

Oxford University Hospitals NHS Foundation Trust

Address: Headley Way, OX3 9DU

Unique reference number (URN): 2526618

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard

Inclusion

Expected standard 

Leaders and staff work together well to build a supportive culture of inclusion for apprentices. Leaders use effective recruitment strategies to ensure apprentices reflect the local community. They value and nurture apprentices and encourage them to build careers at the Trust.

Staff identify apprentices' barriers to learning and support needs appropriately. They agree support plans and helpful strategies with apprentices. They ensure trainers, line managers and subcontractor staff understand apprentices' needs. Apprentices benefit from helpful interventions such to reduce barriers to their learning. Staff provide practical support such as laptop loans and physical adaptations to workstations for apprentices who require reasonable adjustments. Staff do not consistently record decisions regarding changes to support for apprentices, and so do not fully know the impact these changes may have.

Staff accommodate apprentices with poor health or family crises well. They use breaks in learning effectively, enabling apprentices to return, achieve and thrive.

Staff are suitably trained in understanding and managing apprentices' support needs. They review the support offered and increase or decrease it appropriately. Apprentices value the support they receive, which enables them to stay on programme and progress. Apprentices with additional learning support plans achieve as well as their peers.

Leadership and governance

Expected standard 

Leaders have a clear vision for apprenticeships as a core part of workforce development. They promote vacancies widely and review roles to create new apprenticeship opportunities. Leaders have ensured that there is suitable governance oversight of the apprenticeships to hold them to account. Senior leaders understand the strengths and weaknesses and hold teams accountable, such as challenging declines in achievement rates.

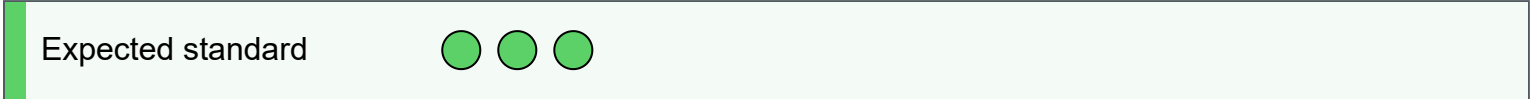
When they identify weaknesses, leaders act decisively to make improvements. For example, leaders escalated problems with apprentices getting access to off-the-job time to the executive board where they were resolved. Leaders take decisions that prioritise apprentices' best interests. Staff encourage adult apprentices without level 2 qualifications to complete functional skills qualifications in English and mathematics so they do not limit their career options.

Leaders ensure staff receive appropriate continuing professional development to perform their roles well and maintain their professional registrations. Leaders support new trainers to gain qualifications that help them develop teaching skills. Leaders draw carefully on external networks and partnerships to provide targeted professional learning that builds the expertise of teaching staff responsible for the academic awards. Leaders recognise further work is needed for a small number of staff on adaptive teaching and support for apprentices with special educational needs.

Staff teaching apprenticeships feel respected and valued. Leaders are highly considerate of their welfare and wellbeing.

Leaders monitor subcontracted provision carefully to ensure functional skills training meets apprentices' needs.

2. Apprenticeships



Expected standard

Achievement Expected standard

Apprentices make appropriate progress from their starting points. They develop the knowledge and skills they need to be successful. They complete written and practical work that meets industry expectations.

Apprentices make a positive contribution to their workplaces as the result of their training. Business administrator apprentices carry out projects to improve patient experience. Healthcare apprentices confidently provide patient-centred care. Pharmacy apprentices use technology correctly to order, dispense and manage medicines.

Apprentices typically achieve their qualifications in the expected timeframe. Those with additional learning needs achieve in line with their peers.

Occasionally, apprentices are not taught early enough about the requirements of their final assessment and the potential grades they could achieve. Too few apprentice apprentices achieve distinction grades.

Apprentices are well prepared for their next steps. Most apprentices stay with the Trust and many gain promotions because of the apprenticeship.

Curriculum and teaching

Expected standard 

Leaders understand the strengths and areas for development of their curriculums. They take appropriate actions, such as improving advice and guidance which have helped increase the proportion of apprentices who complete their training. Leaders have selected a curriculum offer which meets the Trust's recruitment needs well. They offer roles including healthcare assistant and pharmacy assistant to tackle skill shortages.

Staff work closely with apprentices' line managers to make sure teaching is carefully planned and logically structured. Consequently, apprentices can quickly apply their learning in the workplace. Business administrator apprentices learn about organisational culture before applying their knowledge in projects. Pharmacy apprentices shadow colleagues and study legislation before taking on patient-facing roles and dispensing medication.

Teaching staff are well qualified and experienced. They explain topics clearly and carefully which helps apprentices build their skills and develop confidence to use industry-specific vocabulary. Staff typically give apprentices helpful feedback so they know how to improve their work. However, the targets staff set do not consistently identify the precise skills apprentices need to refine at work.

Support for apprentices with additional learning needs is mostly appropriate. Apprentices who need them are provided with tailored assessments and assistive technologies to help reduce barriers. Those who speak English as an additional language receive constructive feedback to help improve their written English.

Leaders ensure that the principles and requirements of apprenticeship are met. They provide added value for apprentices by including additional qualifications such as the care certificate and academic awards, which prepare apprentices well for their next steps.

Participation and development

Expected standard 

Leaders set high expectations for apprentices' behaviours that reflect the values of the Trust. Apprentices understand and meet these expectations well and attend punctually. They are courteous and professional in classrooms and in the workplace. Apprentices treat trainers, colleagues and the patients they care for with respect. They preserve the dignity of others and adopt a person-centred care approach when working on wards.

Leaders pay particular attention to apprentices' wellbeing. They invite expert speakers to explain topics such as mental and physical health and provide discounted gym membership, which apprentices value. Staff encourage apprentices to take breaks and step away from the pressures of work. Leaders train apprentices to be resilient when dealing with challenging clients.

Staff teach apprentices how to keep safe. Apprentices understand how to be vigilant to signs and symptoms of radicalisation, domestic violence and coercive control. They know how to report concerns and seek help.

Apprentices receive helpful careers information advice and guidance. They have opportunities to network, meet executives, and explore a wide range of roles in the Trust.

Most apprentices are aware of opportunities open to them on completion of the apprenticeship.

What it's like to be a learner and/or an apprentice at this provider

Apprentices are very positive about their experience at Oxford University Hospital NHS Foundation Trust. They praise the high levels of support they receive while working and studying at the Trust. They value the opportunities they get to take on new responsibilities as they grow in knowledge and confidence. Apprentices proudly explain they feel a valued part of the team at work.

Apprentices learn new knowledge and skills which they apply confidently in their job roles. Business administrator apprentices learn presentation skills and carry out risk analysis. Healthcare assistant apprentices know how to provide personal care to patients and understand to be vigilant to signs of deterioration. They escalate concerns appropriately where they see this.

Apprentices attend well and are punctual. Apprentices, including those with barriers to learning, feel well supported by knowledgeable, approachable staff. They appreciate that when they need any support, this will be provided to them quickly and usually effectively.

Apprentices do not experience bullying, harassment or discrimination at work and when in training. They are confident to raise concerns and rightly believe staff will take them seriously.

Apprentices are taught an extensive wider curriculum which includes training on topics such as workplace safety, mental, physical and financial health. Apprentices who volunteer for the ambassador programme represent the Trust well, promoting apprenticeships at schools and careers events.

Apprentices get helpful feedback on their written and practical work so they mostly know how to improve. Apprentices do not get information about how to work towards merit and distinction grades from the start of their apprenticeship. Very few achieve distinctions in their final assessment.

Most apprentices who start an apprenticeship stay to the end and achieve. Many gain promotions and build their career in the Trust.

Next steps

- Leaders should ensure that apprentices understand how to work towards merit and distinction grades in their final assessment from the start of their programme so they can fulfil their potential.
 - Leaders should ensure that staff have professional development that enables them to be competent in identifying apprentices' additional learning support needs and to adapt their teaching appropriately to meet those needs.
 - Leaders should ensure that apprentices consistently receive targets that help them to understand precisely how to improve the skills they need for their work.
 - Leaders should ensure that staff consistently and accurately record changes to support for apprentices with additional learning needs so that they can monitor the impact that their support has.
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About this inspection

Oxford University Hospitals NHS Foundation Trust is an employer provider. All apprentices are employed by and work at one of the Trust's hospital sites. Most work at the main site which is John Radcliffe hospital in Oxford. Most apprentices are aged 19 years of age or older. Most apprentices are studying apprenticeships at level 3.

The provider uses one subcontractor to teach functional skills English and mathematics qualifications to the small number of apprentices who are studying them as part of their apprenticeship.

At the previous inspection in October 2021, Oxford University Hospitals NHS Foundation Trust was judged to be good for overall effectiveness.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with leaders, trainers, sub-contractor staff, clinical practice educators, apprentices and their line managers, during the inspection.

Director of Non-medical Education: Amara Collins-Oke

Lead inspector:

Viki Faulkner, His Majesty's Inspector

Team inspectors:

Richard Kirkham, His Majesty's Inspector

Ramin Narimani, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

Number of learners

Apprenticeships

20

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	85	61	Above
2022/23	64	55	Close to average
2021/22	53	53	Close to average

Apprenticeships pass rate

Year	This provider	National average
2023/24	100	98
2022/23	100	97
2021/22	100	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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