EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS

OXFORD INTERNATIONAL EDUCATION GROUP

Company Registration Number – 02666738

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Proprietor	Oxford International Education Group	
Age Range	12+	
Total number of students	206	
Numbers by age and type of study	Under 16:	22
	16-17:	14
	18+:	170
	EFL only:	54
	FE and EFL:	152
Inspection date	**2 to 4 June 2026**	

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PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The Independent Schools Inspectorate is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Student visas.

ISI inspections are required to:

- report on the extent to which colleges comply with the published Educational Oversight Standards;
- assess and report on the quality of educational outcomes and provision;
- where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

(i) an exhaustive health and safety audit;
(ii) an in-depth examination of the structural condition of the college, its services or other physical features;
(iii) an investigation of the financial viability of the college or its accounting procedures;
(iv) an in-depth investigation of the college's compliance with employment law.

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1. CHARACTERISTICS AND CONTEXT

1.1 The Oxford International Education Group (OIEG) is a privately owned provider of education services in the UK and overseas. The group owns three English language schools in England, based in London, Oxford and Brighton. A fourth OIEG English language school in the UK is based in Edinburgh but is not in scope for this inspection.

1.2 The aims of OIEG are primarily to enable students to improve their English language skills, enable cultural exchange, and where appropriate, use this to facilitate entry to UK universities.

1.3 All three language schools have an individual principal, who has autonomy to develop their own centre's provision according to the particular locality. All report to the Head of English Language within the group to ensure consistency of practice with regard to UKVI compliance and overall strategic focus.

1.4 The overall language school provision is overseen by the Managing Director (UK Language Schools), and this individual reports directly to the Chief Executive Officer (CEO). The CEO works with a group of directors to oversee all provision within the group. Board oversight includes all aspects of financial management and quality assurance, as well as close involvement with safeguarding through a quarterly safeguarding committee.

1.5 Each school offers a range of programmes in English language development including preparation for International English Language Testing System (IELTS) examinations. In addition, each school also offers foundation programmes for students wishing to progress to universities in the UK and beyond. These are a growing area of focus . Summer activities include short courses for groups for English language and cultural immersion, primarily for those of school age. These were not running at the time of inspection.

1.6 At the time of the inspection, there were 206 students attending the language schools. The majority of students are aged 18 years and older, with a small majority of male students. Students come from across the world. English is an additional language (EAL) for all students. No student has been assessed as having special educational needs and/or disabilities (SEND). Residential accommodation is provided via private providers and homestay arrangements

1.7 The most recent inspection of OIEG was conducted on 26 November 2024 and at that time the group exceeded expectations.

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2. SUMMARY OF FINDINGS

2.1 **The language school exceeds expectations for the quality of education**. At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.

2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. The courses meet the needs of students and provide both cultural immersion opportunities as well as a range of pathways to university for those on the foundation programme. Initial assessment of students is thorough and effective. This places students on the correct level of study, which leads to low withdrawal rates and high levels of progression. Teaching, learning and assessment are excellent and teachers promote core British values of democracy, the rule of law and tolerance. Teachers are very effective in ensuring that students are able to access the curriculum through well-planned teaching and appropriate use of resources. Teachers set students work which is well matched to their ability and language capabilities. This approach means that students feel very positively about the experience they receive at the college. Progression for students to higher education is excellent, and students studying English language make progress and move on to the next level of study in an appropriate timescale.

2.3 Students' welfare, including health and safety, is excellent. All buildings provide an appropriate and well-equipped area for study. Buildings, including residential accommodation, are secure and comply with relevant health and safety legislation. The college has no catering provision in the teaching centres. Meals provided in residential accommodation are of a high quality, and there are regular checks on the quality of food as well as opportunities for student feedback. Measures to reduce the risk of fire are effective, and a suitable first aid policy is implemented well. Attendance rates are excellent. The college robustly follows up on all non-attendance and has additional processes in place for students under 18. All monitoring and attendance procedures meet Home Office reporting requirements. Pastoral care is excellent and students feel very well supported by their teachers. The management of residential provision, including suitable checks on homestay providers, is excellent. Appropriate checks are made and all statutory requirements relating to the safeguarding of children and vulnerable adults are met.

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2.4 The effectiveness of governance, leadership and management is excellent. The proprietor takes their responsibilities seriously and discharges them well. Processes to recruit staff are excellent, with all appropriate checks being made prior to staff starting employment, including procedures to meet statutory guidance should the group enrol students under the age of 18. The proprietor has all necessary legal permissions and fulfils all duties with regard to health and safety. The group's aims are well met through effective strategic planning and quality assurance by leaders of activity undertaken in the language schools. Leaders and proprietors know their institutions well and have well developed systems to identify and then act on any areas for improvement. The strategic direction for the college is clearly outlined in a detailed development plan, which is regularly reviewed. This detailed planning is used by the proprietor and senior leaders to grow and develop the range of courses on offer. This also helps support and improve students' experience as well as ensuring financial sustainability. Mechanisms for monitoring and improving educational standards, including feedback from students and complaints handling, are in place. Consideration of areas for improvement by leaders allows for improvements in student outcomes and experience. Staff are well supported by the senior leadership of the college, and there is a good relationship between staff and leaders. The college has an excellent range of information on its website for potential students and external bodies, including appropriate policies. Provision of information is excellent.

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3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

3.(a) Assessment of students prior to or on arrival

3.1 Assessment of students prior to or on arrival is excellent.

3.2 Students are effectively assessed prior to enrolment through an effective range of methods to ensure appropriate language support can be put in place and students are placed on the correct level of course.

3.3 Pre-entry processes are excellent, and include thorough academic suitability checks, English language assessment, interviews and credibility checks. Leaders have excellent knowledge of current UKVI requirements. Recruitment of international students includes verification of relevant documentation such as passport and qualifications.

3.4 Pre-confirmation acceptance of studies (CAS) and visa compliance checks are used effectively, ensuring that students are enrolled onto appropriate courses that match both their abilities and progress goals.

3.5 At the time of the inspection, no students were identified by the college as having SEND. However, managers have effective policies and procedures in place to ensure appropriate support is arranged when required, to meet students' individual needs.

3.(b) Suitability of course provision and curriculum

3.6 The suitability of course provision and curriculum is excellent.

3.7 Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. These students study a minimum of 15 hours of daytime weekday lessons.

3.8 Schools have autonomy to develop aspects of provision that match both their setting and the cultural features of the locality. This includes World Heritage sites such as Greenwich, museums in Oxford, and Brighton's cultural diversity and coastal setting. All are widely used as teaching resources. As a result, students' studies are adapted well and enriched by their experience and cultural immersion.

3.9 The range of courses offered meets students' needs well, including short English language programmes for groups, English language courses for adults and longer foundation studies courses. Leaders scrutinise the course offer regularly, adapting well as markets change. This ensures that all students receive a positive learning experience that meets their learning goals and needs.

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3.(c) The quality of teaching and its impact on learning

3.10 The quality of teaching and its impact on learning is excellent.

3.11 Teachers are well qualified and experienced in delivering English as a foreign language (EFL) and university foundation programmes. Teachers use a range of effective and engaging classroom activities which provide excellent opportunities for students to practise their reading skills.

3.12 Students and their individual needs are well understood by their teachers, who adapt lessons where required to ensure all students have the opportunity to progress.

3.13 Students work collaboratively and enjoy their lessons. In many lessons, group work is used effectively to improve student outcomes as well as enabling a sense of shared endeavour and enjoyment.

3.14 The assessment of students' work is timely, reliable and consistent. Assessment information is used to plan teaching and to inform students how they can improve their work and make progress.

3.15 Regular checks on learning in class and individual academic tutorials with staff help students on longer courses know what they need to do to improve, as well as providing support and wider links to pastoral care. Classroom resources are of an adequate quality, quantity and range and are used effectively. Teaching encourages students to take responsibility for their educational progress during their time in the UK.

3.16 Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3.17 Teaching does not discriminate against students, in line with the Equality Act 2010, and encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.

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3.(d) Attainment and progress

3.18 Attainment and progress are excellent. Student outcomes are measured with reference to norms derived from externally accredited examinations, such as validated university foundation programmes. English language progress is assessed against the Common European Framework of Reference for Languages (CEFR).

3.19 The majority of students complete their course and, for those on foundation programmes, progression rates to university are high. The schools work closely with university partners to ensure students receive strong support throughout their course and into the next phase of learning.

3.20 Progress both within and between lessons is excellent, as teachers use a range of activities to break down complex concepts into manageable steps. This motivates and engages students with subject material which aids learning.

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4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

4.1 Health, safety and security of the premises is excellent.

4.2 All buildings used by the group are in a good state of repair and are fit for purpose. The security of all buildings is excellent. Students feel safe, and both students and staff understand potential risks relating to their particular setting.

4.3 The Greenwich site is a modern and fully accessible building. The Brighton and Oxford sites both have more restrictions to access due to buildings having Historic England listed status, but the group makes adaptations for students, where appropriate, and fulfils accessibility responsibilities. Access to the college or language school allows all students, including those who have SEND, to enter and leave the premises safely, including for emergency evacuations

4.4 Tidiness and hygiene are excellent in all three schools. Classrooms are well furnished and resourced to a high standard. There are sufficient washrooms for students and staff. All furniture and fittings within the group are appropriate for the range and ages of learners as well as for the activities undertaken.

4.5 Effective arrangements are in place to assure the health and safety of students and staff. Records are systematically kept of training for staff and of any incidents relating to health and safety. There is a suitable number of staff trained in first aid in place. There is a first aid policy which is implemented effectively.

4.6 Measures to reduce the risk of fire are effectively employed, including the implementation of regular fire drills and the management of fire extinguishing equipment. Exits are clearly marked and staff are suitably trained as fire marshals.

4.7 Free drinking water is available. The group does not provide catering facilities. The lighting, heating, sound insulation and ventilation in the classrooms and other parts of the premises are excellent. The décor of the buildings is of a good quality and maintained to an appropriate standard for teaching activities.

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4.(b) Student registration and attendance records

4.8 Student registration and attendance records are excellent, and attendance is high. The group ensures each school maintains accurate admission and attendance registers. The group stresses the importance of high attendance and the policies in place are rigorous and applied thoroughly. Attendance policies are on the website as well as visible in communal student areas, and staff and students understand key thresholds for attendance that must be met.

4.9 The group has very clear procedures for the collection and refunding of fees. These can be found on the website prior to enrolment and are reinforced during the process of joining a course.

4.10 Where attendance falls below key thresholds, the college works closely with students to provide support, where appropriate, and gives very clear guidance on expectations and information about how to access welfare support, if required. This results in low dropout rates.

4.11 If a student's attendance falls below that required by UKVI, and the student does not respond appropriately, the group has effective communication with UKVI to withdraw sponsorship. These records are meticulously kept. Current attendance of those on Student visas is 85%.

4.(c) Pastoral support for students

4.12 Pastoral support is excellent. Students are well cared for by staff.

4.13 The group regards all students as potentially more vulnerable due to cultural differences and the fact that English is not their first language. Staff are alert to issues and respond quickly. Excellent induction processes also support students in settling into the language schools and understanding their local area.

4.14 Each school within the group has designated individuals who students can go to in addition to their course teacher. There is a 24-hour helpline for those in need and this is linked to senior staff. As a result, any issues are quickly resolved and students are kept safe. Staff provide very effective pastoral support that meets individual students' needs well.

4.15 The group promotes a harmonious and culturally sensitive learning environment, alongside immersing students in UK culture. Teachers are mindful of the diversity of their students and act appropriately. The language schools all have space for students to have quiet time and to reflect or pray. This means students' spiritual needs are met.

4.16 Bullying is rare and behaviour in classes and around the centres is of a high standard. Clear policies and expectations are in place regarding the behaviour required of both staff and students. This promotes an environment that students say feels safe and conducive to learning.

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4.17 Each school in the group uses its local area well to provide a range of social and additional activities which enrich the learning experience for students, ranging from visits to historic sites to meals and sporting activities.

4.18 Where students are following university foundation programmes, close links with partner universities support progression. For example, at the Greenwich site, formal links with the University of Greenwich enable students at the language school to use university facilities and access their careers advice service. As a result, the quality of careers advice and guidance is excellent.

4.(d) Safeguarding for under 18s

4.19 Safeguarding is excellent.

4.20 Appropriate safeguarding arrangements are in place and are regularly reviewed and updated by leaders with safeguarding responsibilities. There is an effective safeguarding policy in place. The single central record of appointments (SCR) is comprehensive and securely maintained.

4.21 Staff receive regular, up-to-date training in safeguarding and the 'Prevent' duty, with records and certificates appropriately held on file. All staff have a good understanding of safeguarding risks relevant to the settings of individual schools as well as wider national themes such as online safety.

4.22 The premises are not used for other activities, and safeguarding arrangements are routinely reviewed to ensure their continued effectiveness.

4.(e) Residential accommodation

4.23 Residential accommodation is excellent.

4.24 Private accommodation available to adult students through a third-party provider is of a high quality and meets all requirements for health and safety including measures to reduce the risk of fire.

4.25 Homestay accommodation is available to both adults and students under-18. Homestay accommodation is managed in accordance with national requirements. The group conducts appropriate checks on hosts, gets regular feedback from students and takes actions where required in response to students' feedback.

4.26 The provision of accommodation meets the aims of the group in enhancing cultural immersion for students learning English and, in doing so, enhances the experience of students overall.

4.27 Where under-18s are accommodated in host families arranged by the college, the college obtains enhanced DBS checks with barring information for the responsible adults in the family.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

5.1 Ownership and oversight are excellent. The proprietor understands their responsibilities and discharges them appropriately. The proprietor has a well-defined and detailed strategic plan which is developed alongside individual quality improvement plans for each of the schools. As a result, there is coherent and clear educational direction of the provision both within and between the three schools in the group, and good relationships between the proprietor and senior staff.

5.2 The proprietor is effective in discharging their responsibilities with regard to safeguarding, and is successful in securing, supporting and developing sufficiently qualified staff ensuring their suitability to work with students.

5.3 Educational direction is clearly outlined on the website for potential students and reinforced within the group by regular liaison between leaders of the three schools. This allows sharing of best practice and consistency for statutory obligations.

5.4 The proprietor has all necessary legal permissions and certifications in place from relevant bodies for the use of the buildings in which students are taught.

5.5 Financial oversight is effective and ensures appropriate investment in facilities for the benefit of students.

5.(b) Management structures and responsibilities

5.6 Management structures and responsibilities are excellent. The group chooses to vary structures at each of the three schools, where needed to match the provision and this ensures that the needs of each school are well catered for. Oversight of academic standards is rigorous and effective. Managers and proprietorial representatives meet regularly to ensure effective communication.

5.7 Quality assurance and self-evaluation is well supported by structures in place, with senior oversight of quality improvement plans scrutinised centrally to ensure alignment with the group's aims. Self-assessment is effective, and priorities are identified and regularly checked to ensure effective completion.

5.8 Regular staff appraisal, including observations of teaching, leads to improvements in the quality of teaching and learning. Managers take their responsibilities seriously and are diligent in ensuring staff training is well organised, well delivered and appropriately recorded to support this.

5.9 Teaching staff meet annually across the group to discuss corporate development and to share personal ideas on developing provision, leading to ongoing development of courses at each language school.

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5.(c) Quality assurance including student feedback

5.10 Quality assurance is excellent. Leaders analyse performance of students' progress and outcomes, and attendance effectively, and this feeds into a detailed quality improvement plan to clearly identify areas for action, such as changes to teaching programmes or delivery methods.

5.11 The group has a very transparent complaints policy which is available on the website and known to students. Fee protection and refund policies are clearly outlined, alongside enrolment processes, so that students understand what financial recourse is available to them in the event of non-enrolment.

5.12 Leaders gather the views of students regularly, using both formal and informal methods such as discussions and surveys. This is used by the group to develop provision as well as to make improvements to facilities in response to students' requests.

5.13 Leaders have made changes to various electronic tracking systems over time, and this means that, in some areas, there are number of systems overlapping as new systems are being brought in. This results in multiple systems which has an impact on staff time available for other activities.

5.14 Students report high levels of satisfaction with the provision.

5.(d) Staff recruitment, qualifications and suitability checks

5.15 Staff recruitment is excellent. The group takes a very rigorous approach to employment history and reference checks, including following up on qualifications and recording these details diligently.

5.16 All staff are subject to an enhanced Disclosure and Barring Service (DBS) check, as well other checks as required by statutory guidance, prior to starting employment.

5.17 The college maintains a single central record of all staff, as required, to safeguard students under the age of 18. This is used appropriately by leaders and the proprietor as an effective centralised mechanism to ensure that all staff have had the correct checks prior to commencing employment.

5.(e) Provision of information

5.18 Provision of information is excellent. The group has a very detailed and extensive website for prospective students to understand the provision and make informed choices about courses they may wish to study. This enables students to understand enrolment processes and prepares them well for travel to the UK if they are coming from overseas.

5.19 College leaders and staff worked very effectively before and during the inspection to provide information in a suitable format and timely manner.

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6. RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the excellent quality provided, the group should:

- Complete the process of implementing student progress tracking systems so that there is enhanced transparency for leaders to monitor student and programme performance across the group.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with a member of the proprietorial board. They considered a range of evidence relating to quality assurance within and between centres. Inspectors visited residential accommodation and spoke to homestay providers. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Luke Rake	Lead Inspector
Mr Mark Dean Marr	Team Inspector
Mrs Margaret Arokiasamy	Team Inspector
Mr Saul Hyman	Team Inspector
Mrs Jane Beeson	Team Inspector
Mr Patrick Lawlor	Team Inspector

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7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.