan | Gulf states, European countries |
| Junior programmes: advertised minimum age | 0 | 0 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: typical length of stay | 0 | 0 |
| Junior programmes: predominant nationalities | 0 | 0 |

Staff profile

| Staff profile | At inspection (April) | Estimate at peak |
|--|-----------------------|------------------|
| Total number of teachers on eligible ELT courses | 1 | 6 |

| | | |
|--|---|---|
| Number teaching ELT 20 hours and over a week | 0 | |
| Number teaching ELT under 20 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 0 | |
| 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 | 1 | |
| Academic managers without TEFLQ qualification or three years' relevant experience | 0 | |
| Total | 1 | |
| Comments | | |
| None. | | |

Teacher qualifications profile

| Profile in week of inspection | | |
|---|--------------------|--|
| Professional qualifications | Number of teachers | |
| TEFLQ qualification/profile | 0 | |
| TEFLI qualification | 1 | |
| A TEFL 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 | 0 | |
| Comments | | |
| None. | | |

| Number of students in each at the time of inspection (all students on eligible courses) – April | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 0 | 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 | 2 | 0 |
| | | |
| Overall totals adults/under 18s | 2 | 0 |
| Overall total adults + under 18s | 2 | |

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed. The required evidence was subsequently submitted.

