

Welfare and duty of care in Armed Forces initial training

Ofsted's report to the Minister for Defence Personnel, Welfare and Veterans

Published: March 2015

Reference no: 150041



Corporate member of
Plain English Campaign
Committed to clearer communication

361

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 looked after children, 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 www.gov.uk/government/organisations/ofsted.

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/government/organisations/ofsted

No. 150041

© Crown copyright 2015



Contents

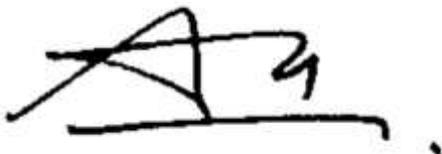
Ministerial foreword	4
Preface	5
Background	7
Key recommendations for improvement	9
Detailed findings	10
The progress made by establishments since their previous inspections	10
Establishments' inspection history	12
Outcomes for recruits and trainees	12
Impact and effectiveness of arrangements for welfare and duty of care	14
Impact of leadership and management of welfare and duty of care	19
Summary reports in date order	21
Royal Military Academy, Sandhurst	21
11 Training Battalion, Royal Electrical and Mechanical Engineers	23
Infantry Training Centre, Catterick	26
14 Regiment Royal Artillery	29
Royal Armoured Corps Training Regiment	32
Army Training Centre (Pirbright) Reserve Training	35
HMS Raleigh	37
HMS Sultan	40
Defence School of Policing and Guarding	42
Summary challenge and support visit letters	44
Headquarters Army Recruiting and Training Division	44
Royal Naval Training Headquarters	45
HQ 22 (Training) Group	47
Annex A. Summary of overall inspection judgements	48
Annex B. Inspection dates	49
Annex C. Ofsted's terms of reference	50

Ministerial foreword

We are, rightly, deeply proud of our Armed Forces and, against a backdrop of an increasingly changing and uncertain world, we need to be assured that the training they receive is world class. Initial training is the bedrock of our Armed Forces and lays the foundation upon which our young men and women can progress and build successful careers in the future. The quality of the provision of welfare and duty of care, during this important period, plays a vital part in establishing a positive culture from the outset and significantly aids the smooth transition into life in the Armed Forces.

I am pleased that all establishments visited by Ofsted have undergone a rigorous independent assessment of the effectiveness of their welfare and duty of care arrangements and all have been graded good or outstanding. This continues the trend of year-on-year improvement and reaffirms our enduring commitment to achieving the very best for our recruits, cadets and trainees. I also noted the benefits of looking more widely into the training system and its management by the Services to provide reassurance that the entire activity is understood. A first visit to reserve training units acknowledges the Whole Force Approach and necessary commonality of Defence welfare and duty of care provision. However, despite this welcome news, a number of areas for improvement remain. We must continue to work hard to see that those areas are addressed.

I am grateful to Her Majesty's Chief Inspector and his team for this seventh report, which provides a valuable assessment of initial training in the Armed Forces and identifies key areas for improvement.

A handwritten signature in black ink, appearing to read "AS", with a horizontal line underneath and a small dot at the end.

Anna Soubry MP
Minister for Defence Personnel,
Welfare and Veterans

Preface

I am pleased to present Ofsted's seventh annual report on the effectiveness of welfare and duty of care for recruits and trainees in Armed Forces initial training. As in previous years, I thank the Ministry of Defence, the training headquarters and the training establishments inspected for their continued cooperation throughout these inspections.

I am pleased to report improvement in many aspects of welfare and duty of care in the establishments inspected between September 2014 and January 2015. It is encouraging to see that all establishments this year were judged good or better in their overall effectiveness of welfare and duty of care.

Two of this year's eight graded inspections resulted in judgements of outstanding: for 14 Regiment Royal Artillery, and for HMS Sultan. 14 Regiment Royal Artillery is to be congratulated on achieving an outstanding outcome on its first inspection. HMS Sultan is to be congratulated on maintaining outstanding overall effectiveness from its previous inspection. HMS Raleigh, however, which was outstanding at its previous inspection, was judged good for overall effectiveness this year.

Of the six establishments judged good this year, three have maintained good overall effectiveness from previous inspections: the Royal Armoured Corps Training Regiment, the Infantry Training Centre Catterick, and the Defence School of Policing and Guarding. At its first inspection, 11 Training Battalion, Royal Electrical and Mechanical Engineers (REME), was graded good for overall effectiveness of welfare and duty of care. Following a number of judgements of adequate in recent years, the Royal Military Academy Sandhurst improved its overall effectiveness to good this year.

For the first time, Her Majesty's Inspectors carried out an ungraded inspection monitoring visit to review the arrangements for welfare and duty of care of phase 1 Reserve recruits. This visit, to the Army Training Centre (Pirbright), is likely to be the first of a wider range of visits to Reserve recruit training establishments in the future, reflecting the increasing importance of Reserve recruits to the Armed Forces.

In another development this year, Her Majesty's Inspectors made their first visits to Army, Royal Navy and Royal Air Force training headquarters responsible for strategic planning and direction of training. Through these challenge and support visits, which did not result in graded judgements, inspectors identified strengths in the provision of support and strategic direction for training establishments, as well as specific areas for development and improvement. I am sure such visits will bring clear benefit for recruits, trainees and staff across training establishments in each Service.

Although the establishments visited this year show an improving trend in many key aspects of care and welfare, stubborn areas for improvement remain. As last year, it is disappointing to note that most of these areas for improvement have featured in a number of previous reports.

One of my key recommendations for improvement over a number of years has been to ensure that information gathered at recruitment and selection stages about recruits' welfare, medical or learning needs is communicated clearly through each phase of training. This year's series of support and challenge visits to Forces headquarters should help to bring greater insight to the problem of how to communicate information about trainees' and recruits' needs and backgrounds more effectively.

In too many establishments, data collection and analysis still require improvement. Too often, senior officers and training staff lack the capacity to make useful comparisons between different cohorts and groups of recruits or trainees. Understanding of trends in progress and performance, in first-time pass rates, in injury rates, and in discharge rates, is key to managing fully effective and successful training.

Across phase 1 and phase 2 training establishments, new training staff arriving without appropriate qualifications continues to cause delays and frustrations. As in previous reports, I would urge that only the best qualified and most competent and enthusiastic instructors are selected to work in initial training, and that they receive appropriate training and qualification prior to posting.

In 2012/13, and again in 2013/14, inspectors reported on medical and dental centres that were cramped or under-staffed. These problems recurred in too many establishments inspected this year. Last year I urged that medical centre vacancies, both for clinicians and for administrative staff, be filled rapidly in all establishments to maintain good access to care for trainees, recruits and staff. I need to repeat the injunction this year. Services must also carry out building programmes and improvements within planned timescales to ensure that medical and dental centres are able to provide a good standard of care for recruits, trainees and staff in future.

Again, I conclude by urging staff at all levels to recognise and share good practice in the management of welfare and duty of care, and in the quality of teaching, training and learning. Key to the success of training and welfare and duty of care are effective self-assessment and quality improvement planning. It is no coincidence that the most successful training establishments are those where a culture of reflection, self-critical evaluation and careful improvement planning is well established and promoted by staff at all levels.

A handwritten signature in black ink, reading "Michael Wilshaw". The signature is written in a cursive style with a large initial 'M'.

Sir Michael Wilshaw

Her Majesty's Chief Inspector, Ofsted

Background

This is Ofsted's seventh annual summary report into welfare and duty of care in Armed Forces initial training. Inspectors visited nine training establishments and three headquarters units between September 2014 and January 2015. This report draws on evidence from the resultant nine inspection reports, and three challenge and support visit reports. Annex B provides details of all the visits.

Following the success of the first challenge and support monitoring visit made in 2013/14, Her Majesty's Inspectors made another three such visits this year to review Army, Royal Navy and Royal Air Force training headquarters operations. The monitoring visits, which did not result in graded judgements, provided challenge and support by identifying strengths in the provision, as well as specific areas for development and improvement. This report includes summary recommendations from the three support and challenge visits.

Ofsted's detailed inspection remit is specified in a Memorandum of Understanding and Schedule between the Secretary of State for Defence and Her Majesty's Chief Inspector of Education, Children's Services and Skills. This includes a requirement for Ofsted to:

- determine the extent to which progress has been made in addressing issues of care, welfare and support for recruits and trainees during initial training in the Armed Forces, including examination of self-assessment by the establishments
- evaluate the effectiveness of the strategic and operational management of the care, welfare and support for recruits and trainees during initial training in the Armed Forces
- take account of the national care standards and safeguarding where relevant.

Ofsted inspects the welfare and duty of care in phase 1 and phase 2 training. Phase 1 is the general introduction to military life and basic military skills. Phase 2 covers the more specialist technical and professional skills required of members of the Armed Forces.

Of the nine training establishments visited, two provided phase 1 training, one provided training for phases 1 and 2, five provided phase 2 training and one provided officer training. One establishment provided phase 1 Reserve recruit training. This was inspected for the first time and provision was not graded. Seven of the training establishments had been inspected previously, either by Ofsted or by the Adult Learning Inspectorate (ALI) before its merger with Ofsted in 2007.¹

¹ Between 2004 and 2007 the inspections were carried out by the former Adult Learning Inspectorate.

Inspectors spent more time in Army training establishments, reflecting the larger size and scale of this Service compared with the Royal Navy and Royal Air Force (RAF). Six of the training establishments were Army, two were Royal Navy and one was a Defence establishment.

Each training establishment received no more than 24 hours' notice of its inspection visit. Inspections lasted for two days. Inspectors applied the principles in Ofsted's 'Common Inspection Framework for further education and skills 2012' to guide the inspection.²

Each inspection focused on:

- outcomes for recruits and trainees – the impact and effectiveness of arrangements for welfare and duty of care
- the quality of welfare and duty of care arrangements
- the effectiveness of leadership and management in providing systems for welfare and duty of care and making improvements.

Inspectors identified strengths and areas for development, and used the evidence to inform key judgements on:

- the overall effectiveness of welfare and duty of care
- outcomes for recruits and trainees
- quality of welfare and duty of care
- the effectiveness of leadership and management.

The judgements are summarised at Annex A. Inspectors used Ofsted's four-point judgement scale of outstanding, good, adequate and inadequate.

² The 'Common Inspection Framework' sets out the principles that apply to the inspection of post-16, non-higher education and training. It meets the requirements of the Education and Inspections Act 2006. 'Common Inspection Framework for further education and skills' (090106), Ofsted, 2012; www.gov.uk/government/publications/common-inspection-framework-for-further-education-and-skills-2012.

Key recommendations for improvement

To continue improvements in welfare and duty of care arrangements for all recruits and trainees, the Armed Forces should give attention to the following areas.

- Ensure that information gathered at recruitment and selection about recruits' welfare, care background, medical or learning needs is communicated clearly through each phase of training.
- Develop clear, effective systems to monitor the needs of care leavers and recruits and trainees who were previously looked after and to establish effective contacts with relevant local authorities when former care leavers are discharged or transferred to other units.
- Ensure that data and management information are analysed more thoroughly to identify trends in recruitment, pass rates, injury rates and cohort success, so that comparisons can be made more easily across cohorts and groups.
- Develop unit and establishment websites and work with recruiting centres and other information sources so that potential recruits, trainees and their families are better informed about life in the Armed Forces, the training establishment they are to attend and, where relevant, the trade or specialism to which they aspire.
- Make sure that, wherever possible, instructors are selected by training establishments for their interest in and enthusiasm for training. Also ensure that appropriate vetting and barring checks have been conducted for instructors and that they have completed the 'Defence Train the Trainer' course, or any other relevant specialist qualification, before beginning their posting.
- Improve the analysis of recruit, trainee, officer cadet or continuous improvement surveys to identify more clearly the areas for improvement in the welfare and care of recruits and trainees. Improve the feedback to recruits and trainees and officer cadets about actions taken in response to surveys.
- Ensure that self-assessment reporting is comprehensive and suitably self-critical. Identify areas for improvement clearly and ensure these feature prominently in quality improvement plans, with clear target dates and lines of responsibility to ensure that actions are completed.
- Reinforce frequently the induction guidance for recruits and trainees about maintaining personal safety and security when using the internet or social media.

Detailed findings

The progress made by establishments since their previous inspections

1. The annual report for 2013/14 marked the tenth year of welfare and duty of care inspections. The report noted the 'many significant improvements to the welfare of their recruits and trainees made by training establishments over the past nine years' and also acknowledged that 'welfare of recruits and trainees is now an intrinsic part of military training, with all staff taking full responsibility for their actions'. The general trend of improvement and the culture of responsibility and care continue to show themselves across this year's reports on individual establishments.
2. The supervision and care of recruits and trainees remain thorough in all establishments. Good care continues for those under the age of 18. As urged in the annual report for 2013/14, establishments should keep abreast of the latest requirements for safeguarding those under 18. They should pay particular attention to the safeguarding and care arrangements for those who are care leavers or who were looked after children under the care of local authorities before entering the Armed Forces.
3. In 2013/14, Ofsted inspected phase 1 training for regular forces at the Army Training Centre (Pirbright) and judged it outstanding. This establishment was inspected this year for its phase 1 training for Reserve forces. As this was the first inspection of Reserve forces training nationally, the inspection was not graded.
4. Of the eight establishments that received graded inspections this year, six had had previous graded inspections. Four of these eight establishments had maintained their overall effectiveness. 14 Regiment Royal Artillery achieved an outstanding grade for overall effectiveness at its first inspection; HMS Sultan maintained its outstanding overall effectiveness from the previous inspection in 2010/11.
5. The Royal Military Academy, Sandhurst, improved from adequate in 2010/11 and 2012/13 to good in all aspects this year, having benefited from an ungraded support and challenge visit that helped focus improvement work during 2013/14.
6. The Royal Armoured Corps Training Regiment, the Defence School of Policing and Guarding, and the Infantry Training Centre, Catterick, remained good, although the Infantry Training Centre improved its outcomes for recruits and trainees from adequate in 2012/13 to good in all aspects this year. At its first Ofsted inspection, 11 Training Battalion, REME, was good. HMS Raleigh was good this year, but had been outstanding in 2011/12.

7. During 2014/15, a further three support and challenge visits were made to the Army Recruiting and Training Division, HQ 22 (Training) Group RAF, and to Royal Navy Training Headquarters. Each of these three organisations faced challenges because none had been visited before. However, full engagement and good cooperation from their staff helped inspectors to reach clear conclusions about the strengths and areas for improvement in headquarters' work.
8. Overall pass rates remain high and have improved since previous inspections in nearly all the establishments inspected this year. Drop-out rates from courses are low and, with the exception of the rates for recruits at HMS Raleigh, have decreased in all the establishments. The number of recruits and trainees leaving training for medical or fitness reasons continues to fall. Care for those with injuries or ill health is very good in all establishments and investigations into injury rates have produced good improvements in a number of cases. For example, the Royal Military Academy, Sandhurst, made very good progress in reducing the disparity between injury rates for male and female officer cadets. In 2009, female officer cadets were twice as likely to be injured as males; at this year's inspection, injury rates were broadly the same for both sexes. The Infantry Training Centre, Catterick, uses data highly effectively to investigate injury and early leaver rates.
9. The need to improve the recruitment and selection of instructors features in a number of this year's reports. As noted in 2013/14, competitive selection for instructor posts is not yet routine for recruiting instructors for all establishments. At the majority of the establishments inspected this year, inspectors met instructors who had not volunteered for a training role and who expressed uncertainty about the part they could play in making sure learning, teaching and training fully met recruits' and trainees' needs.
10. Most establishments inspected previously have acted successfully on the areas for improvement highlighted in their inspection reports. Work to disseminate good practice is improving at sub-unit, establishment and tri-service level. Fewer establishments than in the past have had recommendations about identifying and sharing good practice. However, self-assessment reporting, quality improvement planning and monitoring of data to identify trends in drop-out rates and first-time pass rates and to detect cohort variations all remain areas for improvement across establishments this year.
11. In a period of heightened risk to all Service personnel, improving recruits' and trainees' understanding of how to stay safe and secure when they are using the internet or social media remains a priority. With increasing numbers of Reserve personnel, who mix civilian and Service activity, establishments need to ensure that their training is relevant to personnel who do not live or work in secure surroundings full-time.

Establishments' inspection history

Establishment	Overall effectiveness 2014/15	Previous grade(s)
Royal Military Academy Sandhurst	2	3 (2012/13) 3 (2010/11)
11 Training Battalion, REME	2	
Infantry Training Centre Catterick	2	2 (2012/13 [outcomes 3]) 3 (2011/12) 3 (2010/11) 4 (2009/10)
Royal School of Artillery, 14 Regiment Royal Artillery	1	
Royal Armoured Corps Training Regiment Bovington	2	2 (2011/12)
HMS Raleigh	2	1 (2011/12 [self-assessment 2]) 2 (2008/09 [self-assessment 3])
Defence School of Policing and Guarding	2	2 (2010/11 [self-assessment 3]) 4 (2009/10)
HMS Sultan	1	1 (2010/11 [capacity to improve 2, self-assessment 2])
Army Training Centre (Pirbright) Reserve Training	Ungraded first visit	–

Outcomes for recruits and trainees

12. This year, overall pass rates were good in seven establishments and outstanding in one. In the Infantry Training Centre Catterick, one of the three establishments that provides phase 1 training, first-time pass rates for recruits are high and have improved since the establishment's previous inspection. In HMS Raleigh, although overall pass rates for phase 1 training remain high, they have declined slightly but progressively, with no significant improvement seen in wastage rates over the past three years. At the Army Training Centre (Pirbright), first-time pass rates for Reserve recruits have improved over the past year, but they still remain lower than for regular recruit phase 1 training courses.
13. In phase 2 establishments, first-time pass rates are good at the Royal Armoured Corps Training Regiment and at 11 Training Battalion REME.

Wastage rates in these establishments are also low, with most trainees able to change trade or cap badge early and remain in service. At 14 Regiment Royal Artillery, pass rates on phase 2 courses are very high at around 93% and have improved since the previous inspection; wastage rates are correspondingly very low. At the Royal Military Academy, Sandhurst, overall pass rates for officer cadets are good, with significant improvements made to first-time pass rates. Wastage rates have improved in each of the past four years and are now good.

14. In all the establishments inspected this year, trainees and recruits receive very effective support from instructors and other staff that helps them remain on course and achieve. The vast majority of recruits in phase 1 establishments make significant and rapid progress in developing their personal and military skills. At HMS Raleigh, for example, recruits quickly develop fitness, self-confidence and self-belief during early training. At Army Training Centre (Pirbright), Reserve recruits master individual skills quickly and then work well to share experiences and skills with their peers.
15. At phase 2 training establishments, trainees develop high levels of technical competence that allow them to understand their future specialist roles. At the Royal Armoured Corps Training Regiment, for example, good support enables trainees to make good progress; their high levels of enjoyment and motivation help them to gain complex technical skills quickly. At the Royal Military Academy, Sandhurst, officer cadets benefit from a carefully devised pre-commissioning course briefing that helps them prepare for the physical and mental challenges of their training. The highly structured training programme at 11 Training Battalion, REME, helps trainees to develop complex technical skills, improve their fitness and develop military skills. Trainees at 14 Regiment Royal Artillery, particularly those who begin from a low starting point, significantly improve their interpersonal and social skills and their self-confidence. Trainees very much appreciate the opportunities to take on increasing personal responsibility within a safe environment.
16. As in previous years, all the establishments inspected treat their recruits and trainees fairly. Recruits and trainees feel safe and the vast majority enjoy their training and feel proud of their service. They are clear about where they can get advice, guidance and support and are generally confident to approach staff within and beyond the chain of command when they need help.
17. Phase 1 establishments continue to make good initial assessments of trainees' English and mathematics skills and needs, and success rates on functional skills courses in English and mathematics continue to improve. An increased focus on diagnostic assessment of functional skills, as well as training and support, have brought about improvements in all establishments. For example, at the Infantry Training Centre, Catterick, a recently introduced contextualised functional skills course runs for a number of weeks before the start of the combat infantryman's course. This is aimed at those who do not have the expected qualifications in English and mathematics; it is highly successful in raising recruits' confidence, morale and skills. At 11 Training Battalion, REME, trainees who need help to

achieve the high levels of English and mathematics skills required of electronics, aircraft and avionics technicians receive very effective support; pass rates for English, mathematics and information and communications technology are close to 100%. Trainees at the 14 Regiment Royal Artillery enjoy similarly high pass rates in functional skills qualifications in English and mathematics. Trainees in all establishments recognise the importance of English and mathematics for their careers and personal development.

18. As reported in 2013/14, almost all recruits and trainees are well motivated and pleased with their career choices. Nearly all recruits and trainees who spoke to inspectors recognised the good or better support they received during training. In all establishments, the vast majority of those who remained in training developed a good range of military, technical and social skills. Most trainees could recognise and articulate well the gains they had made in their confidence and ability since starting their training.

Impact and effectiveness of arrangements for welfare and duty of care

19. Recruits and trainees continue to appreciate the care and welfare they receive. They make very considerable gains in self-reflection and self-reliance, as well as in their specialist technical and military skills. Across all inspections this year, the good or better standards of welfare and duty of care were very evident in supervisory care directives, commanders' risk assessments, and other similar documents that inform staff fully of the standards and expectations for the care of trainees and recruits in each establishment. At Army Training Centre (Pirbright), a strong commitment to good practice in welfare and duty of care for all recruits and trainees underpins activities. The commanding officer's supervisory care directive also includes modified procedures that are appropriate for the care of Reservists.
20. At all establishments, recruits and trainees live up to the high expectations of staff. At 11 Training Battalion, REME, those in training, and their instructors and officers, sign a staff and trainees agreement. This details how each group is expected to reflect the common training expectations of respect, stewardship, teamwork and positive values. At the Royal Military Academy, Sandhurst, officer cadets now receive clear and unambiguous feedback on their performance so that they know exactly what they need to do to meet standards and expectations better. Reserve recruits at Army Training Centre (Pirbright) use their varied backgrounds, experiences and knowledge well to support one another to meet the required standards and expectations. Ex-service personnel among the recruits provide useful advice and support to other recruits, which is greatly appreciated. Recruits at HMS Raleigh benefit from instructors' expectations that all individuals will achieve at least the standards required, and

always to the best of their abilities. At 14 Regiment Royal Artillery, the military skills and personal development programme runs alongside the core training programme and provides excellent opportunities for trainees to develop their military skills, personal capacities and knowledge. The programme is tailored carefully to complement each trainee's previous experiences and achievements, as well as to identify the gaps in practical skills.

21. As was the case in 2013/14, senior staff and training teams have a good understanding of the procedures and expected levels of care for those under the age of 18. Staff in the vast majority of establishments undertake appropriate monitoring of bars and gaming machines to safeguard younger recruits and trainees. At 14 Regiment Royal Artillery, formal arrangements for the care of under 18s are very good, and include muster arrangements at weekends, strict restrictions on access to bars and alcohol, and clear guidance and good briefings to trainees on how to maintain their safety outside the base. Staff at 11 Training Battalion, REME, communicate frequently with parents and guardians of under-18s when agreeing leave arrangements and travel plans. At the Defence School of Policing and Guarding, and at 11 Training Battalion, REME, clear identification badges worn by under-18s ensure that staff in shops, bars and at the gatehouse can take appropriate care for their safety. However, at the Royal Armoured Corps Training Regiment, two gaming machines are in a secluded location: they are difficult for staff to oversee and the machines do not have clear notices forbidding use of them by under-18s.
22. Welfare and support staff outside the chain of command continue to make a significant and highly valued contribution to recruits' and trainees' well-being. Padres, staff in Royal Voluntary Service, HIVE, Sandes, Salvation Army and Army Welfare Services settings play a very positive role in giving recruits and trainees care, guidance and comfort in safe, welcoming environments where they can socialise and relax. Shepherding teams continue to make a very positive impact on the experience of recruits at the Infantry Training Centre, Catterick, and HIVE staff make a valuable contribution, organising home travel, parental and carers' visits and graduation arrangements for many recruits. At 11 Training Battalion, REME, the Royal Armoured Corps Training Regiment and the Royal Military Academy, Sandhurst, the padres provide a much appreciated and highly visible service for trainees and permanent staff. Recruits at HMS Raleigh speak highly of taught sessions in the chapel, and many recruits enjoy Sunday service and the social element that follows the service. Trainees and permanent staff at 14 Regiment Royal Artillery make very good use of 'drop-boxes' in the accommodation blocks to contact the Padre in confidence.
23. Recruits, trainees and permanent staff who are a cause for concern or identified as 'at risk' receive good levels of care and support in all establishments inspected this year. Across establishments and Services, recording of concerns is careful at platoon, flight or division level. At the Royal Military Academy, Sandhurst, platoon staff maintain clear and detailed records on the risk register of any concerns relating to personal matters, underperformance in training, or sickness and injury. At Army Training Centre (Pirbright), training teams

maintain clear records of concerns about, or any support actions for, Reserve recruits in the same way as they would for regular recruits. Individuals causing concern are included in risk registers and, if appropriate, may be discussed at regimental review boards. Cause for concern logs at 11 Training Battalion, REME, for example, ensure good continuity of care for trainees, even when the personnel around them change. At the Defence School of Policing and Guarding, flight and platoon staff keep good records of concerns and risks; similarly, at HMS Raleigh, divisional staff record concerns well. But in both of these establishments, risks or concerns noted by platoon or flight staff are not transferred to an overarching document that records more permanently where and when concerns have arisen in order to maintain or re-evaluate support or monitoring when a recruit or trainee moves on through training.

24. Trainees and recruits who fail written assessments, or who appear to be in danger of failing such tests, receive generally good support. Instructors are frequently generous with their time, and they support recruits and trainees well. At 11 Training Battalion, REME, for example, instructors review trainees' exam papers with them to identify areas for improvement and help the trainees learn from earlier mistakes. At the 14 Regiment Royal Artillery, training staff provide good out-of-hours support for trainees who fail assessments or whose progress is slow. Trainees value the guidance and encouragement they receive from their highly experienced non-commissioned officers.
25. Support for recruits with specific learning difficulties or additional learning needs is generally good. At the Defence School of Policing and Guarding, for example, staff are well trained and skilled at identifying specific learning difficulties. Platoon and flight staff receive good briefings and written guidance on ways to identify needs and support trainees. Trainees receive a good range of further diagnostic action, mentoring and close training support, as well as benefiting from access to specialist adaptive learning technologies and media. Trainees at the Royal Armoured Corps Training Regiment benefit from excellent measures to identify and support specific learning needs. Again, staff are well trained and have a very good range of diagnostic and other resources that they can use for trainees' benefit. However, Royal Armoured Corps Training Regiment trainees who require additional learning support to improve their English and mathematics skills are less well served by underdeveloped support measures. At 11 Training Battalion REME, the range of support provided for trainees with specific learning difficulties requires improvement. Currently, trainees receive only an allowance of extra time in written tests and their progress is subject to closer monitoring.
26. In all establishments, recruits and trainees have induction briefings about e-safety and security when using the internet or social media. In most establishments, posters in public areas reinforce the messages from briefings. However, in too many establishments, posters are insufficiently prominent, and recruits and trainees spoken to had only a vague recollection of what they were told at induction. At the Defence School of Policing and Guarding, trainees benefit from an excellent induction activity: staff explore trainees' social media

pages with them, before attempting to discover as much information as possible about each trainee from internet sources. Staff show the trainees how to lock down security settings and restrict personal information online to make themselves less vulnerable to searches. Trainees enjoy the activity and had very good recollection of its key messages when discussing it with inspectors afterwards.

27. Remedial training and disciplinary exercises are well understood and fairly applied across all establishments visited this year. Platoon, division or flight staff communicate clearly to recruits and trainees the purpose, nature and limitations of remedial training. In all establishments, recruits and trainees receive laminated cards, workbook notes or other written guidance about remedial training, minor punishments and administrative actions. Almost all platoon, flight or divisional staff, as well as instructors, discuss these matters with recruits early in their training. Recruits and trainees are confident that they understand the processes and feel they are applied fairly. At HMS Raleigh, for example, divisional instructors keep meticulous logs of all remedial training; the Master at Arms and the officer commanding frequently review the logs to ensure a balanced, disinterested approach to disciplining recruits.
28. Access to medical and dental care is good in all establishments, both in and outside working hours. However, at the Royal Military Academy, Sandhurst, and at the Infantry Training Centre, Catterick, cramped and ageing accommodation threatens services. For example, at Sandhurst, bedding-down accommodation is on the first floor and can be reached only by stairs; some areas of the medical facility do not allow sufficient space for treatments and bedding-down, and hamper effective infection control. At Catterick, facilities are barely adequate, with insufficient space in the medical centre, so that areas that have to be used for clinical work are inappropriate. Trainees and recruits are understandably reluctant to report sick, despite encouragement from staff. Medical appointments for trainees at 14 Regiment Royal Artillery are frequently delayed because of staffing gaps in the medical centre. Regimental staff currently stand in to provide administrative support for medical centre colleagues. At Army Training Centre (Pirbright), although Reserve recruits sign a certificate of 'fitness to attend', medical and training staff have no access to their medical information.
29. All establishments make every effort to ensure that recruits and trainees can receive medical or dental care while they continue training. Support for recovery is good in all establishments, and staff impress on recruits and trainees the importance of reporting injuries or sickness at a very early stage. In most establishments, communication between medical and other staff is good. Too many entrants from phase 1, however, continue to arrive at phase 2 training with existing but previously undisclosed injuries, a problem which has been noted in this report in previous years.
30. At all establishments, dental care for recruits and trainees is good. Nearly all recruits and trainees receive initial checks soon after arrival. Appointments for

treatment are generally available very quickly. The numbers of recruits who pass out of phase 1 dentally fit is high, with frequent increases in dental fitness of around 40% per cohort, so that nearly 90% leave dentally fit.

31. As in 2013/14, gymnasium and physical training facilities are good at all the establishments inspected this year. Access to facilities is also good, and trainees, recruits and staff can use gymnasiums and/or swimming pools during the week and at weekends. Physical training instructors are well qualified and approachable, and recruits and trainees value their advice and guidance. Instructors are careful to develop fitness without risking injury to recruits and trainees.
32. Food is plentiful at all establishments, and the range of options is improving across all of them. Healthy options and dishes that meet specific dietary needs are available at all establishments, alongside a range of high-carbohydrate and snack foods. Arrangements to cater for religious, cultural and other dietary needs continue to improve. Phase 1 training establishments provide a fourth meal or a training supplement for new-entry recruits in the evenings to ensure that they are taking in sufficient calories during intensive physical training. All establishments display some information about the calorific or nutritional values of meals and snacks but, in most, such displays are too small or poorly located, so that recruits and trainees rarely read them. All establishments also provide a comments book or suggestions box at the counter or near the food outlet but, too often, recruits and trainees are unaware that they can express their views about the quantity, quality and range of food in this way.
33. The vast majority of recruits and trainees recognise that pay-as-you-dine systems provide good value for money. However, at the Royal Armoured Corps Training Regiment, trainees do not have sufficient information, early in their training, about the cost-saving and nutritional benefits of eating in the mess rather than buying high-cost – and often high-sugar and high-fat items – at local shops. At the Defence School of Policing and Guarding, many trainees find the choice of meals is limited at weekends. Most establishments have a system to ensure that recruits and trainees who run out of money are able to eat in the mess and repay the cost of their meals at their next pay point.
34. At all establishments, contractors react reasonably promptly to requests for repairs to accommodation and infrastructure. Accommodation for recruits and trainees is good at the Royal Military Academy Sandhurst, Army Training Centre (Pirbright), the Royal Armoured Corps Training Regiment, 14 Regiment Royal Artillery, and for recruits and trainees on longer courses at Infantry Training Centre, Catterick. At each of these establishments, trainees and recruits live in comfortable, generally well-maintained blocks. At HMS Raleigh, accommodation is tired and worn, but fit for purpose. The fabric of the accommodation blocks is good at the Defence School for Policing and Guarding, but the old heating system running across the establishment suffers frequent pipe failures and other breakdowns. At 11 Training Battalion, REME, trainees suffer recurring problems with plumbing, overloaded electric circuits and defective furniture.

Impact of leadership and management of welfare and duty of care

35. In all establishments inspected this year, the strategic management of welfare and duty of care is secure, occupying a central place in planning training. Strong and effective direction from commanding officers and senior staff ensures that staff at all levels understand the part they play in ensuring the welfare and care of trainees and recruits.
36. At all establishments, effective and frequent use is made of recruit and trainee surveys, and officer cadet surveys, to gather feedback. A broad range of information is analysed carefully to understand how recruits and trainees are responding to training. Senior staff and training teams make generally good use of the information collected to influence and bring about improvements to the training programmes. However, although the recruit, trainee and officer cadet survey results are used to good effect, they are generally too slow in arriving at each establishment, so trainees and recruits derive little benefit from the completion of surveys during their own time in training. In a number of establishments, for example at the Royal Armoured Corps Training Regiment, trainees and recruits receive too little information about actions taken in response to surveys. Trainees' and recruits' confidence in the surveys is reduced by the delays in returning survey results and the lack of information about improvements following surveys.
37. As in previous years, effective self-assessment and quality improvement planning are prominent in the most successful establishments. At 14 Regiment Royal Artillery, for example, almost all aspects of welfare and duty of care are covered in the self-assessment report, and a good range of data informs the report. The self-assessment process is supported by analysis of end-of-course reviews, and comments from parents or carers and staff throughout the year as well as the results of trainee surveys. At HMS Sultan, strong current self-assessment is aided by a succinct summary of the establishment's progress in dealing with areas for improvement identified in past self-assessments. In all but these two outstanding establishments, self-assessment requires improvement in its focus on training quality, on the full range of welfare and duty of care matters, and in the use of data to identify and investigate trends in first-time pass rates and wastage.
38. In all establishments, the links between self-assessment and quality improvement planning require improvement, and in most establishments, targets in quality improvement plans lack specificity and clear timescales.
39. The majority of commanding officers in establishments inspected this year have benefited from the course for commanding officers of training establishments run at the Defence Centre for Training Support. The course gives commanding officers and senior staff in training establishments a good understanding of

welfare and duty of care, including quality assurance, the use of trainee surveys and the management of the training environment.

Summary reports in date order

Royal Military Academy, Sandhurst

Overall effectiveness of welfare and duty of care: Good

40. The Royal Military Academy, Sandhurst, provides officer cadet training and commissioning for the British Army. This commissioning course lasts for three 14-week terms, plus two weeks of adventurous training, coaching courses or international outreach work. All officer cadets complete an extensive recruitment and selection process that provides a valid entry qualification to training for several years. More than 80% of officer cadets are university graduates; smaller numbers arrive with A levels or the equivalent. Other officer cadets are serving soldiers who have been selected for officer training; some are from overseas. Officer cadets join in three intakes in January, May and September. They spend one year, split into three terms, at the Royal Military Academy, Sandhurst, and are successively known as juniors, intermediates and seniors. Once commissioned, officer cadets go to special arms training before starting with their first unit.
41. In the first 14-week term, officer cadets are based in Old College. They are put into single-sex platoons of around 30, for which a captain and a colour sergeant have direct responsibility. The second term of the commissioning course begins with the transition to New College. Academic work builds on the basic military skills learned in term one, and time is spent planning an adventurous training expedition. Term three brings together all the aspects learned in the first two terms, culminating in two major field exercises. Lucknow Platoon, based in Old College, looks after all the officer cadets who are not in training because of sickness and injury.
42. The Royal Military Academy, Sandhurst, also runs a number of other courses. These include the professionally qualified officer course for qualified clinicians, lawyers and chaplains wishing to become Army officers; the Army Reserve commissioning course; and the late-entry officers course for newly commissioned late-entry officers from both the regular and Army Reserve forces.
43. Currently, 545 officer cadets are in training on the regular commissioning course, 67 of whom are women. All officer cadets are over 18 at the start of their course. Thirteen percent are in training from the Armed Services in other countries. The Royal Military Academy, Sandhurst, was last inspected in 2012.

Overall effectiveness of welfare and duty of care

44. The quality and leadership and management of welfare and duty of care for officer cadets are much improved since the previous inspection and are now good. Outcomes continue to be good and average wastage rates remain low, at 10% or below for the past two years. Disparities in injury rates between male

and female officer cadets have narrowed and are now barely significant. Overall pass rates are good and the first-time pass rates have risen. Officer cadets feel well prepared for the next phase of their training and those who leave or are discharged are given good advice and guidance.

45. The quality of welfare and duty of care is good. Staff in the chain of command and welfare teams provide high levels of effective support for those who need it. Staff throughout the chain of command provide good coaching and support to officer cadets, ensuring they achieve their leadership potential. Platoon staff provide good initial support and advice. They work well with the staff in welfare teams to ensure officer cadets have good specialist advice and care when these are needed. Padres are highly regarded and provide continuity of support to officer cadets throughout training. Medical services are good, although the infrastructure is no longer fit for purpose. Bedding-down accommodation is on the first floor with access only via stairs; some facilities do not comply with the expected medical and healthcare standards and hamper infection control. Rehabilitation for officer cadets who are injured or sick is good, with the majority returning to training.
46. Strategic leadership and management of training and welfare and duty of care are good. The commandant and college commanders articulate their high expectations clearly through policy and practice. A strong culture of continuous improvement now exists and good use is made of the quality improvement action plan to drive changes. A good focus on improvement and personal development is now evident and staff use data particularly well to identify areas for improvement. Platoon staff and welfare teams use the improved level of detail in the risk register effectively and frequently review officer cadets' progress. Information is well coordinated and shared as officer cadets progress through their training.

Recommendations

- Ensure that plans to replace the ageing and inadequate medical reception station are speeded up to reduce the increasing risk to effective healthcare for officer cadets.
- Reduce all injury rates and narrow further the gap between male and female cadets' injury rates; ensure that the changes made so far continue to have an impact.
- Ensure that first-time pass rates remain high and improve further.
- Record welfare concerns effectively at initial interviews and use these to take appropriate welfare actions throughout officer cadets' time at the Royal Military Academy, Sandhurst.
- Use the information gathered through the continuous improvement survey to identify further areas for improvement and increase the proportion of officer cadets who rate all aspects of their programme as good or better.

11 Training Battalion, Royal Electrical and Mechanical Engineers

Overall effectiveness of welfare and duty of care: Good

47. Located in Arborfield, Berkshire, 11 Training Battalion, Royal Electrical and Mechanical Engineers (REME) is one of three schools that provide technical training for the Defence School of Electrical and Mechanical Engineering (DSEME). DSEME is one of a number of training organisations within the Defence College of Technical Training (DCTT) that is strategically managed through 22 (Training) Group, the RAF's training headquarters.
48. The 11 Training Battalion receives trainees who have completed phase 1 training at Pirbright, Winchester and the Army Foundation College, Harrogate, and trains them through phase 2 as electronics, aircraft and avionics technicians for the Field Army. On-site training also includes the academic and practical engineering disciplines to phase 3. Phase 2 trainees form up in A Company to complete a common foundation course, then transfer to specialist training in B or C Company. Annual throughput of around 130 phase 2 trainees, when combined with phase 3 trainees, forms a population of approximately 420. Trainees not on a training course are managed in A Company.
49. Trainees require a minimum GCSE grade C in English, mathematics and a science. Phase 2 technician training takes between 18 and 24 months, starting with a mathematics foundation course at GCSE level, and finishing with A-level principles. On completing their training, trainees join the Field Army as lance corporals and complete their advanced apprenticeship. Most trainees are Royal Electrical and Mechanical Engineers, although the battalion also trains Royal Marines and small numbers of overseas candidates. Babcock Ltd usually provides the academic training; military and civilian personnel provide practical equipment training. Military staff manage the welfare and duty of care for trainees.
50. 11 Training Battalion's current site is shared with the REME regimental headquarters, a small element of the combat service support capability directorate, REME arms school and a small garrison support group. 11 Training Battalion will merge with 10 Training Battalion, from Bordon, and relocate with HQ DSEME in Lyneham in 2015 to form 8 Training Battalion.

Overall effectiveness of welfare and duty of care

51. The quality and leadership and management of welfare and duty of care for phase 2 trainees at 11 Training Battalion are good. Overall pass rates continue to be high and the wastage rates are low. Trainees develop high levels of understanding and expertise as aircraft technicians, electronics technicians or avionics technicians. They maintain physical fitness and continue to develop the service ethos and their general military preparedness.
52. Welfare arrangements for trainees are very strong. Staff have a clear understanding of their roles and responsibilities in managing the welfare of

trainees and fellow permanent staff. Trainees are confident to raise personal concerns with their chain of command, the unit welfare officer, or the Padre. Support for and management of those not in training are good. Physical fitness, health and well-being are appropriately developed. Trainees have very good access to sports, games and adventurous activities.

53. Instructors and staff are enthusiastic and motivate trainees well to be successful, providing useful additional specialist support. Instructors, both military and civilian, explain training well and energetically help trainees to develop complex technical and practical skills. Trainees appreciate the additional time and effort that instructors and welfare staff give to them. Many work well in peer groups to support learning.
54. The process for identifying trainees with specific learning needs, principally dyslexia, is sound and takes place routinely during induction. However, the range of support provided subsequently requires significant improvement. Existing arrangements for trainees requiring dyslexia support are confined to closer monitoring and supervision and extra time allowed when doing written tests. Instructors and permanent staff are only now undergoing training in how best to identify and apply appropriate practical techniques to support learning for individuals in and outside classrooms.
55. Senior staff have good oversight of the welfare of trainees and other staff, as well as good knowledge of all those who are a 'cause for concern'. Frequent welfare meetings ensure that concerns are shared with those who need to know.
56. The information available to potential trainees about the training at 11 Training Battalion is poor. Although the civilian contractor has produced a booklet, trainees do not always get a copy and the information held in recruiting offices is insufficiently detailed. There is no website or internet information to give trainees, parents or carers any guidance about the training regime or life in 11 Training Battalion.
57. The establishment's self-assessment report does not focus sufficiently on learning or on evaluating the provision. However, it uses performance data well to inform command and to support improvements. Evaluations of training are thorough and used effectively to improve training programmes. However, until recently, the recruit and trainee survey has not been used effectively to influence change. Most instructors arrive with appropriate qualifications.
58. Trainees feel safe and are safe during training; they know who they can contact for advice, guidance and support. They have a good understanding of how to remain safe when using the internet.

Recommendations

- Improve the use of the data from phase 1 establishments to ensure that, where appropriate, the support trainees received during phase 1 is extended.

- Focus self-assessment reporting on summarising performance, building on the strengths and areas for improvement identified in the quality improvement plan to improve provision.
- Improve the knowledge of instructors and other staff about how to identify and support trainees who have specific learning needs through helping them to use more appropriate practical techniques, in and outside the classroom, to support individuals' learning.
- Support recruiting centres so that trainees receive better information about trade training.
- Use the internet more effectively to inform and guide families, potential recruits and trainees on the realities of life at Arborfield and in the REME more widely.

Infantry Training Centre, Catterick

Overall effectiveness of welfare and duty of care: Good

59. The Infantry Training Centre (ITC) is situated in Catterick Garrison, North Yorkshire, and is the only establishment that trains standard entry infantry recruits. The framework for infantry recruit training is the combat infantryman's course (CIC), which combines phase 1 and phase 2 training in a 26-week course for line infantry, 28 weeks for Guards and paratroopers, and a 39-week course for Gurkha company. Junior soldiers join from the Army Foundation College, Harrogate, after completing phase 1 training at week 14; they then complete a 12-week phase 2 course for line infantry or 13 weeks for Guards, or join the paratroopers at week 6.
60. The ITC comprises three independently commanded units: ITC Support Battalion; and two infantry training battalions (ITBs) – 1 ITB and 2 ITB. Co-located on site is the headquarters of the School of Infantry. 1 ITB trains line infantry, following the CIC version 12, for recruits joining the Queen's, King's and Prince of Wales' Divisions; the Rifles; and Royal Regiment of Scotland. 2 ITB trains Gurkhas, Parachute Regiment, Guards, line infantry, junior entry, Army Reserve recruits and non-commissioned officers. Two-week driver training follows the military training for those who require it. On completing this training, soldiers go directly into the Field Army. The ITC Support Battalion provides logistics, administration and support for the whole of the ITC. It manages the training support structures, including the gymnasium, rehabilitation, discharges, medical, food and several other support units.
61. The ITC has an annual intake of around 2,500 recruits and trainees, all of whom are male. At the time of the inspection, there were 1,573 trainees, of whom 237 were under 18 years. This was the eighth welfare and duty of care inspection of the ITC.

Overall effectiveness of welfare and duty of care

62. The quality and leadership and management of welfare and duty of care for recruits and trainees are good. The ITC has undertaken clear improvement since the previous inspection, with some significant changes, including restructuring training programmes. A strong culture of continuous improvement now exists. ITC dashboards, recruit forums and the recruit surveys provide objective data, which is analysed to identify problems and inform decision-making. The quality improvement plan remains an important, well-used tool to influence change. Outcomes have improved and are now good and average wastage rates continue to decline.
63. The quality of welfare and duty of care is good. Staff across the ITC provide high levels of effective support for those who need it. Staff throughout the chain of command coach and support recruits and trainees effectively. Section and platoon staff provide good initial support and advice and work well with the

welfare teams to give specialist advice and care when they are needed. Padres are highly regarded and provide continuity of support to staff and trainees. Medical services are good, although medical centre buildings and infrastructure are old and provide insufficient space.

64. Across the ITC, welfare agencies work effectively to share information about recruits' and trainees' support needs. In 1 ITB, recording of care and welfare actions or concerns on the TAPS welfare recording system is good at platoon, company and battalion levels. However, staff in Anzio Company, in 2 ITB, do not use TAPS to record incidents or concerns; in a minority of cases, welfare concerns are recorded in P files, in logs or in other paper-based records. TAPS is used appropriately to highlight personnel deemed to be of concern in Waterloo and Falklands platoons. The Officer Commanding Hook Company can access all TAPS registers to ensure that he has an overview of any individuals who might be discharged or reallocated.
65. Rehabilitation and recovery from injury are good, with the majority of injured trainees returning to duty and completing their training. Training regimes develop and improve fitness very well within the physical training programme. All successfully complete the final fitness tests, but many who join as non-swimmers do not successfully complete the military swim test.
66. Strategic leadership and management of training and welfare and duty of care are good. Since the previous inspection in 2013, and against the performance over previous years, the leaders have made some significant advances, especially in monitoring and managing aspects of welfare and duty of care. The trainee and permanent staff database, combined with an integrated, multi-agency welfare framework, enables welfare matters to be closely and actively managed to improve training outcomes

Recommendations

- Use the trainee and permanent staff register effectively at all levels, including at platoon level, to record concerns and welfare matters that affect recruits or staff. Ensure that concerns recorded at platoon level are communicated clearly to staff at company and battalion levels.
- Improve the quality of training further, including refining observations of teaching and learning.
- Identify care leavers at the point they are recruited and ensure that training establishments have enough information to manage such individuals, both when they join and when they are discharged or transferred to another unit. Maintain effective records of the resolutions for all care leavers who leave the ITC.
- Identify more accurately the improvements that are needed, specifying clear targets and expectations in the quality improvement plan. Ensure that the self-assessment report is sufficiently evaluative and reports on the strengths as well as the areas for improvement in the quality improvement plan.

- Make it clear to all new recruits, during recruitment and selection, that they need to be able to swim and will be expected to pass the military swim test during training.

14 Regiment Royal Artillery

Overall effectiveness of welfare and duty of care: Outstanding

67. 14 Regiment Royal Artillery is located in Royal Artillery Barracks, Larkhill Garrison on Salisbury Plain, near Amesbury, and is the training regiment for the Royal Artillery. 14 Regiment Royal Artillery sits within the Royal School of Artillery (RSA) and is responsible for training and training support within the RA. The garrison has a variety of recreational and leisure facilities, some of which are shared between phase 2 and phase 3 soldiers. These include a gym, shop and the regimental restaurant. A bespoke recreational facility designed for, and used exclusively by, phase 2 soldiers is known as the 'Cusack Club', and is staffed by service welfare staff.
68. The regiment consists of four principal sub-units: one soldier phase 2 training battery (24 Bty); two training support batteries, one with gun systems (34 Bty) and one (1st Bty) with high velocity missiles, guided weapons and ground-based intelligence, surveillance, targeting acquisition and reconnaissance equipment. A multi-disciplined Royal Electrical and Mechanical Engineering workshop supports all the batteries.

Overall effectiveness of welfare and duty of care

69. The quality of leadership and management of welfare and duty of care for phase 2 trainees at 14 Regiment is outstanding. Overall completion rates continue to improve and are now exceptionally high; wastage rates are correspondingly low. Trainees develop high levels of understanding and expertise as gunners; they improve their physical fitness and continue to develop a very strong service ethos alongside their military skills.
70. Welfare arrangements for trainees are excellent. Staff have a clear understanding of their roles and responsibilities in managing the welfare of trainees and staff. Trainees are confident to raise personal concerns with their chain of command, the unit welfare officer and particularly with the Padre. Support and management for those not in training are very good. Physical fitness, health and well-being are developed well throughout training. Trainees have very good access to sports, games and adventurous training activities.
71. The military skills and personal development (MSPD) programme, which runs alongside the core training programme, provides excellent opportunities for trainees to develop their military skills, personal capacities and knowledge. Trainees value very highly the acquisition of additional qualifications that enrich their military training, including additional weapons training. The MSPD provides excellent opportunities for trainees to broaden their knowledge of history and deepen their awareness of military ethics. The content of MSPD is tailored well to complement the previous experiences and achievements, as well as address deficits in the practical skills, of each trainee.

72. Improved management of the recruitment of training staff has significantly increased the number of new staff who arrive with pre-requisite qualifications; most instructors arrive at 14 Regiment with the required 'Defence Train the Trainer' and service-specific skills qualifications. Instructors' enthusiasm and high expectations help to motivate trainees very well. Instructors, both military and civilian, provide good-quality training and help trainees to develop effective personal, social and practical skills. Trainees greatly appreciate the specialist advice, guidance and support that instructors and welfare staff provide.
73. Senior staff have very clear oversight of the welfare of trainees and staff. Frequent unit welfare meetings, and separate unit health meetings, ensure the sharing of concerns between those who need to know. Senior staff have a very detailed knowledge of each trainee and staff member identified as at risk.
74. Trainees awaiting discharge receive prompt referral to the Career Transition Partnership, which helps prepare individuals for their next steps, for example by providing support with CV writing. A number of trainees awaiting discharge have benefited greatly from attending courses through the Ministry of Defence rehabilitation pathway.
75. Vacancy gaps in the staffing of the medical centre result in some delay in trainees making health appointments; regimental staff providing additional administrative support alleviate this.
76. The establishment has demonstrated an unrelenting concentration on improving both the welfare arrangements and quality of the training programme since the previous inspection. All of the significant areas for improvement identified at the previous inspection have been dealt with successfully as a result of this tight focus on continuous improvement. The design, implementation and monitoring of the MSPD programme, in particular, ensures that trainees are continuously engaged in productive learning and offers significant added value to the core training programme. The self-assessment and quality improvement arrangements have supported staff in bringing about significant improvements in the quality of welfare and duty of care and training. Data are used effectively to support improvements; however, further analysis is required to identify more specific, measurable targets for improvement initiatives.
77. Evaluations of training are thorough and used effectively to inform improvements to training programmes. However, the results of a recent recruit and trainee survey have not been used sufficiently quickly to identify areas for improvement.
78. Trainees feel very safe and are safe during training; they know who they can contact for advice, guidance and support both within and outside the chain of command. Staff attend frequent training on relevant safeguarding and equality and diversity topics. Military and civilian staff complete vetting and barring checks as early as possible. Clear arrangements are in place to manage those

staff who have not received full clearance before joining 14 Regiment RA and have to be supervised while working with trainees. However, the formal reviews of this supervision are not recorded thoroughly enough. Trainees have very good awareness of the dangers of misusing the internet or social media. E-safety is very effectively promoted, and strongly reinforced, throughout training.

Recommendations

- Improve the analysis and use of already available data to monitor trends in performance, plan further improvements and support self-assessment.
- Improve the recording of the supervision of staff while they wait for the outcomes of vetting and barring checks.
- Fill staff vacancies in the medical centre as soon as possible so that regimental staff can return to their core responsibilities.

Royal Armoured Corps Training Regiment

Overall effectiveness of welfare and duty of care: Good

79. The Royal Armoured Corps Training Regiment (RACTR), Bovington, Dorset is part of the Armour Centre and is an operating group of the Army Recruiting and Training Division. The RACTR is responsible for all phase 2 training of Household Cavalry, Royal Armoured Corps officers and soldiers, as well as soldiers of the Royal Engineers. Phase 2 training courses last between 19 and 23 weeks.
80. The regiment is divided into two squadrons. Waterloo squadron is responsible for the administration and training of all phase 2 soldiers; Normandy squadron is responsible for the administration and training of phase 2 officers and phase 3 officers and soldiers. Those not on training courses are housed in Jackal troop. Sergeant and corporal instructors provide most of the training, coaching and mentoring, while civilian instructors provide most of the training for technical skills.

Overall effectiveness of welfare and duty of care

81. Good-quality leadership and management of welfare and duty of care for phase 2 trainees have been maintained since the previous inspection, and a number of areas have improved. Overall and first-time pass rates have been consistently high over the past three years, and wastage rates remain low; the vast majority of those who start their course complete it successfully. Trainees make very good progress and report that they feel safe and are treated fairly.
82. Safeguarding arrangements for those under 18 are good, as are the quality and range of welfare and duty of care. Trainees respond well to the challenges of learning new skills and they value their instructors' expertise. Additional support for those identified with specific learning difficulties is excellent and these trainees progress well. Trainees quickly develop a strong camaraderie with staff and their peers, which is necessary for their role in their future regiments.
83. Mobile telephone signals are poor on site for most networks and many trainees were unable to use their phones. Sufficient information about which networks operate on site is not given before arrival at Bovington. Wireless broadband is readily available across the site with a free service in several locations. However, the cost of the service in the accommodation blocks is excessive at up to £40 per month. Families are not given sufficient regular information about trainees' progress, and pre-course information about the training courses and facilities available for families on the RACTR or other websites is insufficient.
84. A well-structured one- or two-day familiarisation event at the RACTR towards the end of their phase 1 training prepares trainees well for phase 2. Trainees receive a detailed induction, although they report overuse of PowerPoint presentations. Although trainees receive a briefing on how to use the pay-as-you-dine facility, many are not aware of the cost savings and nutritional

benefits of eating in the mess rather than purchasing more expensive items from the local shops. The TRAX dining hall provides a comfortable facility for trainees, civilians and permanent staff. Menus are clear and change frequently. The choice of food is good with vegetarian and healthy eating options. While there are several healthy eating information boards around the mess, they are poorly located and rarely looked at. The nutritional and calorific values of foods are not displayed, which means that users cannot make informed choices about what to eat.

85. Trainees improve their physical fitness through particularly well-planned training, with well-structured, mandated physical training sessions each week. Trainees benefit from the good variety of leisure facilities, which provide comfortable areas for relaxation, dining and socialising. Food is good, with a good range of meals for vegetarians and healthy eating. Accommodation is particularly good, with contemporary, spacious facilities. Injured trainees are well looked after and there is a strong focus, whenever possible, on keeping them in training. Medical, dental and physiotherapy provision is good and phase 2 trainees receive prompt attention.
86. Managers seek trainees' views frequently and these are used effectively to identify areas for improvement, although actions taken are not always clearly fed back to trainees. Good use is made of the recruit and trainee survey but results take too long to reach the establishment, allowing only a reactive response that does not benefit current trainees.
87. Leadership and management are good, with an effective focus on continuous improvement, although the self-assessment report does not focus sufficiently on the impact of improvements on trainees. Managers do not use the plentiful data to support judgements in the report or to provide targets for improvement planning. Trainees benefit from their instructors' high levels of skills, which are kept up-to-date through a progressive programme of continuous development; however, too many instructors are sent by their regiments and not selected by the RACTR.

Recommendations

- Improve information about training to make it more accessible to trainees and their families so that they are better informed about the opportunities and facilities at RACTR. Ensure that, before joining, trainees know how to make best use of the 'pay-as-you-dine' facility.
- Improve the analysis of data to inform self-assessment and evaluate the impact of management decisions on trainees.
- Improve trainees' knowledge and understanding of nutrition and healthy eating by providing clearer and more comprehensive dietary information in the mess.
- Improve feedback to trainees following the recruit and trainee survey, focus groups and mess questionnaires about what actions have been taken to improve provision.

- Ensure that all instructors are recruited for their interest in training at RACTR and that regimental staff are involved in selecting them; to further enhance quality of training, consider introducing an instructor cadre, as at many other phase 2 establishments.

Army Training Centre (Pirbright) Reserve Training

Overall effectiveness of welfare and duty of care: not graded at support and challenge visit

88. The Army Training Centre (Pirbright) is the Army's largest single phase 1 recruit training establishment. Based near Woking in Surrey, it comprises three units with two Army training regiments, 1ATR and 2ATR, and a headquarters support unit. Each unit has its own commanding officer.
89. The Army Training Centre (Pirbright) has an average annual throughput of around 4,700 recruits. Training for reservist recruits follows the trained soldier courses (TSC) A and B. The TSC A lasts for 10 days and is delivered at Army Training Centre (Pirbright) as a consolidated programme; it is also delivered in some Army Training Units as a modular course over six weekends. TSC B lasts two weeks, following on from TSC A. Both courses use training sessions from the common military syllabus for standard entry recruits. Both have been revised, with the new courses programmed to take effect from January 2015.
90. Reserve recruits join the Reserve forces through the recruiting process, delivered in partnership with Capita. Once attested in their parent unit, individuals are loaded to the TSC A courses by Capita. Individual parent units then bid through Headquarters Army Recruiting and Training Division (ARTD) for places on the TSC B courses upon recruits' successful completion of TSC A. To date in 2014/15, three TSC A courses for 143 recruits have run and seven TSC B courses for 291 participants.
91. Phase 1 training for regular forces has been inspected previously at Army Training Centre (Pirbright); however, this was the first inspection specifically of Reserve forces training.

Overall effectiveness of welfare and duty of care

92. Good-quality leadership and management of welfare and duty of care for Reserve recruits at Army Training Centre (Pirbright) provide an appropriate platform to support reserve recruits throughout their training at Army Training Centre (Pirbright). The same levels of welfare and duty of care apply to Reserve recruits as to regulars. Reserve recruits have access to all the same welfare facilities and personnel, although limitations on their free time may constrain their ability to use such services. Permanent staff are particularly aware of the needs of the Reserve recruits and work hard to ensure they receive appropriate support. However, before the Reserve recruits arrive, permanent staff receive insufficient or no information from parent units about those they will be training. This is because the links between the parent unit and the training establishment are not strong enough.
93. The recruiting pipeline creates significant frustrations for many Reserve recruits, with some aspects of it taking too long and administration that is often careless and unnecessary. Outcomes for those completing training are

adequate and improving. Most Reserve recruits who do not complete their training do so because of lack of fitness or personal problems at home; they do not leave the service. Each sub-unit has a recruit retention and mentoring team who are responsible for preparing recruits for training courses. However, too many Reserve recruits receive insufficient preparation for training from their parent unit.

94. Although Reserve recruits are debriefed following training courses, and receive a course report following successful completion of TSC A, they do not receive a copy of a written action plan routinely to identify where they need to improve. Such information, however, is sent directly to the parent unit.

Recommendations

- Review the strategic and operational management arrangements for welfare and duty of care so that they include all welfare personnel and meet the needs of Reserve recruits.
- Develop a more robust and effective system for passing personal information between parent and training units to ensure that welfare and duty of care arrangements meet individuals' needs.
- Ensure that commanders of Army training units, parent units, and the Reserve recruits themselves are fully aware of all required actions, both before and after training courses.
- Develop a system for Reserve recruits to record their own activities on training courses, in their parent unit and on the trained soldier courses.
- Improve how management information and data are used so that trends and areas for improvement might be better understood, for example in order to reduce course cancellations, non-completion of courses and increase first-time pass rates.
- Ensure that training teams are vigilant in monitoring the well-being and progress of Reserve recruits throughout training.

HMS Raleigh

Overall effectiveness of welfare and duty of care: Good

95. HMS Raleigh is located at Torpoint, near Plymouth, Cornwall. It is the Royal Navy's only new-entry training establishment for ratings. HMS Raleigh also hosts a number of phase 2 and phase 3 units, including the Royal Naval Submarine School, the Royal Naval School of Seamanship, the Naval Military Training School and the Defence Maritime Logistics School. It also provides accommodation and staffing for the Youth Training School, a continuing programme for cadets aged 13 to 15 years.
96. This inspection focused exclusively on welfare and duty of care in the 10-week phase 1 training course executed through Initial Naval Training (Ratings) (INT(R)). New intakes start with up to 60 recruits. At the time of the inspection few recruits were under 18, though in the past recruits as young as 16 have been trained. Recruits' education varies from those with no qualifications to those who have a degree.
97. The establishment is organised functionally, with a captain in command responsible to Commander Core Naval Training (Naval Core Training Leader) for matters related to core training. The Commander Core Naval Training reports to Flag Officer Sea Training (FOST), the two-star lead for all Royal Navy training. The captain, as commanding officer, HMS Raleigh, has full responsibility for INT(R), the Royal Navy School of Seamanship and provides the 'whole ship' lead for the phase 2 and phase 3 training units in the establishment.
98. At the time of the inspection, 463 recruits were in phase 1 training, of whom 66 were women. Forty-one recruits were under 18 at the start of their course but the vast majority had passed their eighteenth birthday by the time of inspection. Welfare and duty of care in phase 1 training at HMS Raleigh were previously inspected in 2011. A more recent inspection in 2013 focused on the Royal Naval Submarine School (phase 2) only.

Overall effectiveness of welfare and duty of care

99. The strategic management of welfare and duty of care at HMS Raleigh is good. At its previous inspection in 2011, HMS Raleigh was judged to be outstanding for the overall effectiveness of its welfare and duty of care. Since that time, the process of monitoring, administering and recording welfare and care matters has become less comprehensive. Overall pass rates have declined slightly. Nevertheless, recruits continue to experience good welfare and care, which is integral to all aspects of their training.
100. Policies and procedures for care and welfare are extensive, detailed and all staff adhere to them. The practice of welfare and duty of care at divisional level in particular is consistently good and effective. Some related aspects, such as information now collated and passed by physical training instructors to

divisional officers about recruits' fitness and attitudes, have extended and improved the support system further since the 2011 inspection.

101. Overall pass rates remain high, although they have declined slightly in the past three years; wastage rates have been low and remain so. Recruits' fitness generally improves progressively during training and very few fail the statutory fitness tests. Injury rates are low because of carefully planned and considered physical training programmes and the approach to individuals' military training generally. Most of the relatively small numbers of injured or sick recruits return to training quickly.
102. Recruits feel safe and are safe during their training. Recruits are well supported and speak very highly of the quality of the personal support and training and coaching they receive from instructional staff, coaching staff and divisional officers. Recruits are very well aware of the various options available for their welfare, care and support and few would hesitate to use them. Access to welfare support outside the immediate military chain of command is adequate. Equality and diversity are promoted well from recruits' induction onwards. Recruits treat each other with respect and consideration.
103. Senior commanders set clear policy and are effective in mitigating the impact of welfare and duty of care concerns as they emerge. However, they and others in the chain of command have insufficient data on recruits' progress and performance to provide a wholly comprehensive and immediate picture of any emerging trends.
104. Too few new instructors arrive at HMS Raleigh already holding the 'Defence Train the Trainer' qualification, although a good proportion of instructional and divisional staff are fully trained. Arrangements are adequate to provide interim training and supervision for those who are not. Divisional instructors work long hours and opportunities for them to have time off in lieu are not always timely because of staff shortages and other gaps.
105. Case conferences and the care forum are effective in providing good oversight of, and a coordinated response to, serious individual welfare concerns, but the written notes of discussions and actions are not always sufficiently detailed. Information on individual recruits is recorded thoroughly at divisional level, but there is no overarching record showing which, and how many, recruits are or have been the subject of welfare concerns.
106. The self-assessment process is cumbersome and inefficient. It places too much emphasis on conforming to defined practice rather than on having an impact on recruits and it does not link sufficiently clearly to planning for quality improvement. The self-assessment report is fragmented and unclear, although the main judgements, for example that the overall effectiveness is good, are accurate.

Recommendations

- Improve self-assessment, making it more efficient, accurate and evaluative and linking it directly to planning for quality improvement.
- Expand and consolidate the range and analysis of data that are available to all in the command chain so that they have comprehensive, up-to-date performance management information on all aspects of recruits' progress and timely insight into emerging trends.
- Ensure that outcomes from the carers' forum meetings and case conferences are fully recorded, subject to confidentiality arrangements.
- Create and maintain an overarching record across and above divisional level that shows recruits who are, or have been, the subject of welfare concerns.
- Ensure that divisional instructors have suitable time off in lieu at the end of each training period.

HMS Sultan

Overall effectiveness of welfare and duty of care:

107. HMS Sultan is a large, complex Defence training establishment on the Gosport peninsular. On an average working day, 1,000 trainees and 1,150 staff are employed, with approximately 1,000 on site overnight.
108. HMS Sultan is made up of a number of separate schools and other units, including: the headquarters of the Defence College of Technical Training, the Defence School of Marine Engineering (DSMarE), the Royal Naval Air Engineering and Survival Equipment School (RNAESS), the Nuclear Department of the Defence Academy, the Defence Business Services, the Admiralty Interview Board. EDF Energy and Network Rail also run apprenticeship training on the site. HMS Sultan is currently commanded by the Commandant of DSMarE, a Captain, Royal Navy.
109. There are two key training organisations within HMS Sultan: DSMarE and RNAESS. The vast majority of phase 2 trainees on site (around 400) are managed and trained by these schools. A small proportion of trainees, around 3%, are under 18.
110. Infrastructure and support for training are provided by the Executive Department, headed by the Executive Officer. Services include security, policing, logistics, delivery of physical and parade training, and responsibility for site-wide care and welfare, including the provision of personnel support services such as Royal Navy/Royal Marines welfare, medical and dental services and the chaplaincy. Catering, accommodation, facilities and personnel management are provided under contract by ESS (a division of Compass Group PLC) and Interserve.

Overall effectiveness of welfare and duty of care

111. The leadership and management of welfare and duty of care are good. Outcomes for trainees are excellent; very few trainees leave before the end of their course. Trainees develop high levels of understanding of engineering subjects, maintain their physical fitness and are very well prepared for their future job roles.
112. The quality of welfare and duty of care arrangements are excellent and ensure that trainees remain safe and make very good progress throughout their training. Staff clearly understand their rights and responsibilities within the welfare and duty of care arrangements. Trainees are confident in raising concerns with the chain of command or the chaplains. Complaints are taken very seriously and investigated thoroughly. Physical fitness, health and well-being are developed well through a good range of sports, games and leisure activities.

113. Instructors and staff are credible occupational and military role models for trainees and motivate them well. Trainees appreciate the experience and qualifications of trainers and welfare staff and the support that they offer.
114. Senior staff have an excellent understanding of the needs of trainees and staff. Frequent meetings to monitor the welfare of the most vulnerable personnel are very effective in ensuring that relevant information is shared with support staff appropriately, although outcomes of these meetings are recorded in insufficient detail.
115. Senior officers have acted very successfully to deal with the areas for improvement identified at the previous inspection through very effective self-assessment and quality improvement arrangements. However, success measures in improvement action plans are insufficiently specific. Analyses of available data focus on the performance of each school and insufficiently on the establishment overall.
116. The long-term strategy for the future use of the establishment is unclear. As a result senior officers spend much time and energy in mitigating the effects of living and working within an ageing estate.
117. Trainees feel safe and are safe throughout their training. They know who to contact for advice, guidance and support. Trainees have a good understanding of how to remain safe when using the internet.

Recommendations

- Urgently agree a detailed strategic plan for the long-term function of the establishment to support the planning to meet the needs of future trainees.
- Improve the detailed analysis of all available data to compare and contrast the performance of trainees across all schools and individual courses.
- Formalise the recording of carer's forum discussions, actions and outcomes which conform to the required standards of confidentiality.
- Identify specific, measurable success milestones for improvement actions.

Defence School of Policing and Guarding

Overall effectiveness of welfare and duty of care: Good

118. Defence School of Policing and Guarding (DSPG) is a tri-service phase 2 and phase 3 training establishment located in Southwick Park, near Fareham in Hampshire. DSPG delivers phase 2 and phase 3 Service police and guarding training. The DSPG is accountable to the Army Recruiting and Training Division through the Defence College of Logistics Policing and Administration, but receives considerable input from the three single-service provost marshals and respective training requirements authorities. Courses at DSPG range from one day to 25 weeks.
119. The following phase 2 and phase 3 courses are delivered: phase 2 training for the Army other ranks, consisting of the initial military police course (lasting 21 weeks), and the military police officers' course; for the RAF, the RAF police initial course (23 weeks) and the RAF police officers' course. Specialist investigations training ranges from basic volume crime courses to major and serious crime courses, together with the management of investigations and training for identifying disaster victims, and personal safety and defensive tactics training. All aspects of RAF protective security, cyber security and air transport security training are also delivered. Trainees on phase 2 courses also complete an apprenticeship: for the RAF at level 2 and the Army at level 3. DSPG also trains Royal Navy regulators but they are classified as phase 3 trainees. Phase 3 training was not in scope for this inspection.
120. The school trains around 2,000 individuals each year, of whom only about 17% are phase 2 trainees. The number of RAF trainees has increased since the previous inspection in 2010, with around 60 RAF and 60 Army trainees currently in training. This was the third welfare and duty of care inspection of DSPG.

Overall effectiveness of welfare and duty of care

121. The good quality of leadership and management of welfare and duty of care for phase 2 trainees at DSPG ensures that trainees are well looked after and successfully develop their skills to become well-trained military police personnel. Overall and first-time pass rates have been consistently high during the last three years, and wastage rates remain very low. The vast majority of those who start their course complete it successfully. Trainees make very good progress and report that they feel safe and are treated fairly.
122. Staff monitor the performance of trainees well and understand their personal, pastoral and welfare needs well. Trainees are happy to report complaints and personal worries to their platoon and flight staff. However, records completed by platoon and flight staff are recorded in daybooks and diaries; this information is only transferred to an individual's risk record if there is a serious concern. Staff within the wider welfare chain who do not have access to this

information may not then make the connection between an individual and a reported on-going concern.

123. Induction for trainees is good, with specific emphasis placed on healthy eating and safe use of the internet and social media. Trainees receive useful briefings while in phase 1 about the training at DSPG. However, DSPG staff do not always receive any information from the phase 1 establishments about their new trainees.
124. The training is purposefully productive. Trainees appreciate the support they receive from knowledgeable staff to complete their training. However, staff have limited access to technologies in the classroom to provide a range of different learning opportunities for trainees. A very strong emphasis is placed on physical fitness with a focus on identifying and improving poor functional movement before improving on wider physical fitness. This has had a big impact on reducing injuries among trainees.
125. A good range and choice of food is available in the junior ranks mess. Accommodation is good and well maintained. Trainees have access to a good range of welfare facilities and to the gymnasium at weekends. Telephone coverage across the site is intermittent. Trainees must pay for access to wireless broadband, which they use extensively to maintain contact with families and to research information for their coursework.
126. Leadership and management are good, with an effective focus on continuous improvement. However, the self-assessment report is overly descriptive and does not focus on the impact of improvements and improvement needs on trainees. Data are used well; senior staff use a wide range of data dashboards to monitor trends and performance.

Recommendations

- Develop a more integrated system to ensure that all welfare information is thoroughly recorded to prevent loss or duplication and can be accessed by critical personnel within the welfare chain.
- Provide affordable and accessible wireless broadband for trainees to enable them to maintain contact with families and to conduct research to support their training and learning.
- Develop the resources available to staff delivering training sessions to enable them to facilitate learning through a wider variety of media and information sources.
- Phase 1 establishments must be more proactive in ensuring report cards and details about their recruits are appropriately completed and passed to the phase 2 establishments before trainees arrive.
- Make better use of a much more succinct self-assessment report as an evaluative and analytical executive summary of the quality improvement plan, providing an analysis of the improvements made over the preceding year.

Summary challenge and support visit letters

Headquarters Army Recruiting and Training Division

127. The Headquarters Army Recruiting and Training Division (HQ ARTD) is based at Trenchard Lines near Pewsey, Wiltshire. HQ ARTD is the two-star headquarters, under the Director General HQ ARTD, for training across the Army.
128. HQ ARTD is a single command overseeing the delivery of all Army regular and Reserve officer and soldier recruiting; all Army phase 1 initial training; the majority of Army, regular and Reserve, phase 2 and phase 3 training, with the exception of that run in the Defence colleges managed by the Royal Navy and RAF for officers and soldiers; phase 2 and phase 3 training for Navy and RAF logistic, police and administrative officers and soldiers; defence explosive ordnance disposal training; all Army and some Navy and RAF collective training; and collective and individual operational training for all Defence personnel deploying on operations in the land environment, including civilians.
129. HQ ARTD provides the direction, coordination and staff support to enable the operational groups to recruit and train 12,500 regular and Reserve soldiers and 1,200 regular and Reserve officers; to train 7,926 regular and Reserve soldiers through to completion of phase 2. Training is delivered through 12 operational groups managing 32 lead training establishments, delivering 1,400 courses on more than 300 sites across seven countries.

Recommendations

- Examine data for trends to understand better both current and comparative performance across all the training groups; extend the analysis to include areas where the performance of training establishments is unknown, such as the outcomes for recruits who were looked after children and/or care leavers.
- Identify a suite of discrete indicators to evaluate HQ ARTD performance better, to assess the effectiveness of all improvement activities and to inform the self-assessment report and quality improvement plan.
- Ensure that the quality improvement plan includes all welfare activities across HQ ARTD to provide a holistic view of improvement work. The plan should inform annual self-assessment reports and further strengthen command handover processes.
- Establish a clear process to record information gathered during recruitment, especially about young people joining the Service from a background in local authority care, so that, when personnel leave the Army, the information can be drawn on to ensure that they receive the care and guidance they need and can return to care in the local authority, if that is appropriate.

Royal Naval Training Headquarters

130. Royal Navy initial training (recruitment and selection, phase 1 and phase 2) is divided between two one-star training headquarters. Commander Core Naval training (COMCORE) has responsibility for Royal Navy recruitment and phase 1 training, and all Royal Marines training. Commander Operational Training (COMOT) has responsibility for Flag Officer Sea Training (FOST) phase 2, phase 3 and collective training. Both one-star training headquarters report to Flag Officer Sea Training /Assistant Chief of Naval Staff (Training) (ACNS(T)).
131. COMCORE is responsible for five business areas: Captain Naval Recruiting (CNR), Britannia Royal Naval College (BRNC), Commando Training Centre Royal Marines, HMS Raleigh and 1 Assault Group, Royal Marines. These areas include all recruiting and phase 1 training for recruits and officers and some specialist phase 2 and phase 3 training for Royal Marines. COMCORE is located in Plymouth, close to the training establishments.
132. COMOT is responsible for phase 2 training at HMS Collingwood; the Defence Diving School; FOST hydrography, meteorology and oceanography and HMNB Clyde. ACNS(T) is located at the Royal Naval HQ in Plymouth. Phase 3 training and Collective Training were not within the scope of this visit. Her Majesty's Inspectors visited ACNS(T) Headquarters in Portsmouth and COMCORE in Plymouth.

Recommendations

- Ensure the effective transfer of knowledge and skills to personnel when they start work for COMCORE; plan sufficient time for current staff to induct new personnel and hand over information and make sure positions are not unfilled for too long.
- Reconsider how responsibility for the operational effectiveness of initial training is divided between COMCORE and COMOT in order to provide a single management point from recruitment through to passage into Fleet. Strategic oversight of training and for involvement in the operational effectiveness of Defence colleges should remain with COMOT.
- Improve the use of data to gain a better understanding of the current performance of all training establishments and the trends in performance over time. Use data and management information held by specialists at RN HQ to analyse and compare the quality of provision at establishments.
- Ensure that quality improvement plans and the risk management systems are used effectively to prioritise areas for improvement where necessary. Increase training for staff on the use of the active risk management system.
- Develop training establishments' capacity to write succinct, evaluative executive summaries of their active quality improvement plans to act as annual self-assessment reports.

- Increase the feedback to and information shared with training establishments so they are aware of good practice, know how to share it and how to compare standards with others.

HQ 22 (Training) Group

133. Based in Air Command in High Wycombe, 22 (Training) Group is responsible for the recruitment, selection, initial and professional training of RAF personnel, as well as for providing technical training for the Army and Royal Navy in Joint Forces and Defence colleges.
134. 22 (Training) Group's responsibilities include phase 1 and 2 training across the RAF; the School of Physical Training at Cosford; Force development training centres at Grantown-on-Spey, Fairbourne and Crickhowell; the Joint Services Adventurous Training Unit at Llanrwst; the Defence Survival Evasion Resistance and Extraction Training Organisation based at RAF St Mawgan; and the Defence School of Electrical and Mechanical Engineering, with units based at HMS Sultan, RAF St Mawgan and Chicksands. The HQ 22 (Training) Group also manages training for Reserve forces, and has responsibility for the training in the Air Cadet Organisation for children and young people from the age of 12.

Recommendations

- Improve the planning and coordination of Reserve personnel training throughout training.
- Identify specific, relevant impact measures for each improvement action point.
- Improve the preparation and effectiveness of instructors across all Services to provide consistently outstanding training, welfare and care for all trainees.
- Work with the Defence Infrastructure Organisation and TESRR to respond effectively to the challenges of managing an ageing estate in order to meet the needs of all trainees better.

Annex A. Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections.

Establishment	Service	Overall effectiveness	Outcomes for recruits and trainees	Quality of welfare and duty of care	The effectiveness of leadership and management
Royal Military Academy, Sandhurst	Army	2	2	2	2
11 Training Battalion, REME	Army	2	2	2	2
Infantry Training Centre, Catterick	Army	2	2	2	2
14 Regiment Royal Artillery	Army	1	1	1	1
Royal Armoured Corps Training Regiment, Bovington	Army	2	2	2	2
HMS Raleigh	Royal Navy	2	2	2	2
HMS Sultan	Royal Navy	1	1	1	2
Defence College Policing and Guarding	Defence	2	2	2	2
Army Training Centre (Pirbright) Reserve Training	Army	Not graded	Not graded	Not graded	Not graded
Royal Navy Training Headquarters	Royal Navy	Not graded	Not graded	Not graded	Not graded
RAF 22 Group (Training)	Royal Air Force	Not graded	Not graded	Not graded	Not graded
Army Recruiting and Training Division	Army	Not graded	Not graded	Not graded	Not graded

Annex B. Inspection dates

Establishment	Inspection end dates
Royal Military Academy, Sandhurst	16 September 2014
11 Training Battalion, REME	16 September 2014
ITC Catterick	30 September 2014
14 Regiment Royal Artillery	7 October 2014
Royal Armoured Corps Training Regiment, Bovington	14 October 2014
Army Training Centre (Pirbright) Reserve Training	11 November 2014
HMS Raleigh	18 November 2014
Royal Navy Training Headquarters	2 December 2014
RAF 22 Group (Training) Group	9 December 2014
Army Recruiting and Training Division	9 December 2014
HMS Sultan	21 January 2015
Defence School of Policing and Guarding	21 January 2015

Annex C. Ofsted's terms of reference

The inspectorate will:

- determine the extent to which progress has been made in addressing issues of care, welfare and support for recruits and trainees during initial training in the Armed Forces, including examination of the self-assessment process
- evaluate the effectiveness of the strategic and operational management of the care, welfare and support for recruits and trainees during initial training in the Armed Forces
- use the 'Common Inspection Framework' (the national framework for inspection of post-16 education and training) to comment on the standard of initial training in the Armed Forces
- take account of the national care standards and safeguarding where relevant
- make judgements on the strengths and areas for development of the initial training
- visit training establishments, Armed Forces careers offices, acquaint and selection centres and service training headquarters as required
- inspect establishments identified by the Director General Training and Education (DGTE) and/or Training, Education, Skills and Resettlement (TESR) as priorities
- liaise with TESR on the schedule of visits to optimise inspection effectiveness
- provide a bi-monthly oral progress report on inspection outcomes to TESR
- publish an annual report, subject to security considerations, to include the observations and findings from the inspection of training establishments during the reporting year.

Related activity will include the following:

- inspection of training establishments including some not previously inspected
- inspection preparation workshops for military personnel
- participation in senior level briefings and dissemination events
- assistance in the development of good practice
- a programme of training events for appropriate staff from the Ministry of Defence
- provision of a report which comments on the care and welfare provision in place to support those joining and undergoing initial training in the Armed Forces.

The Ministry of Defence seeks to achieve the following:

- the implementation of quality assurance arrangements which guarantee high standards, meet the requirements of the Ministry of Defence and add value to the expenditure of public money, and at least match the quality of comparable civilian learning programmes

- the ability to have access to the national learning community to share good practice and benchmark Defence training and education
- the ability to maintain and update professional skills through continuous professional development activity in order to support the lifelong learning agenda and skills development in the Ministry of Defence
- the introduction of independent inspection, reinspection and oversight of Defence learning provision, including the duty of care and welfare provision, within an agreed programme, to complement the internal quality assurance and improvement procedures of the Armed Forces and the Ministry of Defence.

To these ends the parties will work together to develop appropriate working arrangements to facilitate a suitable training and inspection programme that will complement existing audit against the Defence Systems Approach to Training Quality Standard.