

Organisation name	Yorkshire English School, Huddersfield
Inspection date	20–21 June 2024

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.

### Summary statement

The British Council inspected and accredited Yorkshire English School, Huddersfield in June 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](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general English for adults (18+) and vacation courses for under 18s.

Strengths were noted in the area of learning resources.

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

## Introduction

The Yorkshire English School (YES) was founded in 2016 and initially called 'English At Home', offering a combination of homestay and tuition in the owners' home. The school then moved to premises in central Huddersfield in 2017 with a different offer which would meet the needs of local as well as international students. There is a strong ethos of community involvement promoted by the management team, and this is evident in the provision; YES works in partnership with the local community, charities and local business to create a networking system promoting communication and volunteering opportunities for the students. Most students are recruited locally, although some are recruited via the website. The team is small and most staff have more than one role. Academic advice and guidance is given by the director of studies (DoS), non-academic advice is provided by the administration team; this includes the welfare officer, and a teacher also carries out administrative duties in the afternoon. Only students aged over 18 are accepted on publicised courses. However, in the summer, packages for closed groups of juniors are offered. One such course was running at the time of the inspection.

The inspection lasted one and a half days. Meetings were held with two directors, the DoS, the school administrator and the welfare officer. Focus group meetings were held with the teachers and students. Two teachers were observed.

## Address of main site/head office

32 John William Street, Huddersfield HD1 1BG

## Description of sites visited/observed

YES occupies the first floor of a three-storey building in the centre of Huddersfield. The entrance and staircase are shared with two other businesses on the second floor. The school's reception area leads onto the staffroom and through to the common area, which is furnished with soft seating and a television screen. There are four classrooms, a kitchen and a small lobby area with three computers for students' use. Male and female toilets, shared with staff from the other businesses, are on the second floor and are opened with a key available at reception.

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 checked="" type="checkbox"/>	<input checked="" 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"/>
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 main offer is general English, but examination preparation courses are run on request. Class sizes are small and courses can be tailored to the needs of the learners. Only students aged over 18 are accepted on publicised courses. However, in the summer, packages for closed groups of juniors are offered.

## Management profile

All staff report to the DoS/director who is also a welfare officer and the designated safeguarding lead.

## Accommodation profile

Accommodation is only offered to closed groups. The school enters into short-term rental agreements with a local provider and monitors the accommodation. The residence seen offers cluster flats of five ensuite rooms with shared kitchen and relaxation area. The school hopes to offer homestay accommodation in the future.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard. The management of the provision operates to the benefit of the students, and the provider's goals, values and strategy are clearly documented. The structure of the organisation is well established, although communication is only partially documented and recorded. Publicity is for the most part accurate and gives rise to realistic expectations. Student administration is mostly carried out effectively.

### 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. A range of learning resources is available to students and teachers, appropriate to the course profile and needs of the students. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which matches the context. Course design is good 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. The provision generally meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from appropriately-managed student services, including, where offered, out-of-class activities and suitable accommodation. Risk assessment procedures are insufficiently rigorous.

### Safeguarding under 18s

The provision meets the section standard. In general, 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. Parental consent and systems for suitability checks of group leaders require improvement.

### 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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M1 There is a comprehensive mission statement with accompanying aims and values which is displayed around the school and incorporated in a wide range of documents seen by staff and students.

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.	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
<b>Comments</b>	
All criteria in this section are fully met.	

<b>Student administration</b>	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.	Strength
<b>Comments</b>	

M17 In some cases local contact details were not up-to-date.  
M20 There is a detailed complaints procedure and information about recourse to English UK as a last resort is prominently displayed.

<b>Publicity</b>	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.	Not 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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
M22 The language used is sometimes wordy and too difficult for some readers. M25 The level of care and support for under 18s is not specified.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met

P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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
<b>Comments</b>	
P4 There is a large common room with free tea and coffee and a spacious kitchen for student use.	

<b>Learning resources</b>	<b>Area of strength</b>
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.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
<b>Comments</b>	
P10 There is a wide range of resources and action taken to enable students to learn independently, in the school, at home, in the school and municipal libraries, online and in the community.	
P11 There is a review policy and teachers are invited to feedback on the textbooks currently in use. Ideas for innovation are welcomed from teachers; the acquisition of classroom presentation tools seen in action during some observation segments was as a result of teacher initiative.	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
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.	
<b>Comments</b>	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context.	

<b>Academic management</b>	<b>Met</b>
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 section 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.	Strength
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

T12 There are multiple strategies, some of them quite innovative, to help students develop language skills outside the classroom.

<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

#### Comments

T18 The school is an exam centre for internationally recognised exams and staff have good knowledge of these and other exams.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English and summer school.

#### Comments

A third teacher, teaching a single student online, was due to be seen but the student did not log onto the meeting site.

<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.	Not met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	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.	Not met

#### Comments

T19 Models provided were often accurate, but in some cases were not appropriate or relevant to students' needs and were not always natural and authentic.

T20 Lesson plans, including the one for the online class that it was not possible to observe, were detailed and appropriate with in-depth profiles of students and their needs. Additional activities were provided for more able learners.

T21 Learning outcomes were generally made available and were suitably specified.

T22 There was good nomination, questioning, elicitation and prompting in many segments. Instructions were generally clear and their comprehension was checked. In some segments there was too much teacher talking time.

T23 The classroom environment and the extensive teaching and learning resources were well managed.

T24 Feedback was prompt and pertinent in most cases using a wide range of techniques.

T25 In many segments, imaginative and engaging ways of evaluating whether learning was taking place were used. In others, the approach was more traditional and captured less.

T26 There was very good rapport with engaged students in some segments. In others student contributions were ignored and the students became detached from the learning process.

### 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.	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.	Met
W6 Students have access to adequate health care provision.	Met

#### Comments

All criteria in this area are fully met.

<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
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.	Met

#### Comments

All criteria in this sub-section are fully met.

<b>Accommodation: homestay only</b>	
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**

There are plans to offer homestay, and systems are being established to do so; however these are not complete and there has been no demand so far.

<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

**Comments**

W17 Although staff are available to give advice, this is not made known to students and there is no written guidance.

<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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

**Comments**

W22 Risk assessments for activities are generic and there are no accompanying documents for specific groups or excursions. The responsibilities of staff and group leaders in relation to the risk assessment are not clear, and there is no sign-off procedure.

**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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Not 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



## Comments

Under 18s are accepted only as part of a closed group with designated group leader(s). At the time of the inspection there were three 17 year-olds and one 11 year-old in a closed group.

S3 Parental consent forms do not contain examples of situations to which parents may give their consent. The school has not consistently checked parental involvement in cases where group leaders act as guardians and complete consent forms for their group.

S4 There are no records of police checks for group leaders or evidence from agencies/schools that checks have been carried out.

## 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	2019
Last full inspection	2019
Subsequent checks/visits (if applicable)	2020 – spot check
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	12 July 2016
Ownership	Name of company: Yorkshire Education Solutions Ltd Company number: 10274760
Other accreditation/inspection	ASIC

## 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
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	4	10
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0

Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	3	12
Part-time ELT aged under 16 years	1	5
<b>Overall total</b> ELT/ESOL students shown above	<b>9</b>	<b>27</b>
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	22–45	22–45
Adult programmes: typical length of stay	3–6 months	3–6 months
Adult programmes: predominant nationalities	Libyan, Italian, German, French	Libyan, Italian, German, French
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	1–2 weeks
Junior programmes: predominant nationalities	Iraqi, Indonesian	Iraqi, Indonesian

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3	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	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

#### **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
<b>Comments</b>	

The DoS does not have a teaching commitment.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	2
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	3
<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	0	0

Private home	0	0
Home tuition	0	0
Residential	0	4
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	5	0
Overall totals adults/under 18s	5	4
Overall total adults + under 18s	9	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W22, S3 and S4 have been addressed. The required evidence was subsequently submitted.