

# Equality, Diversity & Inclusion

THE ANNUAL REPORT  
2022 / 23

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**OAKLANDS COLLEGE**



**100+** YEARS  
TEACHING EXCELLENCE

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# Welcome and introduction



Diverse Learning Opportunities: With approximately 1,000 full-time and part-time courses, Oaklands College caters to around 5,000 students from various regions. Our course offerings range from vocational programmes with robust industry links to elite sports, the arts, and a variety of A levels, T levels and Higher Education courses. Notably, the college has gained national recognition for its provision for learners with mild and severe learning difficulties.

### **Leadership Vision**

In his role as Principal and Chief Executive Officer, Andrew Slade is enthusiastic about steering Oaklands College towards a future characterised by growth and achievement. The community places a high value on fostering curiosity, encouraging students to challenge themselves and grow. Each student is treated as a unique individual, with the institution seeing itself as a partner in their educational journey.

### **Exemplary Student Experience**

The academic year 2022/23 reaffirmed the college's commitment to delivering a positive student experience. Staff dedicated significant time and expertise to ensure a stable learning environment. The efforts were acknowledged by Ofsted, recognising the pride students take in studying at all three campuses and their active role in creating an inclusive and vibrant community.

### **Inclusive Excellence**

Students benefit from secure and inclusive learning environments, coupled with support for mental health, basic needs, and the development of digital skills. Our commitment to equality, diversity, and inclusion is evident through innovative approaches and positive impacts, including the strengthening of the Equality, Diversity & Inclusion Group.

### **Mission & Vision**

Oaklands College holds a legacy of providing responsive, transformational education. Our mission is straightforward: to prepare every learner for work, a rewarding career, and life's opportunities. This is achieved by treating each student as an individual, with care, passion, and understanding, within a professional, contemporary, and community-focused environment that they value and enjoy.

### **Future Aspirations**

By 2027, Oaklands College aspires to be a sustainable educational trailblazer, inspiring learners and the community to achieve their potential in a changing world.

### **Values**

The college is anchored in values that prioritise excellence and innovation, collaborative learning, inclusion and happiness, and integrity and accountability.

### **Commitment to Equality & Diversity**

Oaklands College is steadfast in achieving equality and diversity in an inclusive and supportive environment. Upholding a zero-tolerance policy towards any behaviour that contradicts this commitment, we strive to consider each individual's needs to ensure a successful and joyous learning experience.

### **British Values**

In alignment with the Department of Education's guidance on promoting British values in education, Oaklands College is dedicated to instilling principles of British values throughout our institution.

### **Underpinned by Cross-Cutting Themes**

Our daily life and work at Oaklands College are underpinned by cross-cutting themes, including sustainability and the environment, happiness and well-being of our college community, digital transformation, and equality, diversity, and inclusivity.









# Local and Regional Context

Oaklands College operates within the Hertfordshire region, serving a diverse community through its campuses in Borehamwood, St Albans and Welwyn Garden City. The college is part of a larger educational landscape that includes various institutions such as the Hertfordshire County Council, the Hertfordshire LEP (Local Enterprise Partnership), and local district councils. In addition to its presence in the local community, Oaklands collaborates with national and regional partners to address the evolving needs of learners and the workforce.

The college's commitment to delivering an ambitious and accessible curriculum aligns with the individual ambitions of learners and the requirements of the communities it serves. Oaklands strives to overcome barriers and provide essential skills to empower students to realise their full potential. The curriculum is continuously reviewed to adapt to emerging needs identified by stakeholders and the government, ensuring responsiveness to the dynamic landscape of education and employment.

Oaklands College serves a large geographical area, including Hertfordshire and the London boroughs of Barnet and Enfield. It has established partnerships with key organisations such as the Hertfordshire Chamber of Commerce, BusinessLDN, the Federation of Small Businesses, London Chamber of Commerce and Industry, the Confederation of British Industry, and the Mayor of London. These collaborations aim to bridge the gap between academic and vocational training, reflecting national policies that emphasise the importance of a unified approach to education.

The college's reach extends beyond its core area, attracting learners from a wide range of feeder schools, with 97 feeder schools in Hertfordshire. Emphasising the importance of positive outcomes, Oaklands achieved an overall achievement rate of 84.4% in the academic year 21/22. The college stands as a significant contributor to the local economy and educational landscape, actively participating in initiatives that align with national, regional, and local priorities.

As Oaklands aspires to be recognised more widely regionally and nationally, it emphasises the breakdown of artificial barriers between academic and vocational training. The college's focus on delivering the best possible teaching, learning, and support underscores its commitment to student success. With a student-centric approach, Oaklands College is poised to contribute significantly to the economic growth of the region, aligning with national priorities outlined in the Skills for Jobs White Paper and the Skills and Post 16 Education Act 2022.

Oaklands College's local context is characterised by a commitment to providing an inclusive and responsive curriculum, fostering strong partnerships with stakeholders, and actively contributing to the educational and economic development of Hertfordshire and beyond. The college's strategic goals, collaborative initiatives, and dedication to lifelong learning position it as a key player in shaping the future of education and skills development in the region.

# Strategic Intent: Our Public Sector Duties

The Equality Act 2010 outlines our responsibilities to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.
- The Equality Act brings together several pieces of existing legislation and expands the number of protected groups which are now categorised according to:
  - Age
  - Being or becoming a transsexual person
  - Marriage and Civil Partnership
  - Pregnancy and Maternity
  - Disability
  - Race, including colour, nationality, ethnic or national origin
  - Religion, belief and lack of religion/belief
  - Sex
  - Sexual orientation

This Single Equality Scheme describes our unified approach and strong commitment to equality, diversity and inclusion across the College community, our legal obligations and how we will achieve this.

The Curriculum and Student Support & Wellbeing Team can contribute to some key aspects of the Equality Duty, particularly in regard to promoting and celebrating diversity as part of our responsibility under the Prevent Duty.

## Gender Pay Gap Reporting

In accordance with The Equality Act (Specific Duties and Public Authorities) Regulations 2017, the group has a legal duty to report on Gender Pay and to publish, both on its own website and on a government website, using six different measures:

- Mean Gender Pay Gap
- Median Gender Pay Gap
- Mean Bonus Gap
- Median Bonus Gap
- Proportion of males and females receiving a bonus payment
- Proportion of males and females in each pay quartile



## Strategic Aims & Objectives



# 1

### Outstanding Teaching, Learning & Assessment

Deliver continuous outstanding teaching, learning, and assessment to all learners and employers.

### Beneficial Partnerships

# 2

Create mutually beneficial partnerships to deliver the highest quality educational offer to increase economic prosperity.



Create our estate so that it is recognised as **world class** in terms of quality, sustainability and the promotion and practice of evolving leading-edge technologies.

### Sustainable SMART Campuses



# 3



Create a caring, accessible, inclusive and thriving college community, committed to fairness, health and success.

# 4

### Inclusive, Thriving Community

### Financial Sustainability

# 5

Deliver good or outstanding long term sustainable financial health, through growth, that enables reinvestment in our students, staff and estate to support our aspirational goals.



By 2027 we will be:  
A sustainable educational trailblazer inspiring our learners and our wider community to achieve their potential in a changing world.



Grow learner numbers to

## 10,000+

Grow training and services to employers for

## 50%



Reduce our carbon footprint by

## 15%

## Vision

## Mission

“Prepare every learner for work, a rewarding career and life's opportunities.

By treating every student as the individual they are, with care, passion and understanding in a professional, contemporary and community-focused environment they'll value and enjoy.”

*Shaping futures, transforming lives*

## Values

We are committed to:

### 1

#### Excellence and Innovation

Deliver outstanding results and sustainable future careers

### 2

#### Collaborative Learning

Develop knowledge and skills to prepare learners for life and work

### 3

#### Inclusion and Happiness

Celebrate the achievements and successes of all our communities

### 4

#### Integrity and Accountability

Striving for the best in all we do

In the daily life of Oaklands College there are four principles that underpin our thinking and practice:



Sustainability and the environment



Happiness and wellbeing of our college community



Digital transformation



Equality, diversity and inclusivity

## Themes

# Strategic Plan



Scan to view our full Strategic Plan



**100+** YEARS  
TEACHING EXCELLENCE

[www.oaklands.ac.uk](http://www.oaklands.ac.uk)



## **Our Latest Ofsted Report**

### **Ofsted Evaluation and College Overview**

Oaklands College has been given across-the-board praise by Ofsted by achieving 'Good' in all areas.

The college was judged 'Good' for education quality, student behaviour, personal development, leadership and management, 16-18 education, adult education, and support for students with high needs.

### **Student Experience and Safety**

The Ofsted report affirms a positive student experience at Oaklands College. Learners expressed enjoyment in their studies, highlighting feelings of inclusion and high appreciation for tutor support. The report emphasised a positive learning environment characterised by calm and productivity, where learners feel secure, understand safety protocols, and can confidently report concerns.

### **Diversity in Student Demographics**

The college accommodates a diverse range of studying for professional advancement, completing university-level qualifications, preparing for university entry, developing hobbies and interests, and English for speakers of other languages. Adult courses are also available as progression opportunities for 16-18s who wish to go on to university-level qualifications after completing their vocational or academic full-time studies.

### **Success Across Age Groups**

Ofsted recognised the success of learners across various age groups, noting high standard work, successful qualification attainment, and progression to positive destinations.

### **Special Features and Vocational Training**

Oaklands College stands out for its special features, including an internationally renowned centre providing academies in a range of sports for 16-18-year-olds to train in alongside their vocational or academic courses, such as business, hospitality and science. It has a centre of excellence in its engineering, construction, creative and SEND areas as well as its own zoo, extensively managed ancient woodland and a working farm which prepares its students for a wide range of careers.

### **Economic Engagement and Entrepreneurial Work**

The new senior management team's increased involvement in the economic life of the region was highlighted. Ofsted praised the college's entrepreneurial initiatives and close relationships with businesses across various employment sectors. The senior management team was noted for their clear understanding of regional priorities, in Hertfordshire and in nearby localities such as Greater London. Ofsted reported that the team showcased a productive relationship with the local enterprise partnerships and worked closely with them on specific projects such as sustainable construction, retrofit technologies and a new facility for the creative sector.



# Governors

Equality, Diversity & Inclusion: Governors Oaklands College is unwavering in its commitment to fostering a culture of Equality, Diversity, and Inclusion (ED&I) within its institutional fabric and extending that commitment to the diverse communities it serves. The college's Board of Governors plays a pivotal role in championing this ethos, actively engaging in various initiatives and strategic endeavours to promote equal opportunities for learners and staff. This commitment is not merely rhetoric but is evident in concrete actions, from the appointment of a dedicated ED&I link governor to the active monitoring of the college's EDI action plan. Specific examples of the board's proactive efforts and impactful contributions in advancing the principles of Equality, Diversity, and Inclusion within Oaklands College are outlined below:

## **Equality, Diversity & Inclusion Link Governor:**

- Appointment of a dedicated Equality, Diversity, and Inclusion (ED&I) link governor to support progress in the college's EDI agenda.
- Responsibilities include raising awareness of statutory responsibilities and ensuring action plans align with EDI goals.

## **Progress Monitoring:**

- Regular monitoring of the college's EDI action plan at termly committee meetings.
- Inclusion of Diversity as a topic at the Governors' Conference in September 2022.

## **Strategic Plan Involvement:**

- Active involvement of governors in the development of the Oaklands College Strategic Plan 2022-27.
- Agreement on the inclusion of a commitment to equality, diversity, and inclusivity as a cross-cutting theme.

## **Gender Pay Gap Addressed:**

- Corporation consideration of gender pay gap information in July 2023
- Notable reduction in pay gap differential since 20/21, with a 3% decrease in the mean differential figure.

- Support for refining college systems for more detailed data analysis in the future.

## **The Search, Governance and Remuneration Committee Engagement:**

- The Search, Governance, and Remuneration (SGR) Committee actively monitors Corporation composition.
- Utilisation of diversity indicators such as gender, age, ethnicity, and disability for board recruitment.
- Consideration of student, staff, and community diversity to reflect the broader communities served by the college.

## **Policy Impact Assessment:**

- Routine monitoring of the impact of key policies and programmes on students, including safeguarding and Prevent.
- Prioritisation of the equality impact in the development or update of any new policies, showcasing the Corporation's commitment to equitable decision-making.

<b>NAME</b>	
<b>Andrew Slade</b>	<b>PRINCIPAL &amp; CEO</b>
<b>Peter Thompson</b>	<b>CHAIR OF THE CORPORATION</b>
<b>Neil Myerson</b>	<b>CORPORATION MEMBER</b>
<b>Simon Counce</b>	<b>CORPORATION MEMBER</b>
<b>Jean Fawcett</b>	<b>CORPORATION MEMBER</b>
<b>Philip Fulton</b>	<b>CORPORATION MEMBER</b>
<b>Katy Henderson</b>	<b>CORPORATION MEMBER</b>
<b>Kevin Ibeh</b>	<b>CORPORATION MEMBER</b>
<b>John O'Sullivan</b>	<b>CORPORATION MEMBER</b>
<b>Luke Parker</b>	<b>CORPORATION MEMBER</b>
<b>Rob Payne</b>	<b>CORPORATION MEMBER</b>
<b>Mairi Watson</b>	<b>CORPORATION MEMBER</b>
<b>Jamie Stevenson</b>	<b>CORPORATION MEMBER</b>
<b>Dragana Ramsden</b>	<b>CORPORATION MEMBER</b>
<b>Richard Whitehead</b>	<b>CORPORATION MEMBER</b>
<b>Jonny Doyle</b>	<b>CORPORATION MEMBER</b>
<b>Garod Barker</b>	<b>CORPORATION MEMBER</b>

# Student Success Story

## Beyond Boundaries: Boomika Venkojee's Journey at Oaklands College

Boomika Venkojee is a standout student at Oaklands College, not just for overcoming academic challenges, but for breaking gender and cultural barriers in engineering.

### **Strategic Decision-Making**

Boomika embarked on her academic journey with intentionality. Opting for a gap year after completing four A-levels, she strategically chose Oaklands College due to its convenient location—one bus away for Hatfield residents. This pragmatic decision reflected Boomika's thoughtful and practical approach to education.

### **Fostering a Supportive Environment**

The significance of a supportive community at Oaklands became evident from the beginning. The institution's unwavering commitment to an exceptional support system and safety protocols laid the groundwork for a secure academic pursuit. Regular Personal Development sessions and a recent safeguarding quiz underscored Oaklands' dedication to fostering a safe and conducive learning environment.

### **The BTEC L3 Engineering Diploma: Bridging Theory and Practice**

At the heart of Boomika's success is the BTEC L3 Engineering Diploma—an intelligently designed programme that seamlessly integrates theoretical knowledge with hands-on practical applications. This approach facilitated the acquisition and application of skills, creating a bridge between academic learning and real-world engineering challenges.

### **Faculty Support and Learning Resources**

Boomika acknowledges the instrumental role played by Oaklands' faculty in her academic journey. The emphasis on personalised guidance ensured that students received the necessary resources and encouragement to excel. The Learning Resource Centre (LRC), equipped with computers and internet access, emerged as a vital space for focused study—a practical asset in her academic journey.

### **Aligning Aspirations with Coursework**

Boomika's decision to pursue the BTEC L3 Engineering Diploma was a purposeful move towards her aspirations of becoming a biomedical engineer. The programme's curriculum provided a tailored foundation, enabling her to acquire and refine the skills essential for her chosen field.

### **Diversity in STEM Advocacy**

As a female and Asian engineering student, Boomika embraced her unique position to inspire change in STEM. Her advocacy for diversity resonated throughout Oaklands, positioning her story as a practical demonstration of the transformative impact of varied perspectives in the engineering field.





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***I want to be an inspiration to all the amazing individuals out there who are thinking about pursuing engineering.***

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# Equality Objectives for 2022/23

ACHIEVED	PARTLY ACHIEVED
Embed a college wide approach to EDI with senior leadership accountability and through effective EDI governance structures.	Ensure the evidence base is available on ongoing basis to inform EDI planning, assess impact and support aspirations regarding external accreditations.
Ensure appropriate resource and recognition for EDI work	Develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled
Effective and up to date EDI policies	Close student diversity gaps in admissions, experience, attainment and progression. Partly achieved
Awareness raising, education and communications programme which empowers everyone to advance equity and inclusion	Close staff diversity gaps in experience at work and progression

Example of our 'We All Stand Together' posters which were distributed across all sites to help combat sexual harassment and raise awareness of the issue.

# #WeAllStandTogether

## STOP

We don't tolerate physical, verbal  
or online sexual harassment -  
neither should you...



## DON'T WAIT

If you are worried about sexual  
harassment or know someone who  
is, let us know.



## GO

Alert a member of the  
Safeguarding & Wellbeing team.



### HOW TO LOCATE THE SAFEGUARDING TEAM

WGC Campus - oppsite the Hall and up the  
small set of stairs

St Albans - next to the LRC and opposite the  
Campus Cafe

Tel: 01727 735717





# **Objectives for 2023/24**

- **Close student diversity gaps in admissions, experience, attainment and progression.**
- **Close staff diversity gaps in experience at work and progression**
- **Ensure EDI objectives are included in appraisal process**
- **Identify relevant external accreditations and agree timeline for achievement**
- **Achieved Investors in diversity accreditation**



# GET INVOLVED IN OAKLANDS STUDENTS' UNION (OSU)

## WHAT IS THE STUDENT VOICE?



The Student Voice is made up of Class Reps and Student Union members who feed back their ideas and thoughts - all information is given to college management

## THIS GROUP OF STUDENTS REPRESENTS YOU BY...

- Feeding back change to the college
- Suggesting new ideas, events & activities
- Running campaigns to tell students about topics you want to know
- Anyone can join the OSU
- You can do as much, or as little, as you want on the OSU

## OSU ROLES



### EVENTS OFFICER

Suggest ideas and help run events, activities and trips



### LGBTQ+ OFFICER

Suggest ideas and help run events and activities



### CAMPAIGN OFFICER

Suggest students who are running a campaign



### EQUALITY & DIVERSITY OFFICER

Ensure OSU is representing and valuing everyone



### WELFARE OFFICER

Focus on the wellbeing of students with particular focus on mental health ideas and activities



### SPORT OFFICER

Suggest sport activities, e.g. running, sport competitions

- Great experience to add to your CV
- Fantastic networking opportunities
- Brilliant for building confidence





## SCAN THE CODE TO GET INVOLVED!

An example of our 'Get Involved in Oaklands Students' Union (OSU)' poster which was disturbed in student lounges. Highlighting the presence of an Equality & Diversity Officer within the Students' Union, ensuring representation and inclusivity for all in OSU.

# Equality in the Curriculum and Outcomes for Learners

*Please see tables at back of this report, for a breakdown of data.*

## Achievement Learners aged 16-18:

There were no significant gaps between 16-18 male and female learners. Male achievement was down by 4.4% on last year; 1.1% below the national rate. Female down by 2.5%; 1.2% above the national rate.

Students with learning difficulties demonstrated a comparable performance against college rates at 79.1%, 0.2% below the national average, and a similar picture for learners with high needs, 87.3%.

There is some significant difference for ethnic minority learners.

Learners in receipt of free college meals had achievement of 83.4%. Learners Looked After showed achievement rates of 77.6%. The achievement rate for Children in Care is 77.6%. The achievement rate for Care Leavers is 70.4%.

## Learners aged 19+:

There is no significant difference for gender achievement rates in the 19+ group, with males achieving 6.4% below the national average and females achieving 1.3% below the national average.

Learners with disabilities and difficulties in this age group have seen a decline in pass rates since 2021/22.

There is no significant difference for ethnic minority learners.

Learners in Care (with a Social Worker) had 77.8% achievement.

Achievement rate for Care leavers 65.9%.

## Retention

Gender retention rates are the same across 16-18 and 19+ year groups, 93.4%.

Retention of students with learning difficulties at 16-18 and for the 19+ group is comparable with students without, with only a 2-3% difference.

In terms of ethnicity, learners from minority groups in 16-18 and 19+ groups were retained at around the same retention rate as white British learners.

Learners in receipt of free college meals, retention rate is 92.4% Learners Looked After had a retention rate of 89.9% Children in Care have retention rate of 89.9% at 16-18 years and 100% at 19+ years. The retention rate for Care Leavers is 81.5% for 16-18 learners and 87.8% for 19+ care leavers.

## Free College Meals

16-18 Students entitled to free school meals: 84% achievement (3.5% down on 21/22) and 93.4% retention rates (1.2% down on 21/22).

19+ Students entitled to free school meals: 80.8% achievement and 87.8% retention.

# Alumni Success

## Meet Omar...

Omar Meho's journey from a former student at Oaklands College to a thriving entrepreneur and international artist is a testament to resilience, determination, and the transformative power of education. Despite facing setbacks in his A-levels, Omar's desire for a university education persisted, leading him to Oaklands College, where he discovered a preference for coursework over exams and a strong sense of camaraderie among students.

After earning a degree in Business with Marketing at the University of Brighton, Omar didn't just stop at academic success; he went on to build an impressive portfolio of achievements. Currently at the helm of three successful businesses, his record label Atmos Tempo Records, the globally recognized Music Workflow Academy, and the life coaching venture, The Mindset Bible, Omar has garnered media attention from prestigious outlets like Daily Mail, Metro, The Times, Absolute Radio, and Forbes.

Omar's unique career trajectory extends beyond business into the realm of music, where he serves as an artist with his record label and holds the prestigious title of Music Production/DJ Teacher and Mastering Engineer. His international residency in Ibiza, France, the UK, and Dubai, along with performances at renowned clubs and festivals, has solidified his presence in the music industry. Recognition in the Forbes 30 Under 30 List – Europe, Entertainment 2022, further underscores Omar's exceptional accomplishments.

Reflecting on his time at Oaklands College, Omar highlights the value of friendships made, achieving a remarkable DDD and earning enough UCAS points to attend his chosen university. With gratitude for the practical business knowledge gained during his studies, Omar wholeheartedly recommends his course, emphasizing its enduring impact on navigating real-life business challenges. As he continues to expand his businesses and inspire others, Omar Meho stands as a shining example of the incredible heights that can be reached with passion, education, and a resilient mindset.





# Gender Pay

In accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, Oaklands College, as an organization employing 250 people or more, is obligated to present its gender pay gap report.

This report is a comprehensive analysis for the snapshot period of 5th April 2022:

## Staff Profile

Oaklands College employs a total of 849 staff (918 in 20/21). 560 employees (65.95%) are female, and 289 employees (31.26%) are male. In 20/21 the split was 69.93% female and 31.07% male.

## Percentage of Men & Women in Each Hourly Pay Quarter

Quartile	Female – 20/21	Female – 21/22	Male – 20/21	Male – 21/22
Lower quartile	84.57%	64.2%	15.43%	35.8%
Lower middle quartile	74.48%	63.7%	25.52%	36.3%
Upper middle quartile	58.03%	68.4%	41.97%	31.6%
Upper quartile	58.51%	67.6%	41.49%	32.4%

## Gender Pay Gap Using Hourly Pay

It has been established that previous returns for average hourly rates included Bank staff hourly holiday payments, which are now to be excluded.

The average hourly salary for males at the College is £15.47 per hour and the average hourly salary for females is £13.93 per hour. The College's mean average gender pay gap is therefore 11.1%, down from 14.1%.

## Median Gender Pay Gap Using Hourly Pay

The median hourly salary for males at the College is £14.16 per hour and the median hourly salary for females is £12.58 per hour. The College's median gender pay gap is therefore 12.5%, substantially down from 22.85%.

## Percentage of Men and Women Receiving Bonus Pay

In 2021/22 we did not pay any bonuses or consolidated pay awards.

## Mean Gender Pay Gap Using Bonus Pay

Not applicable

## Median Gender Pay Gap Using Bonus Pay

Not applicable

## Analysis of results

In terms of the organisation's staffing profile, the College continues to employ more female staff compared to male staff. The College's senior leadership team as of 5th April 2022 consisted of 4 females and 3 males. The percentage of females in the middle upper and upper pay quartiles remains greater than the percentage of males. Further analysis needs to be done on the higher number of females in the lower and lower middle pay quartiles which would further close the overall Gap.

## Narrowing the Gender Pay Gap

The College's continued long-term goal is to narrow its gender pay gap and it has adopted several strategies to try and achieve this. These include:

- The College has clear policies in place relating to the promotion of equality, diversity, and inclusion. This continues to be a strategic priority.
- The College has a flexible working policy and a family friendly policy in place to support those who might have caring responsibilities.
- The College's Human Resources Department ensures that all recruitment adverts are written free from gender bias language.
- Sensitive information, such as an applicant's gender is removed from application forms before these are sent to managers for short-listing.
- The College ensures that recruitment interview panels are diverse.
- There is currently an exercise underway to re-evaluate lower paid staff ensuring their salaries are competitive in the current market. This should impact on future returns and further lessen the pay differential.





## Festival Of Achievement

The Festival of Achievement serves as a moment for the entire college community to unite in celebrating success. In June 2023, Oaklands College acknowledged the dedication, commitment, and hard work of both staff and students through a dazzling end-of-year ceremony. This event not only expressed gratitude to all Oaklands staff and students but also marked the beginning of a journey into the next 100 years of transformative education at Oaklands College









# STUDENT DATA TABLES

Age Group QAR	20/21			21/22			22/23				
	Leavers	%	Ret %	Leavers	%	Ret %	Leavers	%	Ret %	Ret	In Yr Ret %
16-18	6,885	73.9	92	5,928	69.6	94.2	5,347	70.7	93.4	5,018	93.4
19 +	2,360	26.1	90.9	2,593	30.4	94.9	2,220	29.3	93.4	2,420	94.3
Total	9,048		91.8	8,521		94.4	7,567		93.4	7,438	93.7

Gender	Age Group	20/21			21/22			22/23				
		Leavers	%	Ret %	Leavers	%	Ret %	Leavers	%	Ret %	Ret	In Yr Ret %
Female	16 - 18	2,634	66.5	90.8	2,210	59.1	94.1	2,028	60.2	92.7	1,884	92.7
	19+	1,329	33.5	90.9	1,529	40.9	94.3	1,342	39.8	93.5	1,502	94.5
	Sub Total	3,963	43.8	90.8	3,739	43.9	94.2	3,370	44.6	93.0	3,386	93.6
Male	16 - 18	4,054	79.7	92.8	3,718	77.7	94.3	3,319	79.1	93.9	3,134	93.9
	19+	1,031	20.3	91.0	1,064	22.3	95.7	878	20.9	93.3	918	94.0
	Sub Total	5,085	56.2	92.6	4,782	56.1	94.6	4,197	56.5	93.7	4,052	93.9
Total		9,048		91.8	8,521		94.4	7,567		93.4	7,438	93.7

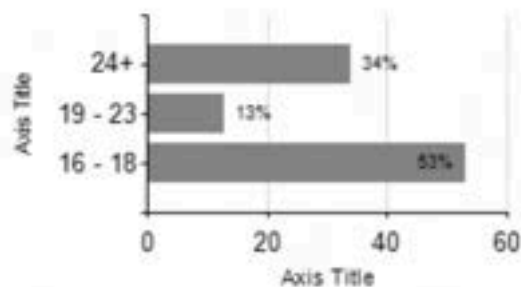
Learning Difficulty or Disability	Age Group	20/21			21/22			22/23				
		Leavers	%	Ret %	Leavers	%	Ret %	Leavers	%	Ret %	Ret	In Yr Ret %
Has difficulty/disability/health problem	16 - 18	3,129	73.5	91.2	3,008	72.8	93.4	2,476	80.8	92.4	2,296	92.5
	19+	1,129	26.5	91.6	1,126	27.2	96.5	590	19.2	91.9	578	92.3
	Sub Total	4,258	47.1	91.3	4,134	48.6	94.3	3,066	40.6	92.3	2,874	92.4
No difficulty/disability/health problem	16 - 18	3,538	74.2	92.8	2,920	66.8	95.0	2,865	63.8	94.2	2,716	94.2
	19+	1,228	25.8	90.3	1,466	33.4	93.6	1,623	36.2	94.1	1,835	95.0
	Sub Total	4,766	52.7	92.2	4,386	51.5	94.6	4,488	59.3	94.2	4,551	94.6
No information provided by the learner	16 - 18	21	87.5	90.5	0	0.0	0.0	6	46.2	100.0	6	100.0
	19+	3	12.5	100.0	1	100.0	100.0	7	53.8	71.4	7	77.8
	Sub Total	24	0.3	91.7	1	0.0	100.0	13	0.2	84.6	13	86.7
Total		9,048		91.8	8,521		94.4	7,567		93.4	7,438	93.7

Ethnicity Name	Age Group	20/21			21/22			22/23				
		Leavers	%	Ret %	Leavers	%	Ret %	Leavers	%	Ret %	Ret	In Yr Ret %
African	16 - 18	467	75.7	94.4	377	69.7	96.6	264	67.2	97.0	262	97.0
	19+	150	24.3	89.3	164	30.3	90.9	129	32.8	92.2	140	93.3
	Sub Total	617	6.8	93.2	541	6.3	94.8	393	5.2	95.4	402	95.7
Arab	16 - 18	78	45.9	83.3	54	26.6	98.1	49	30.1	85.7	43	86.0
	19+	92	54.1	78.3	149	73.4	97.3	114	69.9	96.5	132	97.1
	Sub Total	170	1.9	80.6	203	2.4	97.5	163	2.2	93.3	175	94.1
Bangladeshi	16 - 18	114	75.0	81.6	81	53.3	93.8	51	47.2	92.2	48	92.3
	19+	38	25.0	92.1	71	46.7	97.2	57	52.8	94.7	59	95.2
	Sub Total	152	1.7	84.2	152	1.8	96.4	108	1.4	93.5	107	93.9
Caribbean	16 - 18	95	75.4	82.1	66	62.3	98.5	52	73.2	94.2	49	94.2
	19+	31	24.6	87.1	40	37.7	95.0	19	26.8	94.7	25	96.2
	Sub Total	126	1.4	83.3	106	1.2	97.2	71	0.9	94.4	74	94.9
Chinese	16 - 18	19	82.6	84.2	12	28.6	100.0	8	15.4	100.0	8	100.0
	19+	4	17.4	100.0	30	71.4	93.3	44	84.6	97.7	47	97.9
	Sub Total	23	0.3	87.0	42	0.5	96.2	52	0.7	99.1	55	98.2
Gypsy/Irish Traveller	16 - 18	22	91.7	90.9	12	85.7	83.3	17	94.4	82.4	14	82.4
	19+	2	8.3	50.0	2	14.3	100.0	1	5.6	0.0	0	0.0
	Sub Total	24	0.3	87.5	14	0.2	86.7	18	0.2	77.8	14	77.8
Indian	16 - 18	28	52.8	100.0	13	37.1	100.0	18	52.9	100.0	18	100.0
	19+	25	47.2	88.0	22	62.9	100.0	16	47.1	100.0	20	100.0
	Sub Total	53	0.6	94.3	35	0.4	100.0	34	0.4	100.0	38	100.0
Irish	16 - 18	32	78.0	90.6	34	87.2	85.3	36	75.0	94.4	34	94.4
	19+	9	22.0	77.8	5	12.8	80.0	12	25.0	91.7	13	92.9
	Sub Total	41	0.5	87.8	39	0.5	84.6	48	0.6	93.8	47	94.0

Not Provided	16 - 18	406	53.1	91.9	647	59.0	97.4	325	60.3	96.6	316	96.6
	19+	358	46.9	97.2	450	41.0	98.7	214	38.7	93.5	242	94.5
	Sub Total	764	8.4	94.4	1,097	12.9	97.9	539	7.1	95.4	558	95.7
Other	16 - 18	152	82.3	100.0	103	50.2	99.0	122	42.8	92.6	116	92.8
	19+	92	37.7	93.5	102	49.8	89.2	163	57.2	97.5	173	97.7
	Sub Total	244	2.7	97.5	205	2.4	94.1	285	3.8	95.4	289	95.7
Other Asian	16 - 18	119	57.8	99.2	152	56.7	97.4	115	42.3	100.0	118	100.0
	19+	87	42.2	94.3	116	43.3	91.4	157	57.7	96.2	166	96.5
	Sub Total	206	2.3	97.1	268	3.1	94.8	272	3.6	97.8	284	97.9
Other Black	16 - 18	148	80.9	93.2	171	65.9	93.0	204	87.2	93.1	193	93.2
	19+	35	19.1	94.3	28	14.1	96.4	30	12.8	83.3	27	84.4
	Sub Total	183	2.0	93.4	199	2.3	93.5	234	3.1	91.9	220	92.1
Other Mixed	16 - 18	111	77.6	82.9	144	81.8	91.7	172	78.2	93.6	162	93.6
	19+	32	22.4	90.8	32	18.2	96.9	48	21.8	91.7	46	92.0
	Sub Total	143	1.6	84.6	176	2.1	92.6	220	2.9	93.2	208	93.3
Other White	16 - 18	607	62.4	94.2	585	59.0	97.8	545	52.9	93.4	510	93.4
	19+	365	37.6	90.7	406	41.0	94.6	486	47.1	94.7	502	95.1
	Sub Total	972	10.7	92.9	991	11.6	96.5	1,031	13.6	94.0	1,012	94.2
Pakistani	16 - 18	107	69.5	88.8	83	59.7	100.0	75	64.7	100.0	75	100.0
	19+	47	30.5	89.4	56	40.3	87.5	41	35.3	92.7	43	93.5
	Sub Total	154	1.7	89.0	139	1.6	95.0	116	1.6	97.4	118	97.5
White British	16 - 18	3,869	80.9	91.9	3,118	79.2	92.6	3,050	83.7	92.7	2,830	92.7
	19+	914	19.1	90.3	817	20.8	94.6	594	16.3	90.9	690	92.7
	Sub Total	4,783	82.9	91.6	3,933	46.2	93.9	3,644	48.2	92.4	3,520	92.7
White/Asian	16 - 18	81	74.3	97.5	96	65.8	96.9	62	50.4	100.0	62	100.0
	19+	28	25.7	92.9	50	34.2	98.0	61	49.6	91.8	60	92.3
	Sub Total	109	1.2	96.3	146	1.7	97.3	123	1.6	95.9	122	96.1
White/Black African	16 - 18	84	79.2	85.7	58	75.3	93.1	48	82.8	89.6	43	89.6
	19+	22	20.8	72.7	19	24.7	94.7	10	17.2	100.0	15	100.0
	Sub Total	106	1.2	83.0	77	0.9	93.5	58	0.8	91.4	58	92.1
White/Black Caribbean	16 - 18	149	83.7	92.6	124	78.5	84.7	134	84.8	87.3	117	87.3
	19+	29	16.3	89.7	34	21.5	91.2	24	15.2	83.3	20	83.3
	Sub Total	178	2.0	92.1	158	1.9	86.1	158	2.1	86.7	137	86.7
Total		9,048		91.8	8,521		94.4	7,567		93.4	7,438	93.7

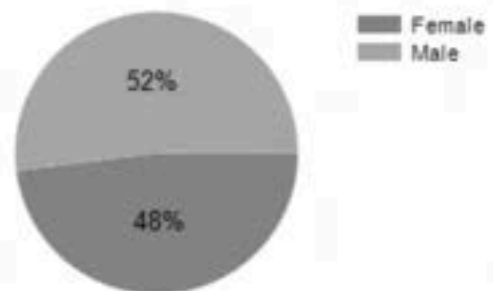
## E&D - Retention by Protected Characteristics 23/24

Age Group



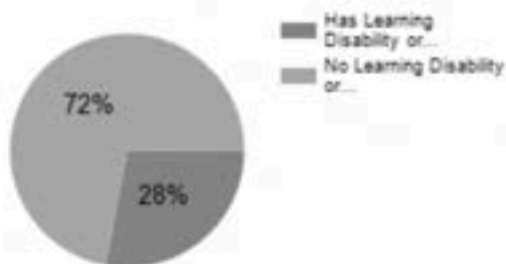
Age Group	% Retained
16 - 18	53% (3127/3127)
19 - 23	13% (742/746)
24+	34% (1969/1990)
Total	100% (5838/5863)

Gender



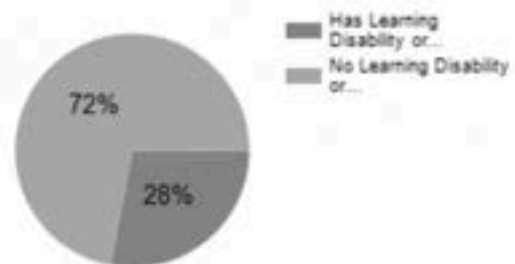
Gender	% Retained
Female	48% (2810/2830)
Male	52% (3028/3033)
Total	100% (5838/5863)

LDD



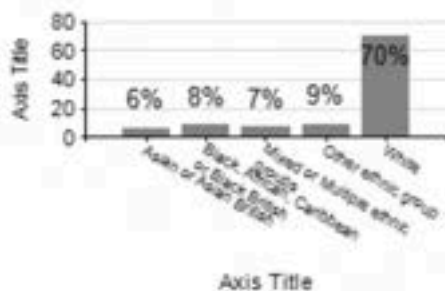
LDD	% Retained
Has Learning Disability or Difficulty	28% (1634/1640)
No Learning Disability or Difficulty	72% (4204/4223)
Total	100% (5838/5863)

LDD



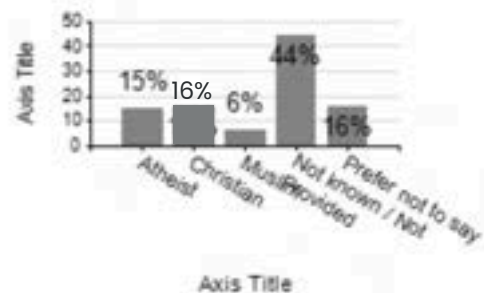
Gender Reassigned	% Retained
No	3% (164/164)
Yes	0% (1/1)
Not Known / Not Provided	97% (5673/5698)
Total	100% (5838/5863)

Ethnic Group



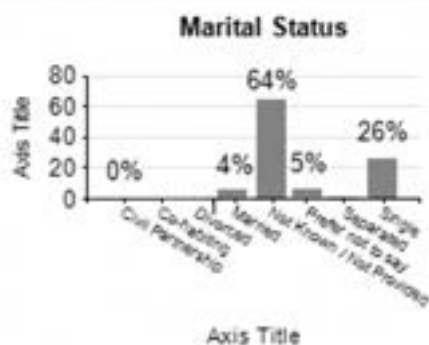
Ethnic Group	% Retained
White	70% (4107/4127)
Other ethnic group	9% (534/535)

Religion (Top 5)



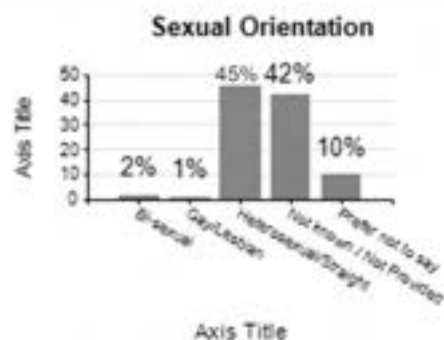
Religion	% Retained
Agnostic	1.7% (102/102)
Atheist	15.3% (899/899)

Black, African, Caribbean or Black British	8% (444/447)
Mixed or Multiple ethnic groups	7% (390/391)
Asian or Asian British	6% (363/363)
<b>Total</b>	<b>100% (5838/5863)</b>

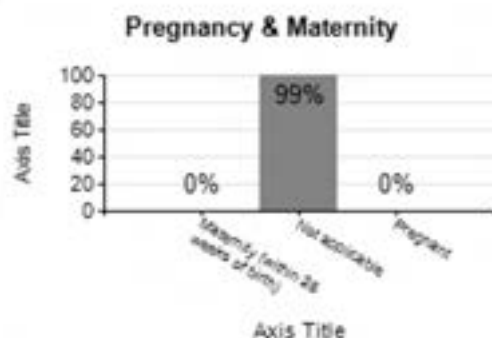


Marital Status	% Retained
Not Known / Not Provided	64% (3737/3759)
Single	26% (1505/1506)
Prefer not to say	5% (272/272)
Married	4% (255/256)
Co-habiting	0% (25/26)
Divorced	0% (24/24)
Separated	0% (12/12)
Civil Partnership	0% (8/8)
<b>Total</b>	<b>100% (5838/5863)</b>

Buddhist	0.2% (11/11)
Christian	16.0% (939/942)
Hindu	0.3% (18/18)
Jewish	0.4% (26/26)
Muslim	5.5% (325/325)
Not known / Not Provided	43.9% (2576/2597)
Prefer not to say	16.0% (936/937)
Sikh	0.1% (6/6)
<b>Total</b>	<b>99.6% (5838/5863)</b>



Sexual Orientation	% Retained
Heterosexual/Straight	45% (2625/2628)
Not known / Not Provided	42% (2445/2466)
Prefer not to say	10% (573/574)
Bi-sexual	2% (134/134)
Gay/Lesbian	1% (61/61)
<b>Total</b>	<b>100% (5838/5863)</b>



Pregnancy & Maternity	% Retained
Maternity (within 26 weeks of birth)	0% (1/1)
Not applicable	99% (5832/5857)
Pregnant	0% (5/5)
<b>Total</b>	<b>100% (5838/5863)</b>



## Equality & Diversity - LDD 23/24

Learning Difficulty / Disability KPI	Section	Main Offering	Student	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
					95%	90%	90%
College				5863	100%	87%	
Yes	Total			1640	100%	85%	
No	Total			4223	100%	87%	

## Equality & Diversity - LDD Detail 23/24

Has Disability	Learning Difficulty / Disability	Section	Main Offering	Students	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
KPI						95%	90%	90%
College					5863	100%	87%	
Yes	Total				1640	100%	86%	
	- Not Provided	Total			4	100%	93%	
	2 - Multiple disabilities	Total			1	100%	92%	
	4 - Vision impairment	Total			19	100%	86%	
	5 - Hearing impairment	Total			28	100%	76%	
	6 - Disability affecting mobility	Total			30	100%	93%	
	7 - Profound complex disabilities	Total			12	100%	78%	
	8 - Social and emotional difficulties	Total			51	99%	80%	
	9 - Mental health difficulty	Total			198	100%	83%	
	10 - Moderate learning difficulty	Total			71	100%	86%	

	11 - Severe learning difficulty	Total			5	100%	77%	
	12 - Dyslexia	Total			353	99%	87%	
	13 - Dyscalculia	Total			13	100%	82%	
	14 - Autism spectrum disorder	Total			220	100%	86%	
	15 - Asperger's syndrome	Total			37	100%	87%	
	16 - Temporary disability after illness (for example post-viral) or accident	Total			7	100%	73%	
	17 - Speech, Language and Communication Needs	Total			31	100%	82%	
	93 - Other physical disability	Total			19	100%	87%	
	94 - Other specific learning difficulty (e.g. Dyspraxia)	Total			165	100%	89%	
	95 - Other medical condition (for example epilepsy, asthma, diabetes)	Total			56	100%	85%	
	96 - Other learning difficulty	Total			181	100%	90%	
	97 - Other disability	Total			63	100%	85%	
	98 - Prefer not to say	Total			9	88%	95%	
	99 - Not provided	Total			67	100%	85%	
No	Total				4223	100%	88%	
	- Not Applicable	Total			4223	100%	88%	

## Equality & Diversity - Care Leavers 23/24

Care Leaver	Section	Main Offering	Student	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
KPI					95%	90%	90%
College				5863	100%	87%	
Yes	Total			92	100%	76%	
No	Total			5771	100%	86%	

## Equality & Diversity - CLA 23/24

In Care	Section	Main Offering	Student	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
KPI					95%	90%	90%
College				5863	100%	87%	
Yes	Total			164	100%	82%	
No	Total			5699	100%	87%	

## Equality & Diversity - Free Meals 23/24

Free Meals	Section	Main Offering	Student	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
KPI					95%	90%	90%
College				5863	100%	89%	
Yes	Total			448	100%	84%	
No	Total			5415	100%	87%	

## Equality & Diversity - Bursary 23/24

In Receipt of Bursary	Section	Main Offering	Student	Student Numbers	In Year Retention	Attendance	Achievement for due Assessments
KPI					95%	90%	90%
College				5863	100%	87%	
Yes	Total			1126	100%	83%	
No	Total			4737	100%	88%	





**100+ YEARS**  
**TEACHING EXCELLENCE**