

Guy's and St Thomas' NHS Foundation Trust

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number: 1276385

Name of lead inspector: Joanna Walters, His Majesty's Inspector

Inspection date(s): 29 November 2022

Type of provider: Employer

Address: Education Centre
75 York Road
London
SE1 7NY

Monitoring visit: main findings

Context and focus of visit

Guy's and St Thomas' NHS Foundation Trust was inspected in October 2021. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Themes

How much progress have leaders and managers made in evaluating the quality of the apprenticeship programme and how well do they use the outcomes from their evaluation to make improvements? **Significant progress**

Since the full inspection in October 2021, leaders, managers and board members have introduced several highly effective processes to review continuously the quality of the level 3 dental nurse apprenticeship. They use feedback from apprentices, review quality improvement action plans and have 6-weekly curriculum progress meetings with tutors to identify their strengths and areas for development. As a result, leaders are able to act swiftly to address any weaknesses. Leaders have made significant improvements to the weaknesses found at the last inspection.

Board members have a detailed oversight of the quality of the apprenticeship provision. This is because leaders and managers now share with the board detailed quality assurance reports on a quarterly basis, which make clear the progress made against their thorough improvement plans. Board members use this information to challenge leaders to continue to make improvements. As a result, board members have a secure understanding of apprentice satisfaction, apprentice survey results, the quality of teaching and assessment, and the attendance and progress of apprentices.

Leaders and managers have introduced helpful standardisation meetings to establish consistency and quality across the provision. In these meetings, curriculum staff and managers review curriculum plans, the standard of apprentices' work, the quality of feedback tutors give to apprentices, the quality of progress reviews, safeguarding and attendance. As a result, leaders and managers can monitor the impact of the actions they have taken to improve the quality of provision. For example, leaders have improved the sequencing of the curriculum with tutors to enable apprentices to apply their learning in the workplace.

How much progress have leaders made to ensure that apprentices receive effective individual support and have suitable and timely opportunities to apply their learning at work? Significant progress

Managers and tutors have skilfully adapted the content and sequence of the induction period to help prepare apprentices to work in hospital clinics. Early in the curriculum, tutors teach apprentices about the different hospital departments to give them an overview of what it is like to work in each. Apprentices then shadow their workplace mentor in each department. As a result, apprentices feel well prepared to go into the workplace.

Tutors sequence the curriculum well. Apprentices now have good opportunities to apply the theory they learn in lessons to their work. For example, tutors teach apprentices how to deal with medical emergencies expertly. As a result, apprentices can apply their learning when dealing with issues such as hypoglycaemic attacks. Apprentices know to look for specific signs, such as pallor, and to alert the dentist to stop the procedure. Apprentices value the training they receive early in the course, as it helps them feel more confident when working in the hospital clinics.

Leaders and managers invest in valuable assessments, such as dyslexia assessments, to identify the root cause when learners present with additional needs. Tutors skilfully use the findings to develop strategies to help apprentices. For example, tutors develop flashcards to help apprentices revise and bridge any gaps in their knowledge. This helps apprentices to make notable improvements from their mock examinations and to make good progress.

Leaders and managers have introduced weekly one-to-one well-being sessions with apprentices. These sessions provide apprentices with the opportunity to discuss any concerns or worries they have regarding their course or their well-being. Tutors provide helpful support and guidance to ensure apprentices receive the support they need. For example, where appropriate, tutors refer apprentices for support from occupational health. As a result, apprentices remain on track with their studies and know how to lead a healthy life.

How much progress have leaders and managers made to ensure apprentices receive comprehensive and impartial careers information, advice, and guidance in a timely way so they can make informed choices about their next steps? Significant progress

Leaders and managers have taken a considered approach to the improvement of careers advice and guidance for their apprentices. Since the full inspection, leaders have introduced a variety of beneficial opportunities for apprentices to learn about the different career pathways available to them. For example, tutors have arranged talks from guest speakers throughout their programme, including British Army dental practitioners, learning disabilities dental nurses and surgical nurses. This gives apprentices a helpful insight into the role of a dental nurse in different environments, such as The British Army.

Tutors ensure apprentices gain experience working within different dentistry clinics at the hospital. Over the duration of their programme, apprentices work in three different departments of their choice, such as surgical, orthodontics, sedation, oral health, and radiography. Apprentices find this extremely valuable, as it helps them decide if they would like to become a specialist dental nurse.

Leaders and managers took swift action to introduce careers workshops and one-to-one careers meetings to the curriculum. In these workshops and meetings, tutors and managers helpfully explain to apprentices how they can progress into other health professional roles using the skills and knowledge they gain as part of their apprenticeship. For example, apprentices learn about the options to continue their studies into careers in nursing, midwifery, or infection control. As a result, apprentices are clear about the range of options available to them beyond dental nursing.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022