

Oaklands College

Further education and skills

Inspection dates

24–27 April 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Good
Personal development, behaviour and welfare	Requires improvement	Apprenticeships	Good
Outcomes for learners	Requires improvement	Provision for learners with high needs	Outstanding
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a provider that requires improvement

- Leaders and staff do not have high enough expectations of their learners. Too many learners aged 16 to 18 do not attend their lessons regularly and too many do not arrive promptly or well prepared to learn.
- Too many learners and apprentices do not have a good understanding of how to protect themselves from the threats related to radicalisation and extremism.
- Too many teachers do not teach lessons that provide sufficient challenge to learners and deepen their knowledge and understanding.
- Governors provide too little challenge of leaders because they do not have a robust enough understanding of the quality of the provision.
- Leaders do not use their performance management processes well enough to identify underperformance swiftly and tackle it.
- There is too much variability in the quality of teaching, learning and assessment on study programmes, particularly in English and mathematics, and too much is not good enough.
- Too many learners on study programmes do not achieve their qualifications and/or make the progress of which they are capable.

The provider has the following strengths

- Leaders work exceptionally well with employers, agencies and other key stakeholders, such as the local authority, to plan and develop programmes for learners and apprentices that meet local priorities.
- Highly effective learning programmes for learners with high needs enable these learners to achieve their personal learning goals, improve their communication skills and make excellent progress towards becoming independent.
- Adult learners, particularly those who are unemployed, develop high-quality skills that improve their chances of gaining employment.
- Staff provide good-quality work experience opportunities to ensure that learners are well prepared to meet the demands of employment.
- Most learners and apprentices develop practical skills to a high standard. Fashion design learners are highly skilled at drafting their own patterns, motor vehicle learners strip and rebuild engines, and engineers repair airplane fuselage to exacting tolerances.

Full report

Information about the provider

- Oaklands College is a large further education and skills provider situated in Hertfordshire. The college provides study programmes, apprenticeships, adult learning, and specialist programmes for learners who have high needs. There are around 5,150 learners and apprentices at the college. A very small number of learners aged 14 to 16 funded by schools or the local authority access day courses.
- The largest proportion of learners, just under two thirds, follow academic and vocational study programmes in a wide range of subjects. Around a fifth of learners are enrolled onto adult learning programmes both within the college and in subcontracted provision. There are currently around 820 apprentices, with most on frameworks and 70 on standards-based apprenticeships. The college attracts learners and apprentices from Hertfordshire, Bedfordshire and a few London boroughs. Around half of learners on study programmes enrol with at least five GCSE qualifications grade 4 and above, including mathematics and English.

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment and outcomes for learners by putting in place actions to ensure that:
 - teachers have high expectations of what their learners can achieve, and routinely challenge learners and apprentices to deepen their knowledge and understanding
 - teachers provide effective learning activities that stretch and motivate learners and enable them to make good progress with their studies
 - all staff challenge learners on study programmes and those on English and mathematics courses to develop work-ready attitudes, including attending their lessons regularly and on time.
- Improve the rigour of performance management to ensure that:
 - managers hold staff to account effectively where learners' outcomes and progress are not good enough
 - leaders set and record precise actions to improve staff performance and they review them regularly.
- Improve the monitoring of learners' progress, and put in place challenging and timely targets that help struggling learners to catch up with their studies.
- Urgently ensure that learners and apprentices understand how to keep themselves safe from the risks of radicalisation and extremism.
- Provide governors with relevant information so they are able to support and challenge leaders effectively to strengthen the quality of the provision.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Although leaders have an ambitious vision for the college, this does not permeate down to all staff and learners. Most teachers do not have high expectations of what study programme learners can achieve, and too many learners do not attend their lessons regularly. As a result, too many learners on study programmes do not fulfil their potential.
- Leaders have not sustained the good quality of provision since the previous inspection. Although leaders tackle underperformance in some instances, too much teaching and learning is not good enough. The variability in the quality of teaching across the curriculum areas and learning sites is too wide. For example, learners who have high needs benefit from a wide range of excellent teaching and support and their learning experience is outstanding, but too many learners on study programmes do not receive good tuition to help them succeed.
- Managers at course level monitor learners' progress and put in place interventions and development plans effectively with their staff; however, they do not record these improvement actions adequately. As a result, action plans are not followed through to full resolution and staff do not raise their expectations and improve their practice sufficiently.
- Although leaders' self-assessment process is detailed and takes into account a variety of information, their judgements on the quality of the provision are too generous. The self-assessment report does not take into account fully the slow progress made by learners on study programmes, and those taking qualifications in English and mathematics. However, leaders accurately identify the quality of their high needs, adult and apprenticeships programmes.
- Leaders work very well with employers, the local authority and their subcontractors to ensure that their provision meets local and regional skills requirements. For example, leaders currently work with employers in games design and the food and drink industry to devise new programmes. Leaders are highly responsive to the meet the needs of local communities through providing effective adult learning programmes with their subcontractor, Progression 2 Ltd. Leaders and managers participate in a range of local enterprise partnerships to review their provision. This has resulted in the successful development of a new campus in Borehamwood.
- Leaders have put in place effective and timely arrangements to manage the quality of provision with their subcontractors. Managers regularly conduct visits and undertake observations of teaching and learning with subcontracted managers. As a result, teaching, and experiences for learners studying with subcontractors, are of good quality.
- Leaders make sure that all learners and apprentices receive effective and impartial advice and guidance and that a high proportion progress to further learning at a higher level, higher education or employment on completion of their courses.
- Leaders arrange a diverse range of extra-curricular activities in the community to develop further learners' understanding of the values of mutual respect and tolerance. For example, learners work diligently with local voluntary organisations during 'volunteering

week'. Most teachers use a range of current issues and news items to promote equality and the celebration of diversity effectively.

The governance of the provider

- Governors scrutinise the strengths and areas for improvement identified by leaders in the quality of teaching, learning and assessment; however, the reports they receive do not provide detail on improvement interventions and their impact. Governors provide too little challenge to leaders because they do not have a robust enough understanding of the quality of the provision.
- Senior leaders and governors meet regularly to ensure that the curriculum meets local and regional needs. They ensure that the financial health of the college remains outstanding. Governors have the appropriate expertise and skills for their role.
- Leaders' reports and supporting documents include information on a range of performance issues, but leaders only provide achievement rates and in-year performance at headline level. As a result, governors do not have a sharp enough grasp of where performance is low.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders carry out thorough checks to ensure that staff are safe to work with their learners. Leaders have put in place a range of effective additional policies and procedures, for example: support for elite athletes to comply with drug testing protocols; vetting of visiting speakers; stop and search; and bullying and harassment. Staff and learners understand these policies well and are aware of how to follow them.
- The designated safeguarding lead officer and support staff follow up any safeguarding concerns to full resolution. The safeguarding team maintains effective relations with external agencies such as the local police, the local authority and support groups. The safeguarding team has developed a very effective in-house application where staff and learners are able to report any concerns safely and confidentially.
- All staff complete comprehensive training to develop their understanding of the 'Prevent' duty and managers maintain good links with external support agencies. However, too many learners do not have a clear understanding of the risks posed by radicalisation and extremism, or how to protect themselves and others from these.

Quality of teaching, learning and assessment

Requires improvement

- Too few teachers plan and provide teaching and learning activities that motivate learners and develop their curiosity for learning. Too much learning is often limited to the development of a narrow understanding of a subject, and teachers do not routinely stretch learners or encourage them to deepen their knowledge further. However, in a minority of subjects, teachers use effective methods to broaden learners' understanding of the topics they study. For example, learners studying arts used their learning well on their recent trip to Brighton to improve their designs for their final assessment.

- Teachers of study programmes and English and mathematics courses have low expectations of what their learners can achieve. Teachers set theory work that is insufficiently challenging and does not encourage learning beyond the requirements of the qualification. As a result, too few learners on level 2 and level 3 courses make the progress of which they are capable.
- Teachers of vocational subjects do not reinforce the value of the development English and mathematics to their learners. They do not routinely plan and teach English and mathematical skills that are relevant to their main subjects or career pathways. Not enough teachers and assessors pay sufficient attention to the quality of learners' written work and correct errors in their use of grammar, spelling or punctuation; as a result, learners make slow progress in improving the standards of their written assignments.
- Most staff know their learners well and put in place useful interventions, such as involving parents and carers to help learners who may fall behind with their studies or fail to attend regularly. However, too often the impact of their work is limited because the targets they put in place for learners are not challenging or timely, resulting in too few learners making the expected progress.
- Teachers of study programmes have a good understanding of their learners' starting points and set them challenging target grades. However, teachers fail to review learners' progress towards achieving these grades and too often learners are unaware of their progress. As a consequence, too many learners do not make the progress of which they are capable.
- Teachers' feedback to learners aged 16 to 18 and adults on vocational programmes is not sufficiently developmental or constructive. As a result, these learners do not know how to improve their work to a higher standard and this limits their ability to achieve high grades. In contrast, assessors make sure that their feedback to apprentices is precise and thorough; assessors make effective use of employers' views to provide detailed feedback to help apprentices to improve.
- Most teachers plan and teach the development of practical skills well. They are well-qualified and use their relevant industry-related skills effectively to coach and mentor learners. For example, in fashion design, motor vehicle, plumbing and catering, learners demonstrate high levels of competency and they understand how their enhanced skills will benefit their future careers. Motor vehicle learners talk with confidence about the importance of meeting challenging deadlines. They carry out tasks, such as servicing a car, with confidence and know why completing their tasks within a commercially recognised timescale is important. Catering learners develop techniques beyond the requirements of their qualifications, such as pastry work and creating petit fours, to a high standard.
- Learners who have high needs receive excellent levels of support and learning experiences that prepare them extremely well for their next steps. Teachers plan and provide exciting and challenging lessons so that learners are motivated to improve their social and communication skills, make choices and decisions and self-regulate their behaviour. As a result, almost all become confident, more independent, gain part-time employment and/or voluntary work or progress onto a supported internship.

Personal development, behaviour and welfare

Requires improvement

- Too many learners aged 16 to 18 do not attend their lessons regularly or on time. Too

many come to their lessons unprepared for learning. For example, they do not bring pens and paper to their lessons, and often use their mobile phones inappropriately. Most importantly, too many teachers fail to challenge learners or promote the right attitudes to work.

- Study programme learners do not attend their English and mathematics lessons well enough and do not make good progress towards achieving their qualifications in these subjects. Teachers do not routinely enhance learners' skills and knowledge in English and mathematics. Assessors do not challenge all apprentices to improve their writing to the expected levels. As a result, learners and a few apprentices make slow progress in advancing their skills further.
- Most learners and apprentices behave well in lessons, and apprentices demonstrate high levels of occupational professionalism in the workplace. However, learners' conduct is, at times, inappropriate: for example, some use inappropriate language in communal areas and a few smoke cigarettes in non-designated areas.
- Leaders and staff do not make sure that learners and apprentices know how to protect themselves and others from the risks of radicalisation and extremism. Staff do not make effective use of current news or the training they have received to broaden and enhance learners' and apprentices' understanding of these topics.
- The vast majority of learners benefit from undertaking relevant work experience. Learners use the online application effectively to search for work experience opportunities and to record the skills and understanding they develop while at work. For example, engineering learners have secured apprenticeships and/or employment after completing work experience with employers. Fashion design learners secured placements in the fashion and design department of a large reputable store. Employers work particularly well with media and design learners to provide them with challenging commercial projects.
- Learners and apprentices take part in a wide range of extra-curricular activities and most improve their understanding of wider society as a result. Most learners and apprentices explore thoroughly a broad range of personal, social and ethical issues and take up opportunities to volunteer within their communities through volunteering weeks.
- Most learners have a good understanding of, and demonstrate an adherence to, British values.
- Most learners and apprentices receive effective and independent advice to support them to make informed choices about their next steps and future careers. Staff ensure that the guidance learners and apprentices receive ensures that they are on the right course. Leaders work with a variety of employers and external organisations and hold 'job fairs' to better equip learners and apprentices for the world of work.
- Learners and apprentices who require extra help receive effective support in their lessons to enable them to improve their progress and increase their ability to learn independently. The learning resource centre (LRC) hosts a range of workshops that learners use frequently, such as study skills, individual support writing personal statements for university, and English and mathematics support. Learners who become vulnerable during their studies are monitored closely by staff; leaders have put in place a variety of support mechanisms using external agencies such as a counselling service.

Outcomes for learners

Requires improvement

- Over time, on study programmes, the proportion of learners who achieve their qualifications has risen, but achievement rates are not high enough. For example, most learners achieved their qualifications in ICT, media and construction the previous year, but in childcare, sociology, psychology and business too few achieved. In the previous year, most adult learners' and apprentices' achievements rates are good and most achieve within allocated timeframes. Learners who have high needs make excellent progress and are highly successful in their learning.
- Too few learners on study programmes make good progress and achieve the grades of which they are capable, particularly on level 2 and level 3 courses. For example, too many learners are behind with their units and assignments, and most are not on track to achieve their personal target grades.
- A higher proportion of learners have achieved level 1 and entry-level English and mathematics functional skills qualifications this year compared to the previous year. However, in the current year not enough adult learners achieve these qualifications. Most apprentices achieve their functional skills qualifications at their first attempt.
- Too many learners on study programmes do not attend regularly their English and mathematics GCSE lessons and as a result they do not sufficiently improve their English and mathematics skills, make good progress and achieve higher grades.
- Leaders' and managers' monitoring of learners' progress is insufficiently robust and accurate. Most learners on study programmes are not on track with their studies and teachers do not take this into account when they report to their managers. As result, leaders' predictions of achievement rates are too optimistic.
- Learners' and apprentices' practical work is mostly at the standards expected; in a few cases, such as green keeping, motor vehicle, fashion design and art, standards of their work exceed what might be expected at this point in their programme.
- Learners who have high needs accelerate their learning and independent skills while studying at the college. Parents and carers report their young people improve their communication skills vastly, make informed decisions for themselves and make increasingly positive contributions to their communities.
- Although leaders identify accurately the differences in the performance of different groups of learners, they have not rectified them. Adult learners achieve better than learners aged 16 to 18, and learners from Black and Asian groups do not achieve as well as their peers, albeit they form a very small proportion of learners compared to those from a White British background.
- A very high proportion of learners and apprentices progress to higher-level qualifications, employment or further study. However, leaders report this information at college level and as a result, they do not know in detail the impact of each of their provision types on learners' progress.

Types of provision

16 to 19 study programmes

Requires improvement

- There are approximately 3,360 learners on study programmes in all subject areas. Over half of learners follow study programmes at level 3, with the remainder divided equally on level 1 and level 2 courses. The vast majority of learners enrol onto vocational programmes and a small minority study A-level qualifications.
- Most teachers do not have high enough expectations of what their learners can achieve. Teaching and learning activities do not challenge and deepen learners' understanding of theory. As a result, too many learners do not make strong progress in relation to their starting points.
- Teachers do not assess learners' knowledge and understanding effectively in lessons. For example, teachers do not manage group activities that allow all learners to contribute and further their learning. Too often learners rely on those who are more confident to complete a task. As a result, not all learners participate, they lose concentration and their learning is not checked effectively.
- Too many teachers do not routinely provide constructive and developmental feedback to enable learners to improve the quality of their written work. Too often teachers do not check the standards of learners' writing in lessons; when they mark assignments they focus on subject-specific content and rarely comment on the quality of writing.
- Attendance rates are too low across the majority of curriculum areas, particularly for learners on level 2 and level 3 programmes. As a result, there are too many gaps in learners' assessment records and a majority of learners are behind in their units and tasks. The interventions that staff put in place to enable learners to catch up on work are not yet effective.
- Most teachers enhance learners' practical skills effectively because they coach and challenge learners to develop their work to industry standards. For example, learners enrolled on media courses are now proficient in their use of industry software to design high-quality logos; learners on level 3 textiles confidently use a range of techniques such as tie dye, stitching and sewing embroidery to create different textures on wall hangings. Level 3 electrical learners complete a complex circuit and size cables correctly to industry standards.
- Learners on level 1 study programmes make good progress because teachers provide tasks that motivate them to improve their knowledge, understanding and skills; as a result, a high proportion of learners progress to study level 2 courses.
- In a few A-level subjects, teachers effectively use their knowledge and expertise to develop learners' understanding and application beyond the requirements of the course. For example, learners studying government and politics provide an in-depth and balanced analysis of a broad range of political perspectives and viewpoints on the country leaving the European Union.

Adult learning programmes

Good

- Currently, there are around 1,560 learners enrolled on adult learning programmes in

vocational subjects; a small proportion follow access to higher education courses. Leaders work with a subcontractor, Progression 2 Ltd, that provides a range of programmes for those who have not participated in learning for some time to support their entry into employment and education.

- Leaders plan effective programmes for adult learners with their partnerships in the community and with managers at Progression2 Ltd. They use the funding they receive wisely to meet the needs of learners within the community. For example, by supporting the disadvantaged or hard-to-reach to overcome barriers to learning or community engagement. As a result, most adults who were previously long-term unemployed or sick attend their courses and take up voluntary work or gain employment.
- Teachers provide high-quality support for learners; most stay on track with their learning, work studiously and make good progress towards achieving their objectives. Teachers check learning and understanding frequently using a range of activities and where learners are struggling, put in place appropriate actions to ensure that learners consolidate their understanding and skills.
- Most teachers provide learners with constructive and useful written feedback. They mark work accurately and indicate what learners need to do in order to improve their written work such as structuring sentences and paragraphs correctly.
- Most learners are well motivated and take pride in their work. They produce good standards of well-presented written and practical work. Learners develop good study skills and extend their learning beyond the classroom through homework and LRC workshops.
- Teachers work skilfully with their learners to enable them to develop effective personal, social and employability skills. For example, staff at Progression2 Ltd enhance unemployed adults' information and communication technology skills successfully to enable them to apply for jobs online. Most learners are well aware of the importance of acceptable behaviours in the workplace and appropriate attitudes to work, and many participate in voluntary placements in the community.
- Most learners receive effective advice and guidance, both prior to starting their courses and throughout their studies. For example, access to higher education learners receive good-quality support to apply for university placements and the vast majority progress to higher education; learners on English for speakers of other languages (ESOL) courses successfully gain work.
- In a few lessons, teachers do not challenge and deepen learning for the more confident. Learners who are less confident do not participate well enough in group activities and, as a result, teachers fail to check their learning sufficiently.
- Teachers record and assess rigorously the progress of adults on courses that do not lead to a qualification, such as pre-entry level ESOL. However, they do not involve learners sufficiently well in reviewing and setting their goals.

Apprenticeships

Good

- Leaders provide apprenticeships programmes for approximately 450 apprentices aged 16 to 18 and around 370 adult apprentices. Apprentices are enrolled on a wide range of courses including engineering, green keeping, construction, business administration and childcare. Around 70 apprentices follow the new standards apprenticeship programmes,

primarily in green keeping and electrical installation. Just over a third of apprentices are enrolled onto intermediate level and the majority study at advanced level. A very small proportion study at higher level.

- Leaders plan and develop apprenticeships effectively in partnership with subcontractor managers, such as at Monarch Aircraft Engineering Ltd, where apprentices complete programmes such as engineering. The vast majority of apprentices in subcontracted provision achieve their qualifications within the timeframe allocated.
- Most staff, including subcontracted staff and employers, have high expectations for their apprentices. Most apprentices develop high levels of practical work-related skills and they produce work to a good standard. Apprentices become proficient in the work they undertake with their employers and as a result, most employers value their contributions. For example, engineering apprentices are proficient at manufacturing a box beam assembly by marking out and cutting a steel plate accurately.
- The large majority of apprentices make expected progress in achieving their qualifications. Most remain with their employer, with many progressing onto enhanced roles and positions at work. A high proportion of apprentices take on additional qualifications to enhance their skills. For example, childcare apprentices study paediatric first aid, and engineering apprentices enhance their welding skills by completing a recognised qualification.
- Most teachers and assessors are highly skilled and have specialist industry-related knowledge and skills. They use these to plan teaching and learning activities that make learning interesting, enjoyable and relevant to apprentices' job roles and future careers. Teachers and assessors precisely link theory to practical activities and as a result, apprentices have a good understanding of how to apply theory to the practical tasks they complete.
- Most assessors rigorously assess apprentices' knowledge and skills. Assessors use a broad range of methods to measure accurately, and report on, apprentices' competencies. Assessors make use of high-quality questioning methods to check apprentices' learning, which results in most apprentices being able to understand their progress and what they need to do to improve. For apprentices on the new standards, staff work effectively with managers and teachers at course level to make sure that the programme is designed accurately to measure behaviours, competency and their progress towards their final assessments.
- Most apprentices develop a good standard of mathematical skills that relates well to their job roles. For example, green keeping apprentices take additional qualifications in the use of pesticides and calculate competently the ratio of chemicals that suit the type and size of greens to be treated. However, teachers and assessors pay insufficient attention to the format and structure of apprentices' written work, and they do not provide them with guidance on how to improve.
- In a few advanced-level apprenticeship programmes, teachers do not deploy effective methods in lessons to help apprentices fulfil their potential. In these lessons, teachers do not ensure that all apprentices have a good understanding of underpinning theory before moving onto the next task or activity.
- All staff place a high priority on the health and safety of their apprentices. They make sure that apprentices comply with health and safety regulations and promote effectively safe working practices in workshops and in the workplace.

- Assessors review apprentices' progress regularly; however, some assessors set learners targets that are limited to the minimum requirements of their qualifications.

Provision for learners with high needs

Outstanding

- Around 200 learners have high needs and approximately a tenth are supported to follow study programmes. Around 90 learners have complex specialist support needs and around 90 have moderate learning support requirements. Leaders work very closely with local authorities to provide highly individualised courses for learners.
- Staff use very effective processes to identify learners' starting points which are understood comprehensively by staff, parents and carers. Staff use the information very well to provide individual care packages and to tailor learning programmes for learners with complex needs, both within their specialist centre and in the supported learning department.
- Leaders have put in place excellent arrangements with local schools and other providers to ensure that learners transition successfully from school to college. These include taster days at the college and a full set of necessary support arrangements that prepare learners extremely well for their move to college. As a result, learners settle very well and are able to focus on their new learning experiences successfully.
- Leaders have established a highly skilled, flexible and responsive team of specialist support staff. These include speech and language therapists, physiotherapists, occupational therapists and nurses. They work well and collaboratively to provide outstanding support so that learners make the best possible progress. Managers liaise efficiently with local authority and social care staff to enable them to identify and prioritise learners' key learning needs throughout their college life.
- Teachers and support assistants are expertly trained, highly skilled and passionate about enhancing their learners' experiences and skills. They carefully facilitate learners' increasing independence throughout all learning activities. Managers create a varied and rich curriculum that provides learners with stimulating learning. As a result, most learners make excellent progress.
- Most learners produce exacting standards of work. They integrate seamlessly with their peers throughout the college and make effective and regular use of high-quality resources. Learners make excellent progress in managing their own behaviours and use individually programmed assistive and augmentative technology to communicate in more meaningful ways. For example, a number of learners use eye-activated computer pads, while others use symbol tap screen pads to convey their ideas, choices, decisions and preferences.
- Teachers and support assistants provide challenging and exciting lessons that motivate learners to improve their communication skills, develop good social skills and self-regulate their behaviours. For example, learners benefit from staff expertise in using a behaviour management programme, which results in learners self-regulating their behaviours successfully. Some learners are now able to take part in family holidays for the first time.
- Highly trained staff focus adeptly on developing the communication skills of learners who have complex communication needs. They make effective use of Makaton, visual communication signs and specialist information learning technology so that learners can

express their thoughts and feelings and make well considered choices. Speech and language therapists have trained teaching staff and support assistants to reinforce learners' communication plans throughout their programmes. As a result, learners improve their understanding and boost their communication skills.

- Managers and staff monitor meticulously the progress of learners across all programmes and sites. Learners track their own progress against clear and precise targets and understand their own progress well. Learners who progress to study programmes make rapid progress because of effective and individualised support and most achieve their learning goals.
- Learners develop an excellent range of English and mathematical skills and gain qualifications in their subjects. For example, learners routinely develop skills in travelling independently, shopping in supermarkets and budgeting for their cookery projects.
- Learners receive high-quality advice and guidance to take the steps from college into adult life. Most learners progress to a supported internship, training that leads to qualifications, employment or independent living.

Provider details

Unique reference number	130723
Type of provider	Further education and skills
Age range of learners	14+/16+/16–18/19+
Approximate number of all learners over the previous full contract year	5,767
Principal/CEO	Zoe Hancock
Telephone number	01727 737080
Website	www.oaklands.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	668	670	885	513	1804	374	1	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	195	149	245	216	12	2		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	20							
Number of learners for which the provider receives high-needs funding	202							
At the time of inspection, the provider contracts with the following main subcontractors:	Progression 2 Ltd Groundwork East Ltd Monarch Aircraft Engineering Ltd							

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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