

Inspection of Central and North West London NHS Foundation Trust

Inspection dates: 18–20 September 2019

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Central and North West London NHS Foundation Trust (CNWL) provides healthcare services for people with a range of physical and healthcare needs. It provides services at around 150 sites across north and central London and surrounding areas. Since September 2017, the organisation has been delivering levy-funded apprenticeships to its own employees. At the time of the inspection, 38 apprentices were on a level 3 team leading standards-based apprenticeship.

In November 2018, CNWL received an insufficient progress judgement in one of the themes at its new provider monitoring visit. As a result, it has not enrolled any new apprentices this year.

What is it like to be a learner with this provider?

Apprentices enjoy their programmes. They particularly appreciate the taught sessions reflecting on their work and the one-to-one support they receive from assessors. Tutors help apprentices develop their confidence to be effective team leaders. Apprentices improve their professional standards and model effectively the behaviours expected within CNWL.

Nurses, support workers and health visitors on apprenticeships develop the knowledge, skills and behaviours that help them gain promotion and extra responsibility at work. For example, they use coaching techniques successfully when completing one-to-one reviews with their team and are more confident in delegating tasks. Apprentices receive good support from staff to prepare them for their next steps. All apprentices who have completed their course gained a distinction in their endpoint assessment.

Apprentices do not benefit enough from a well-planned curriculum that links their theory sessions with workplace practice and assessment. Staff have not sequenced the curriculum logically to consolidate theoretical knowledge. As a result, apprentices do not develop their knowledge and skills as much as they could and too many have not achieved their programme within the planned time.

Apprentices enjoy a safe and secure working and training environment. They have access to a wide range of safeguarding and well-being support within the trust. They feel safe and have good knowledge of how to keep themselves and their service users safe.

What does the provider do well and what does it need to do better?

Tutors and assessors do not use their subject expertise and experience well enough to sequence the content of the apprenticeship standard. Too often, the assessment of apprentices' workplace practice is not planned adequately to test their knowledge of the theory taught. Tutors do not receive sufficient information through assessment of projects and assignments, which are marked by the assessors, on what apprentices do and do not know. As a result, a minority of apprentices do not consolidate what they have learned and too many do not meet their milestone targets.

Leaders, managers and assessors have high expectations of apprentices to do well and thrive within the CNWL trust and NHS. They have implemented an ambitious and challenging team leading programme, which they have adapted to meet the trust's vision to upskill and improve middle managers' effectiveness. For example, they have mapped elements of the NHS Improvement and Leadership Academy programme to the apprenticeship standard. The rationale for the programme is clear.

Since the previous monitoring visit, leaders and managers have taken positive steps

to make improvements to the governance arrangements and the provision for English and mathematics qualifications. The apprenticeship steering group has improved the level of scrutiny and support given to managers. Managers have put in place appropriate arrangements to support apprentices to develop their long-term understanding of English and mathematics and gain qualifications. However, the full impact of these arrangements cannot yet be seen in the quality of education and outcomes for apprentices.

Staff do not check in sufficient detail the prior knowledge, skills and behaviours apprentices have at the start of, and throughout, their programme. They rely too much on apprentices self-assessing their own knowledge. They do not identify clearly, for those apprentices who have prior experience which is relevant to their apprenticeship, the specific knowledge and skills that apprentices need to develop.

Apprentices produce high-quality work in demanding projects and assignments. For example, apprentices work on projects to devise systems to improve acute rehabilitation admissions, and protocols for out-of-hours admissions. Tutors and assessors give apprentices useful feedback on their work. This helps them gain high marks and use the correct technical language in their assignments and in their workplace.

Leaders provide an effective careers programme that helps apprentices prepare for their next steps. Apprentices have a good understanding of the options available to them once they have completed their programme. Staff support apprentices in applying for promotion, and many have been successful.

Staff use a range of resources and activities effectively that ensure apprentices develop resilience in the face of difficult and complex situations at work and in their personal lives. For example, apprentices access online courses, an employee assistance programme and work-shadowing opportunities.

Leaders have not developed the curriculum sufficiently to promote fundamental British values. They do not help apprentices deepen their understanding of how British values complement the values held within the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers pay good attention to safeguarding the trust's staff, including apprentices. They have appropriate policies and procedures in place to deal with safeguarding referrals and issues. There is a team of very experienced designated safeguarding leads who have developed strong links with the local authorities, safeguarding boards and 'Prevent' duty coordinators.

All staff and apprentices complete appropriate training in safeguarding and in the dangers associated with radicalisation and extremism, and online. Apprentices have access to specialist support staff, as well as the designated safeguarding lead, to

report any concerns they have.

What does the provider need to do to improve?

- Improve the quality of education by ensuring tutors and assessors work closely to sequence the content of the curriculum logically and use resources and activities that help apprentices to develop their understanding.
- Staff need to improve how they assess apprentices' prior knowledge, skills and behaviours at the start of, and throughout, the apprenticeship programme, to identify any gaps in apprentices' theoretical knowledge and understanding.
- Leaders need to ensure that the curriculum enables tutors and assessors to develop and deepen apprentices' knowledge of fundamental British values.

Provider details

Unique reference number	1278629
Address	350 Euston Road Regent's Place London NW1 3AX
Contact number	020 3214 5869
Website	www.cnwl.nhs.uk
Principal/CEO	Jane Cavanan
Provider type	Employer provider
Date of previous inspection	Not previously inspected
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the head of education as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous new provider monitoring visit report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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