

# Welfare and duty of care in Armed Forces initial training

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





# Contents

<b>Ministerial foreword</b>	<b>3</b>
<b>Preface</b>	<b>4</b>
<b>Background</b>	<b>6</b>
<b>Key findings</b>	<b>7</b>
<b>Key recommendations for improvement</b>	<b>9</b>
<b>Detailed findings</b>	<b>10</b>
The progress made by each establishment since its previous inspection	10
Impact and effectiveness of the arrangements for welfare and duty of care	10
Impact and effectiveness of management systems for welfare and duty of care	12
The development and impact of self-assessment	14
<b>Summary reports in date order</b>	<b>16</b>
Army Training Regiment, Winchester	16
RAF Halton	18
25 Training Regiment, Princess Royal Barracks, Deepcut	20
Infantry Training Centre, Catterick	22
Royal Military Academy Sandhurst	24
Army Training Regiment, Basingbourn	26
Defence College of Policing and Guarding	28
11 Signal Regiment	30
Army Training Centre, Pirbright	32
RAF Honington	34
HMS Sultan	36
<b>Annexes</b>	<b>38</b>
Annex A: Summary of overall inspection judgements	38
Annex B: Inspection dates	39
Annex C: Ofsted's terms of reference	40



# Ministerial foreword

As Minister for Defence Personnel, Welfare and Veterans I have met a number of young people in various stages of training for the Armed Forces. Their enthusiasm is infectious – particularly when they are finally able to train for their chosen specialist trades and professions. They all recognise that by learning to work together in teams, and by broadening their knowledge and skills – plus a degree of hard work – they can achieve their goals. Time spent in training can be tough and we recognise that to train effectively, those joining the Armed Forces need to be supported and their care and welfare needs met.

I am pleased that all the locations inspected by Ofsted have undergone an assessment of their effectiveness regarding the provision of welfare, care and support, and all have been graded as ‘satisfactory’ or better. But, as always, there is room for improvement. Resourcing and Operational requirements continue to impact on the Armed Forces and the training environment is not exempt these pressures. It therefore remains essential for leaders and managers to continue to strive for excellence in delivering efficient and effective training that gets the right people with the right skills to wherever today’s Armed Forces need them.

Commissioned inspection from Ofsted is used to inform and improve Armed Forces initial training and I am grateful to Her Majesty’s Chief Inspector and her team for providing this third report which, as well as highlighting areas for improvement, contains examples of good practice that can be shared.



Andrew Robathan MP  
Minister for Defence Personnel, Welfare & Veterans

# Preface

I am pleased to present Ofsted's third annual report on the effectiveness of welfare and duty of care for recruits and trainees in Armed Forces initial training and would like to thank the Ministry of Defence, Training Headquarters and the training establishments inspected for their cooperation during this inspection cycle.

The overall effectiveness of welfare and duty of care is at least satisfactory in the 11 establishments inspected for this report and, for the first time since these inspections began in 2009, one establishment, HMS Sultan, was judged to be outstanding. This is an important milestone. A key factor contributing to this judgement is the attention paid to supporting each trainee's personal, training and learning needs. The combination of high expectations of trainees' proficiency in literacy and numeracy and a training programme which builds successfully on their prior experience provides a very good foundation for their progress and achievement. There is much good practice highlighted in the report on HMS Sultan which could be used by establishments that are finding it difficult to move from satisfactory to good or from good to outstanding.

Inspection is having a positive impact on establishments judged to be inadequate previously. The Defence School of Policing and Guarding is a good example. Last year, it was judged to be inadequate for the overall effectiveness of welfare and duty of care; this year it was good. Such improvement, however, has not been replicated in all the establishments inspected. Two Army and the two Royal Air Force training establishments have not made progress since their previous inspection and are still satisfactory. They have not yet secured a sufficiently consistent approach to managing welfare and duty of care.

All the establishments inspected had developed good systems for recording welfare concerns, but not all of them were using their systems consistently. The recruits and trainees to whom inspectors spoke said that their personal welfare needs were met well by staff from within and outside the chain of command. However, the communication of information concerning trainees at risk was not well coordinated in three establishments inspected, with the result that personnel who needed important information did not always receive it.

The training establishments inspected were embedding the processes of self-assessment and five of the 11 establishments were judged to be good this year; the remaining six were satisfactory. However, they are not yet measuring sufficiently the impact of the actions they take on their recruits and trainees, particularly in terms of meeting their personal welfare needs, and the consequent effect on recruitment, retention and first-time pass rates. Although senior staff interviewed during the inspections frequently knew the strengths and weaknesses of their provision, their knowledge was not reflected clearly and succinctly in the self-assessment reports and the resulting action-planning.

Instructors play a vital role in ensuring that recruits' and trainees' personal and educational needs are met well. Most complete the Defence Train the Trainer course before taking up their appointment, but not all instructors have good access to a high-quality, continuing professional development programme which is well tailored to their personal needs and updates them with the skills and expertise they need. A well-planned professional development programme is an important driver in sustaining improvement and promoting effectiveness, as shown for example by the Army Training Centre, Pirbright. Such programmes of development were lacking in several establishments inspected this year.

The following lines, taken from an Ofsted report on 12 outstanding work-based learning providers, are relevant in this context:

‘The challenge for the sector in raising the overall performance in work-based learning rests not just in eradicating inadequacy but also in increasing the numbers of providers who are good or outstanding and, through targeted measures, reducing the proportion of providers who are judged satisfactory, but who are not improving. High levels of attainment in work-based learning should be within the grasp not just of niche providers, but also those working in a range of different settings and vocational areas.’<sup>1</sup>

The lines might also be applied to Armed Forces training establishments as they prepare young people to meet the challenges and demands of their training, and enter the Armed Forces as highly professional, highly skilled and well-motivated individuals.



Miriam Rosen  
Her Majesty’s Chief Inspector

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<sup>1</sup> *Twelve outstanding providers of work-based learning* (100112), Ofsted, 2010; [www.ofsted.gov.uk/resources/twelve-outstanding-providers-of-work-based-learning](http://www.ofsted.gov.uk/resources/twelve-outstanding-providers-of-work-based-learning).

# Background

This is Ofsted's third report into welfare and duty of care in Armed Forces initial training, the first being in 2009.<sup>2</sup> It draws on evidence from the inspection of 11 training establishments between June 2010 and February 2011.

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 welfare and duty of care in phase 1 and phase 2 training. Phase 1 is the general introduction to military life. Phase 2 covers the more technical and professional skills required to become a member of the Armed Forces.

Of the 11 establishments inspected, three provided phase 1 training, four provided phase 2 training and another three provided both phase 1 and 2 training. One officer training establishment was also inspected. Nine of the establishments had been inspected by Ofsted within the last two and a half years under the same inspection framework. The other two establishments had not received an external inspection visit for over five years and therefore it was not possible to compare judgements from the current

framework with those of the establishments' previous inspections.

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). Seven of the establishments inspected were Army training establishments, two were RAF training establishments, one was a Royal Navy training establishment and one was a tri-service training establishment.

Each training establishment received no more than 24 hours' notice of its inspection visit. Inspections lasted for two days. The dates are given in Annex B. Inspectors applied the principles in Ofsted's *Common inspection framework for further education and skills* to guide the inspection process.<sup>3</sup> Each inspection focused on:

- the impact and effectiveness of arrangements for welfare and duty of care for trainees
- the impact and effectiveness of management systems for welfare and duty of care
- the development and impact of the self-assessment process
- the progress made in the above aspects by each establishment since its previous inspection.

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

- the overall effectiveness of welfare and duty of care
- the establishment's capacity to improve welfare and duty of care
- progress in self-assessment.

Inspectors used Ofsted's four-point judgement scale of outstanding, good, satisfactory and inadequate.

<sup>2</sup> *The quality of welfare and duty of care for recruits and trainees in the Armed Forces* (080194), Ofsted, 2009; [www.ofsted.gov.uk/resources/080194](http://www.ofsted.gov.uk/resources/080194).

<sup>3</sup> The *Common inspection framework* sets out the principles applicable to the inspection of post-16, non-higher education and training and meets the requirements of the Education and Inspections Act 2006. *Common inspection framework for further education and skills* (090106), Ofsted, 2009; [www.ofsted.gov.uk/resources/090106](http://www.ofsted.gov.uk/resources/090106).

# Key findings

- The recruits and trainees interviewed by inspectors reported that they felt safe and that their welfare needs were met effectively. They were motivated by the training and were well-supported by instructors, the WRVS, padres, and staff throughout the chain of command.
- For the first time since the inspection of welfare and duty of care began in 2004, one establishment was judged to be outstanding for its overall effectiveness in this area.<sup>4</sup> Four were good and six were satisfactory. No training establishment was judged to be inadequate in the 2010–11 inspection year.
- Of the nine establishments previously inspected under this framework, four had improved the overall effectiveness of welfare and duty of care; five had remained the same. Those inspected a year ago had improved more than those inspected over a year ago. Of the two establishments which had not been inspected for over five years, one was outstanding for its overall effectiveness and the other was satisfactory.
- Of the two establishments judged to be inadequate for overall effectiveness in 2009–10, one is now satisfactory. The other had made particularly good progress and is now good in terms of its overall effectiveness and in its capacity to improve.
- Six of the nine establishments were judged to have a better capacity to improve than at the time of their previous inspection; of the remaining three, judgements on their capacity to improve were the same as at their last inspection. In terms of the quality of their self-assessment, five establishments had improved; four were judged to have made no progress in this area. The two RAF training establishments inspected were both judged satisfactory for their capacity to improve and for the quality of their self-assessment, unchanged since their previous inspection.
- All the establishments inspected had clear systems for recording the welfare concerns of individual recruits and trainees. However, in three establishments, the information was not consistently well-coordinated so that information on trainees and recruits whose circumstances made them vulnerable was not always accessible to those who should have had access to it.
- Training establishments did not reinforce sufficiently to recruits, trainees and permanent staff the importance of protecting personal information when they were using the internet, especially when using shared computers. In particular, users did not fully understand the potential dangers of social networking sites. This put recruits and trainees at risk of cyber-bullying and possible harassment.
- Support for recruits and trainees with specific learning difficulties was satisfactory, but support for those who needed additional help with literacy and numeracy ranged in quality from good in three establishments to inadequate in two.
- Access to medical support was at least satisfactory in all the establishments inspected. Particularly in phase 1 training establishments, recruits had good access to medical and dental facilities. The number of dental staff in three of the phase 2 training establishments inspected was insufficient to provide continuing dental care.
- Recruits and trainees received timely initial assessment and treatment of injuries. The rehabilitation of those who had suffered injuries during training was satisfactory. However, not all injuries incurred in phase 1 were followed up early enough during phase 2.
- Most of the establishments inspected had considerably improved their procedures for discharging recruits who were either deemed unfit

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<sup>4</sup> Between 2004 and 2007 the inspections were carried out by the former Adult Learning Inspectorate.

## Key findings continued

for service or medically incapacitated, or who wanted to leave. The time taken was often less than a week. In two establishments inspected, however, the discharge arrangements took too long. The best establishments used the period of waiting for discharge effectively to prepare trainees for their return to civilian employment, education or further training on leaving the Armed Forces.

- Arrangements for undertaking Criminal Records Bureau checks on relevant staff had improved and were at least satisfactory. Most of the establishments had identified posts that required Criminal Records Bureau clearance and maintained a central log. However, for some personnel, particularly those on operations or posted late, delays in obtaining clearance could be considerable. The delays were often caused by errors in completing the initial application or lack of access to the information needed to confirm identity.
- The induction and initial training of new instructors were well-managed but the continuing professional development of instructors, particularly of their coaching skills, was not planned effectively. Few of the establishments inspected had a well-designed programme of training for instructors to improve the skills of trainers so that they became proficient at assessing the impact of their training on recruits' and trainees' achievements. Only one establishment had developed a very effective coaching and mentoring programme.
- The Armed Forces are increasingly selecting and retaining trainees and recruits who have the potential to complete the training. Overall pass rates are high. The Army, in particular, has strengthened procedures and is effective in identifying recruits with the potential to be good soldiers. Wastage rates in most establishments have fallen with the exception of two training establishments where they remain very high.
- In most of the establishments inspected, although accommodation and facilities where recruits can relax were satisfactory, the standards have gradually declined. Much of the accommodation was old and in need of decoration and maintenance.
- Recruits and trainees reported that food was at least satisfactory; in four establishments it was good. They had good access to nutritious food to sustain them during training. In the phase 2 provision inspected, however, where the 'pay as you dine' system was used, trainees did not always take advantage of the nutritious meals offered and bought 'fast food' off site. This could contribute to some recruits and trainees not having the physical and mental capacity to withstand rigorous training and recover quickly from illness and injury.
- Arrangements for promoting and practising equality and diversity were satisfactory. Training to raise recruits' and trainees' awareness of equality and diversity was appropriate. Recruits and trainees reported that any bullying or racist comments were taken seriously and dealt with. Most of the establishments inspected recorded complaints well.
- Arrangements to ensure a smooth transition for recruits between phase 1 and phase 2 of their training or between courses were satisfactory overall and, in some cases, were good. Recruits often had good opportunities to prepare themselves for moving on from one stage of training to the next.
- The process of self-assessment had improved in many of the establishments, even where self-assessment remained satisfactory overall. Senior staff across the establishments generally had at least a satisfactory understanding of the strengths and weaknesses of the establishment and took action to secure improvement.

# Key recommendations for improvement

In order to establish full confidence in the welfare and duty of care arrangements, the Armed Forces need to ensure that:

- welfare information is well-coordinated in all training establishments so that information on recruits and trainees whose circumstances make them vulnerable is easily accessible to those who are authorised to access it
- recruits and trainees are made fully aware of the risks associated with not protecting personal information when using the internet
- all trainees who are identified as requiring support for literacy and numeracy receive additional tuition in basic skills early in their training to improve their performance
- understaffing in dental centres is tackled so that improvements in dental fitness are sustained
- all injuries incurred during phase 1 training are followed up promptly in phase 2
- the time to discharge recruits and trainees is speeded up in the establishments where it takes too long, and purposeful activities are provided for trainees awaiting discharge in order to prepare them for future employment
- all establishments provide a well-planned professional development programme for instructors following their initial induction
- improvements are made to accommodation and leisure facilities where they are most needed
- the reasons for high wastage rates are fully investigated and measures are introduced to reduce them.

# Detailed findings

## The progress made by each establishment since its previous inspection

**1** Four establishments have improved their overall effectiveness since their previous inspection. The Army Training Centre, Winchester, and the Army Training Centre, Bassingbourn, were satisfactory in their previous inspection and are good in 2010–11; the Defence College of Policing and Guarding was inadequate in its previous inspection and is good in 2010–11; the Infantry Training Centre, Catterick, was inadequate in its previous inspection and is satisfactory in 2010–11.

**2** In five establishments the judgement on the overall effectiveness of welfare and duty of care remained unchanged. RAF Halton, 25 Training Regiment, 11 Signal Regiment and RAF Honington remain satisfactory; the Army Training Centre, Pirbright, remains good. The Royal Military Academy Sandhurst and HMS Sultan had not had an external inspection for over five years and therefore it is not possible to compare judgements. HMS Sultan is the first establishment to receive an outstanding grade for overall effectiveness since these inspections began.

**3** Six of the nine establishments were judged to have a better capacity to improve than at the time of their previous inspection; of the remaining three, judgements on their capacity to improve were the same as at their last inspection. The Army Training Regiment, Winchester; 25 Training Regiment; the Army Training Regiment, Bassingbourn; and 11 Signal Regiment were judged to be satisfactory at their previous inspection and are good in 2010–11. The Defence College of Policing and Guarding, judged to be inadequate in its previous inspection, is good in 2010–11; the Infantry Training Centre, Catterick, also judged previously to be inadequate for its capacity to improve, is satisfactory in 2010–11. In three

establishments, the judgements remain unchanged: RAF Halton and RAF Honington are still satisfactory; the Army Training Centre, Pirbright, remains good.

**4** In six establishments, self-assessment has improved since the previous inspection. The Army Training Regiment, Bassingbourn, 11 Signal Regiment and the Army Training Centre, Pirbright, were satisfactory previously and are good in 2010–11. The Army Training Regiment, Winchester, in which self-assessment was inadequate previously, is good in 2010–11; the Infantry Training Centre, Catterick, and Defence College for Policing and Guarding, both judged to be inadequate previously for their self-assessment, are satisfactory in 2010–11. In three establishments, RAF Halton, RAF Honington and 25 Training Regiment, the quality of self-assessment is unchanged and remains satisfactory.

**5** Success rates are high or are improving in almost all the establishments inspected. Details are given in the Summary reports section.

## Impact and effectiveness of the arrangements for welfare and duty of care

**6** The WRVS's welfare role is critical. The service provides valued non-military and confidential support for recruits, particularly in phase 1 Army establishments. However, at the Infantry Training Centre, Catterick, its capacity to provide welfare support remains limited because of understaffing. Recruits, trainees and staff across the establishments also turn to their padres and chaplaincy teams for advice and support on a range of personal and military issues. The awareness of padres and chaplaincy teams of the demands of the service and the role of the chain of command is invaluable in guiding and supporting recruits and trainees.

**7** Support for trainees and recruits who are identified as having specific learning difficulties such as dyslexia is satisfactory. However, for those whose literacy and numeracy skills are low, the quality of support varies across the establishments inspected. At HMS Sultan, support for trainees with learning difficulties is good; for recruits based at the Army Training Regiments in Winchester and Bassingbourn, support for basic skills is well-planned. In contrast, for recruits at 25 Training Regiment and the Army Training Centre, Pirbright, and at the Royal Military Academy Sandhurst, support is insufficient and cadets' additional learning needs are not identified early enough. Overall pass rates for those who receive support remain high, but not all trainees receive the support that they need early enough.

**8** Recruits and trainees have appropriate access to medical and dental facilities. Dental fitness in the Army has improved considerably since project MOLAR was implemented, helped by investment in facilities and reduced numbers of recruits being trained. Understaffing, however, can cause delays in providing a service. This is particularly the case at 11 Signal Regiment and the Defence College of Policing and Guarding.

**9** In all the training establishments inspected recruits and trainees have good access to computers or to a wi-fi network. Most of the establishments inspected have an internet café or access to the internet, supported by the various welfare services. During their induction, trainees are fully briefed on the military rules and regulations relating to using computers. However, most of the establishments do not warn trainees of the potential dangers of cyber-bullying when using emails, chat rooms and social networking sites to communicate with others outside the military. The better establishments display prominent notices to remind trainees to protect their personal information when using the internet, but

this is rare. The importance of protecting passwords, especially when using computers that may be shared with others, is not reinforced sufficiently.

**10** The repair and decoration of accommodation continue to be a problem in many establishments, particularly where there are many older buildings. While the facilities are adequate for their purpose, in many of the establishments inspected they require redecoration or refurbishment. Urgent attention is particularly required at Army Training Regiment, Winchester and RAF Honington to ensure that the declining standard of some of the buildings does not adversely affect the trainees' welfare and the duty of care owed to them.

**11** Although many of the older sleeping accommodation blocks are satisfactory, there are often problems with heating and hot water. Some buildings are in a particularly poor state of repair. For example, bathrooms are inadequate and curtains are in disrepair and fail to block out light in male accommodation blocks at 25 Training Regiment. At RAF Halton, the showers in the older, unrefurbished accommodation blocks are in poor repair and the washing machines are broken.

**12** Accommodation for leisure and recreation in many establishments is similarly in need of renovation. Recreational facilities are good in some establishments, particularly in Army Training Centre, Pirbright, and 11 Signal Regiment, where trainees have well-furnished games and computer areas. However, in many of the establishments inspected, long waits for repairs or maintenance and insufficient budgets for redecoration or refurbishment are common features

**13** The quality of food in most training establishments is at least satisfactory. At RAF Halton, 25 Training Regiment, HMS Sultan and the Infantry Training Centre, Catterick, the recruits and trainees

## Detailed findings continued

spoken to report that the food is good. Overall, portions are adequate for the needs of trainees and most establishments offer a varied choice of menu, although options for vegetarians and healthy eating are limited in some of the establishments. In some phase 2 establishments, menu choices are reduced in the evenings and at weekends and for those on long courses the menu cycle becomes repetitive. Washing hands before eating is encouraged well in the Army Training Centre, Pirbright, the Army Training Regiment, Bassingbourn, and the Infantry Training Centre, Catterick, where washing facilities are located near the entrance to the mess. This encourages good habits to prevent the spread of diseases, particularly when trainees go on deployment.

**14** The 'pay-as-you dine' arrangements continue to be underused by trainees in most phase 2 training establishments. Too many trainees prefer not to eat in their mess and often rely heavily on inappropriate take-away or 'fast food'. HMS Sultan and 11 Signal Regiment, however, have made a good attempt to ensure that trainees are well briefed on the pay-as-you dine scheme before they arrive and at induction. The opportunity for trainees to buy meal tokens a month in advance and have the cost deducted from their salary is an effective initiative; take-up of this option is good.

### Impact and effectiveness of management systems for welfare and duty of care

**15** The operational oversight of welfare and duty of care for recruits and trainees in phase 1 and phase 2 training is effective at platoon, squadron and divisional level. Unit welfare officers and their support teams in Army establishments play an increasingly important and effective role in coordinating, monitoring and providing good welfare and duty of care for recruits, trainees and permanent staff.

**16** Criminal Records Bureau (CRB) checks at basic and enhanced levels for relevant training staff are now well-established for both military and subcontracted staff. Establishments across all the services have identified the posts that require the postholder to have either a basic or enhanced CRB check. Satisfactory records are maintained at each establishment. The process of instigating the CRB check for a new postholder is now part of the appointment process. However, those who receive their orders overseas or on operations or those posted at short notice encounter some difficulties in getting clearance before taking up a post. Most of the establishments inspected had completed the majority of the required CRB checks with the rest being processed. At RAF Halton, however, few new staff have their CRB clearance requested before they arrive. This causes delays because the staff are not able to work alone with recruits until they have received their CRB clearance.

**17** Establishments identify 'at risk' trainees accurately and all maintain registers and databases. These systems are much improved at the Infantry Training Centre, Catterick, and the Defence College of Policing and Guarding where they were judged to be inadequate previously. However, at RAF Halton, the Royal Military Academy Sandhurst and RAF Honington, the management of 'at risk' recruits or trainees during training is not well-coordinated. Information is not clear enough about action needed or interventions made, particularly when recruits are removed from the register. At RAF Halton, the instructors are not always aware of problems that are emerging. At the Royal Military Academy Sandhurst, systems to record risks to trainees are not standardised across the establishment.

**18** The better-organised establishments, such as the Army Training Regiment, Winchester, the Army Training Centre, Pirbright, and HMS Sultan, categorise

concerns by critical factors, for example medical, physiological, financial, personal or academic, and also by the degree of impact. Medical staff are alerted to a recruit's status on the register. Recruits who are involved in complaints and concerns relating to equality are automatically recorded on the register and those at risk of failing a taught element or deemed physically unfit are reviewed. At HMS Sultan, where the best systems were seen, individual electronic files provide a complete history of interventions and support so that the information can be reviewed easily by divisional staff and senior managers.

**19** Advisers for equality and diversity have a positive impact on raising recruits' and trainees' awareness of these areas. Generally, establishments manage complaints effectively and act promptly to respond to concerns. Staff are aware of the importance of using the chain of command to report concerns. Serious racial complaints are dealt with effectively and generally involve the Military Police. Most establishments maintain detailed records and incorporate information on the support given to recruits and trainees. External support is used when required.

**20** Most of the establishments monitor injury rates and trends closely and act appropriately to minimise risks to trainees. Most of them have appropriate access to medical records when trainees move from phase 1 to phase 2 training and, in many cases, this has meant quicker diagnosis of injuries that have already been sustained. However, not all injuries are followed up promptly after diagnosis.

**21** All services have made progress in improving transition arrangements between training in phases 1 and 2. The establishments have developed stronger links and channels of communication. Organised visits for recruits to phase 2 units and presentations by phase 2 staff have increased recruits' understanding and expectations of phase 2 training, especially at

the Infantry Training Centre, Catterick, HMS Sultan and the Army Training Regiment, Bassingbourn. At 25 Training Regiment and the Defence College of Policing and Guarding, improved communication between units provides effective support for the timely transfer of relevant information about recruits' learning, medical and personal welfare concerns; arrangements are made for those who need additional support.

**22** Improvements in selection, recruitment and training mean that fewer trainees leave before completing their training. Liaison between staff from phase 1 establishments and Armed Forces Careers Office staff has improved, and most potential trainees are given clear information at recruitment. Introducing trial or pre-training courses that provide a useful insight into the demands and conditions that trainees will face has helped to lower wastage rates, for example at RAF Halton and HMS Sultan.

**23** Current trends in recruitment, budget constraints and the economic downturn have all contributed to training establishments focusing their efforts on lowering wastage rates. Establishments in which wastage rates are high undertake robust monitoring to identify precisely why trainees fail to complete their courses and use the data effectively to make improvements. At HMS Sultan, for example, good initiatives to lower wastage rates include the introduction of remedial training in the evenings; open access to computers with stimulating, interactive training packages; a more practical approach to lessons; and the start of achievement awards for trainees. These initiatives have all had a positive impact.

**24** However, in spite of some improvement, wastage rates remain high, at 44%, in the Parachute Regiment at the Infantry Training Centre, Catterick. At 25 Training Regiment, although overall wastage rates are at a satisfactory level, wastage continues to

## Detailed findings continued

be the highest among 17–18-year-olds, at 47% of all in-year leavers.

**25** The Army in particular has improved how it manages arrangements for discharging recruits who leave phase 1 before they have completed their training. Recruits and trainees awaiting discharge are accommodated and managed separately from other trainees. The better establishments, such as the Army Training Regiment, Bassingbourn, use this waiting period effectively to prepare trainees to return to civilian employment, education or further training. Trainees at Bassingbourn receive support in writing curricula vitae, and in completing applications for jobs and training programmes. At Bassingbourn, frequent, often twice-weekly, discharge conferences have reduced the time a recruit spends waiting for discharge to as little as two days.

**26** In contrast, the time taken to discharge trainees who have long-term injuries or medical problems incurred in training is very long – up to a year in some cases. Medical discharge remains a slow process for many trainees in 11 Signal Regiment and at RAF Honington. In 2010, some of the trainees in 11 Signal Regiment waited an average of six and a half months to be discharged, partly because of delays in gaining access to diagnostic medical assessments and lengthy waits between medical review boards. At RAF Honington there is little for trainees to do while they wait to be discharged.

**27** Instructors are well-motivated and provide good role models for trainees. The quality, skills and professional commitment of the large majority continue to be good and, apart from those working at the Defence College of Policing and Guarding, most see their posting as enhancing their career. Induction for instructors is generally comprehensive and, in the better establishments, new instructors are encouraged to shadow or observe experienced staff before beginning to teach.

**28** The induction procedures at RAF Halton are particularly good. In some of the establishments inspected, mentors provide good support for new instructors, but the Infantry Training Centre, Catterick, was the only establishment with a very well-planned, continuing programme of mentoring for instructors.

**29** Most instructors complete the Defence Train the Trainer course before taking up their appointment and many also complete additional courses in coaching and mentoring. This prepares them well for their roles and ensures that they have a good understanding of their trainees' needs. The continuing training and development for instructors, however, are often not well-planned. Few establishments encourage or allow time for instructors to share best practice. Observations of teaching and learning frequently place too much emphasis on the teaching with an inadequate focus on promoting and reinforcing the resultant learning. However, at RAF Halton and the Army Training Regiment, Winchester, particularly good use is made of observations to improve learning and to develop instructors' skills further.

### The development and impact of self-assessment

**30** In most of the establishments inspected there is an increasing awareness of the importance of self-assessment to steer improvement, and clear signs of an improved culture of self-assessment and continuous development. In some cases, visits by staff to other establishments have been helpful in sharing best practice. Better guidance from the Training Headquarters on self-assessment has helped to support improvement. However, those under the command of 22 Training Group RAF are still not given sufficient direction on self-assessment and action-planning.

**31** Good self-assessment has several common features. Senior staff are unequivocal in their determination to improve the quality of their provision and are very aware that self-assessment is an important aspect of this. There is a strong recognition of the importance of gaining feedback from recruits and trainees to inform judgements about quality. The Army Training Regiment establishments in Basingbourn and Winchester are particularly good at this. Forums for trainees provide a good opportunity for them to influence and comment on improvement. The concise analysis and use of data are crucial in providing a clear overview of provision. The better establishments have been successful in doing this, but in others the analysis and use of data on welfare and duty of care are still insufficient to inform self-assessment.

**32** The self-assessment processes in place at HMS Sultan and the Army Training Centre, Pirbright, provide good examples of a culture of continuous improvement permeating the entire organisation. A systematic approach to evidence-gathering has provided the establishments with a way of identifying their key strengths and areas for improvement accurately and there are clear links to the quality improvement plans.

**33** The effectiveness of the self-assessment process is not always reflected in the quality of the self-assessment report. Senior staff have a good understanding of the strengths of their provision for trainees' welfare and their duty of care for trainees, and can talk clearly about key concerns. However, some establishments continue to struggle with expressing their findings in writing. Often, the self-assessment report is lengthy and is insufficiently evaluative or self-critical. Weaker reports are sometimes no more than an audit.

**34** In the better establishments, action-planning related to self-assessment is now a key feature of the management processes. The Army Training Regiments at Basingbourn and Winchester, the Army Training Centre, Pirbright, 11 Signal Regiment and HMS Sultan all manage their quality improvement planning processes well. Individual staff have clearly defined responsibilities for taking actions that have been agreed and these are monitored routinely to ensure that appropriate and timely improvements are put in place.

## Army Training Regiment, Winchester

### The establishment

**35** The Army Training Regiment, Winchester, is one of four Army initial training establishments. It is based at the Sir John Moore Barracks just outside Winchester and trains recruits aged between 16 and 17.5 years of age. The training course lasts for 23 weeks. At the time of the inspection, there were 81 recruits on site, of whom 71 were men.

**36** The Regiment is organised as three recruit training squadrons and a headquarters squadron. Recruits destined for the various corps and regiments are spread across all the training squadrons. The corporal instructors deliver the majority of the training, coaching and mentoring. The remedial, rehabilitation and discharge group (Fox) is part of the Headquarters squadron and has its own dedicated training team.

**37** Recruits are billeted in purpose-built barrack blocks. The site has extensive sports facilities which include pitches for major games; two sports halls; a swimming pool; squash and tennis courts; a gymnasium; and a well-equipped WRVS leisure facility.

### Overall effectiveness

**38** The overall effectiveness of the welfare and duty of care provision for recruits is good. The recruits say that they feel safe and well-supported. They receive well-targeted support to meet their individual needs and reduce the risk of failure. The small number of women in training are very well integrated. The immediate chain of command has a very good understanding of managing recruits and their welfare needs. Recruits have access to good support from the WRVS and the unit welfare officer.

**39** Squadron leaders and managers monitor the performance of recruits at risk very closely by maintaining performance support registers, although

clearer information is needed about the support required when a recruit is removed from the register.

**40** Most recruits gain self-confidence quickly and make good progress in developing their personal and interpersonal skills. Those in need of additional support for basic literacy and numeracy skills are well catered for by a programme which is contextualised to military activities. Recruits who have dyslexia are identified and given appropriate support. Those who do not need basic skills support have good opportunities to extend their computer skills and to attend leadership training courses.

**41** Recruits have access to well-equipped leisure facilities provided by the WRVS, where they can use the internet. However, there is no information to raise their awareness of how to protect their personal information and stay safe when online. The communal leisure and retail areas are very dark and unwelcoming. The facility has six games machines with maximum prizes of £25. Nevertheless, there are no notices to warn those under 18 years of age about the use of the machines and the potential risks.

**42** Medical support for recruits is particularly good. Medical staff are alerted to recruits identified as at risk and the staff use data effectively to evaluate trends in the reporting of sickness. Rehabilitation and remedial training support for those who suffer injuries are strengths, with each recruit having an individual, progressive rehabilitation programme. This incorporates military activities and visits to museums and places of interest. Staff ensure that recruits have recovered completely before they return to a full training schedule.

**43** The management and recording of Criminal Records Bureau information are satisfactory. Increasingly, the Criminal Records Bureau application process has been initiated before instructors arrive at the Army Training Regiment.

**44** Instructor training is particularly effective. Most staff complete the Defence Train the Trainer course before, or in the first weeks of, their posting. The training prepares them well to understand the demands of training recruits. It includes good input on setting targets and providing well-focused feedback. Troop commanders attend useful workshops to enhance their skills in helping staff to work with recruits. The training team regularly observes instructors teaching and provides useful developmental feedback. However, the physical training instructors conduct their own observations which do not focus sufficiently on the recruits' learning. Instructors have access to a very good continuing training programme in values-based leadership skills.

**45** Success rates are good at 71% for the last three courses. Non-completion is tracked carefully. Wastage rates are improving. Data are analysed and the evidence is used effectively to identify trends and the reasons why trainees withdraw.

**46** The management of repairs to accommodation is effective within the limitations of the maintenance policy. However, in some barrack blocks, floor tiles are loose and held down with tape and some of the toilet facilities do not work fully. No handcare or healthcare information is displayed.

**47** Recruits are aware of the procedures for making complaints. The placing of several yellow boxes around the site is a good initiative as it enables recruits to post their concerns anonymously. Although all complaints are recorded in the performance support register, the record does not always contain sufficient information on the resolution or conclusion, or the complaint itself. The recording of complaints requires improvement.

## Self-assessment and capacity for further improvement

**48** Self-assessment and the capacity for further improvement are good. Self-assessment is largely accurate and has improved significantly since the last inspection. Senior staff have developed a well-integrated approach to self-assessment and welfare, which has a positive impact on the outcomes for recruits in training. There is a clear strategic vision for the management and evaluation of training, and staff know where the strengths and weaknesses lie. Quality improvement is effective and well-managed. There are clear targets to sustain improvement, and regular monitoring. Recruits contribute to the process through the recruits' forum which meets twice during the training cycle. Communication is good.

**49** The establishment has made good progress since the last inspection in tackling the areas for development. Performance data are analysed more thoroughly. For example, cohort performance analysis provides information on trends in basic skills support and the reporting of injuries. Resources to support welfare and the duty of care are good. At the time of the inspection the establishment was fully staffed.

# RAF Halton

## The establishment

**50** RAF Halton offers phase 1, phase 2 and phase 3 training to over 20,000 service personnel.

**51** Phase 1 training is for all non-commissioned recruits to the RAF with the exception of RAF Regiment gunners who are trained at RAF Honington. Phase 1 recruits attend an initial nine-week training course at the Recruit Training Squadron which has six intakes. Each course has the capacity to train up to 150 recruits, split into two flights. The Recruit and Development Flight is made up of McTeague Flight (rehabilitation) and Jackson Flight (remedial). Service personnel awaiting trade training are held in the Support Development Flight.

**52** Successful recruits either leave the Recruit Training Squadron to go straight to phase 2 professional training at other establishments or stay at RAF Halton to train for the logistics or catering trades. Recruits can also be held temporarily in the Support Development Flight until they take up phase 2 training places.

**53** Of the 333 recruits at Recruit Training Squadron at the time of inspection, 256 were men and 77 were women.

## Overall effectiveness

**54** Overall effectiveness is satisfactory. Recruits speak highly of their instructors who know the recruits well and use their knowledge to plan a programme which enables recruits to make the maximum progress.

**55** Information on recruits is held on a sound database. The system records a range of recruit-specific information, including information on recruits deemed to be at personal or professional risk. However, the information is insufficiently coordinated at squadron level. Although a clear and useful 'traffic light' system records levels of risk, it is not applied

consistently. Some staff, within and outside the direct chain of command, do not sufficiently understand the classifications of some aspects of risk, with the result that some incidents involving recruits who are considered to be at risk are not recorded.

**56** Support for those under the age of 18 is particularly good. Recruits report that they feel relaxed and confident to raise any concerns or issues with staff. Appropriate controls are in place to restrict alcohol for those who are under 18. Only those who are over 18 are issued with an identification card, which must be shown before purchasing alcohol.

**57** Support for recruits with learning difficulties is good and this has a positive impact on their motivation and achievement. Two-day courses for potential recruits before they join are particularly successful in identifying those who have specific learning difficulties and in developing potential recruits' understanding of RAF life. Similarly, a very effective two-week pre-conditioning course is mandatory for all female recruits and all men who fail their fitness test on day 2.

**58** Medical and dental facilities are satisfactory. Healthcare is available 24 hours a day. The medical centre is well-supported with an appropriate range of multidisciplinary facilities. Recruits find the food to be good. The portions are substantial and choice, including healthy options, is sufficient.

**59** The management and support for recruits with injuries are good. Overall, the frequency and nature of injury are in line with other phase 1 establishments. Boots are now given to recruits before they start their training and this has been effective in reducing foot damage caused by undertaking physically challenging training in new boots. Multidisciplinary support for treating and rehabilitating recruits who sustain injuries is effective.

**60** At the time of the inspection, all relevant personnel had had Criminal Records Bureau checks. Records are managed and maintained centrally. However, the clearance process for new staff is rarely set in train before they arrive. This causes delays as the staff are not able to work alone with recruits until they have received clearance.

**61** All new instructors complete an effective induction period. A small team of experienced instructors operates a very effective observation programme and gives well-targeted developmental feedback. Most instructors undertake the Defence Train the Trainer course within their first two months of appointment. Many also complete several other courses related to their roles as instructors. However, some of these courses run consecutively with the result that there is insufficient time for them to practise the learning from one course before attending further training.

**62** The wastage rate has been maintained at just under 10% for the last three years. Overall pass rates are good at 90%, although until this year there has been a steady decline in the proportion of recruits passing first time.

**63** The refurbished accommodation is very good but the older accommodation that has not been refurbished is poor. Maintenance is risk-rated. High-risk repairs, involving an impact on the infrastructure or dangerous situations, such as electrical faults, are given a high priority and completed quickly. Other repairs often take too long to complete.

**64** Appropriate equalities training is provided for recruits and staff during induction and refreshed annually. However, the recording of complaints that relate to equality and diversity is inadequate. At the time of the inspection, the establishment was unable to provide data on the number of complaints or the number of recruits from minority ethnic backgrounds.

**65** The management of recruits held within the Support Development Flight following completion of their phase 1 training is satisfactory, with trainees spending between five and seven weeks on purposeful activities. Some trainees on a longer holdover are sent to other stations for work experience. However, the arrangements for recruits progressing from recruitment to phase 2 training are not always well-planned to avoid holding them at RAF Halton.

### Self-assessment and capacity for further improvement

**66** Self-assessment and capacity for further improvement are satisfactory. The establishment has made satisfactory progress in addressing the issues identified during the last inspection in 2008. However, quality improvement is barely adequate.

**67** The current self-assessment report makes good use of the *Common inspection framework*. Written and oral feedback from recruits is collected, analysed and used effectively to support improvement. However, the self-assessment report is largely descriptive, lacks depth in evaluative judgement and fails to identify significant strengths or areas for improvement. It is over-generous in its grading. There is scope for using data more effectively to evaluate performance and identify trends. The internal validation of each course does not yet include an analysis of each group of starters.

# 25 Training Regiment, Princess Royal Barracks, Deepcut

## The establishment

**68** The Princess Royal Barracks is part of the Deepcut garrison in Surrey where the Army's 25 Training Regiment is based. The Regiment was subject to significant restructuring during 2008 which resulted in all phase 2 drivers and chefs reporting directly from their respective phase 1 training establishments to the Defence School of Transport in Leconfield and to Defence Food Services School and not to Deepcut. 25 Training Regiment is now directly subordinate to the Defence Logistics School whose headquarters is co-located in Princess Royal Barracks.

**69** In addition to the supervisory care responsibilities for approximately 33% of Royal Logistics Corps' phase 2 trainees, the Regiment also provides phase 2 and 3 trade training. Each year almost 100 different categories of course are delivered. Most trainees come to the establishment from the phase 1 Army Training Regiment, Pirbright, five miles away.

**70** Since the previous inspection many changes have taken place among senior staff at 25 Training Regiment, including the current commanding officer who has been in post since July 2010.

## Overall effectiveness

**71** The overall effectiveness of welfare and duty of care is satisfactory. Trainees feel able to resolve the majority of their welfare and duty of care concerns within the chain of command. Instructors identify early on trainees who require additional help or support and this is offered through a wide range of coaching or mentoring facilities. Communication between the welfare teams is good.

**72** The management of trainees deemed to be at risk is effective. Risk registers are detailed and provide a formal written review of all trainees and staff at risk. Relevant staff are made fully aware of any concerns

and of their specific role in supporting each trainee or staff member. Confidentiality is respected. An effective mentoring system supports trainees who are identified as being at risk of leaving before completing their training.

**73** Support for trainees who have specific needs, such as dyslexia or dyspraxia, is satisfactory. However, provision for basic skills support is inadequate. Trainees' literacy and numeracy needs are identified at phase 1 and their reports are transferred with them into phase 2. The education centre offers courses in basic skills but these run only if enough trainees are available for each course. There is only one basic skills tutor.

**74** Trainees' access to medical and dental care is satisfactory. The Regiment has been very effective in ensuring that trainees who arrive with an injury, or who sustain an injury while training, are appropriately rehabilitated and prepared for the Field Army. The number of trainees leaving because of injury has reduced significantly from 20 in 2008–09 to none in 2009–10. The number leaving for medical reasons remains low, with none in 2009. However, the medical centre does not currently analyse trends in relation to the main causes of injuries.

**75** Most Criminal Records Bureau checks are completed promptly but some instructors are still arriving at the regiment without having had one. This presents difficulties for squadron staff as instructors cannot carry out activities unsupervised until their checks have been completed.

**76** Training and professional development opportunities for instructors are good. Most instructors have completed the Defence Train the Trainer course and many have completed a wide range of other courses. Instructors discuss and share good practice regularly.

**77** Between 2007 and 2010, wastage rates showed a steady improvement, decreasing from 15% in 2007–08 to 9.5% in 2009–10. However, in the six months before the inspection, rates increased significantly to 16%. This was partly due to a compulsory drugs test conducted in April 2010 after which 10 trainees who tested positive left the Army. Wastage rates remain highest among 17–18-year-olds, at 47% of all in-year leavers. Ammunition technicians represent the largest group at 36% of all leavers. More detailed reasons for trainees leaving are now recorded and analysed each quarter.

**78** Corporals act as mentors for trainees who are in danger of not completing the course successfully and offer targeted and focused support aimed at improving the proficiency and skills of the trainee. This raises the self-assurance and confidence of those receiving support.

**79** Accommodation is satisfactory for women but poor for men. The bathroom facilities are inadequate in the men's blocks and in a poor state of repair. Much painting and renovating has yet to be done. The contractor carries out maintenance jobs promptly but not always to the standard required.

**80** The 'pay as you dine' facility has improved since the last inspection. The trainees report that the food has improved recently and is now good. The varied menu includes vegetarian options, and the portions are adequate for the needs of the trainees. Information is clearly displayed in the cookhouse detailing the nutritional value of the different foods and giving guidance, and help is provided for those who experience financial difficulties.

**81** The management of issues relating to equality and diversity is satisfactory. Most staff and recruits have a satisfactory understanding of these aspects. Equality and diversity advisers are in post. The recording of complaints is effective.

**82** Most of the trainees on site at the time of inspection were on continuation training, as most other training takes place off site. Trainees report that they spend too much time on boring activities such as cleaning and painting walls or are inactive for long periods.

**83** Transitional arrangements between phase 1 and phase 2 are much improved. Phase 1 recruits visit the phase 2 establishment in week seven. Personal files are received within a week of the trainees arriving and are despatched to troop commanders immediately.

## Self-assessment and capacity for further improvement

**84** Self-assessment is satisfactory and the capacity for further improvement is good. The commanding officer has carried out an extensive and honest evaluation of what is and is not working well in order to identify where improvements are needed. However, the self-assessment report does not reflect the depth of thinking that takes place during self-assessment and the text includes little evaluation. Data on rehabilitation, remedial training and injuries are not being collated or analysed sufficiently in order to monitor trends, identify areas for improvement and make comparisons across courses and cohorts of trainees.

**85** The quality improvement plan is wide-ranging and refers to all the outstanding areas for improvement from previous Ofsted inspections. It is a comprehensive and relevant document, with thorough arrangements for regular monthly review.

# Infantry Training Centre, Catterick

## The establishment

**86** Infantry Training Centre, Catterick, is situated in the Catterick garrison in North Yorkshire and is the only establishment that trains standard entry infantry recruits. All the recruits are men. The framework for infantry standard recruit training combines phase 1 and phase 2 training in a 26-week course. Junior soldiers join from the Army Foundation College, Harrogate.

**87** There are three independently commanded units: two infantry training battalions and the Headquarters Company. The headquarters of the School of Infantry is on the same site. One training battalion trains line infantry, following the combat infantryman's course for recruits joining the Queen's, King's, and Prince of Wales's Divisions; another training battalion trains Gurkhas, the Parachute Regiment and the Guards, and Anzio Company, which is the short-course unit for the junior soldiers. Two-week driver training follows for those who require it. On completion, soldiers go directly to the Field Army.

**88** The Headquarters Company provides logistics, administration and support for the whole of the establishment.

## Overall effectiveness

**89** The overall effectiveness of welfare and duty of care is satisfactory. Recruits say that they feel safe and are confident that any complaints or concerns they raise are dealt with quickly and effectively. Staffing levels are satisfactory. Despite a reduction in the numbers of recruits, the Infantry Training Centre, Catterick, is busy and vibrant. Instructors and recruits are highly motivated and enthusiastic about training.

**90** An effective welfare and duty of care regime is clearly understood by instructors, recruits, support staff and welfare teams. The recording of welfare issues is well-coordinated, although there is scope for

streamlining the process to identify more precisely the level and nature of risk for individuals.

**91** Recruits are well-briefed before arriving. They are provided with appropriate information on what clothing and equipment they need. Induction is well-structured. Communication with parents of recruits who are under 18 is satisfactory.

**92** Most recruits have access to a good range of welfare support outside the chain of command. However, recruits in Helles Barracks do not always have easy access to the informal, confidential support from the WRVS, since opening times are restricted because of reduced staffing.

**93** Recruits from the Commonwealth continue to receive good support that meets their personal, cultural and training needs. The support worker has developed significant specialist knowledge and expertise in handling and advising recruits on difficult aspects of immigration and cultural differences.

**94** Medical and dental facilities and resources are satisfactory. A large proportion of recruits arrive at Catterick with dental problems. However, in the last quarter before the inspection, 89% of leavers had good dental health compared with previous averages of around 60%. Records and information relevant to injuries are now used and shared more effectively. Incidences of pelvic stress injuries among young infantrymen are comparable with other phase 1 training establishments. Divisional captains are effective at managing and monitoring recruits throughout training, and provide important regimental connections for recruits rehabilitating from injury.

**95** Staffing levels are satisfactory. The management of Criminal Records Bureau checks is satisfactory. The Infantry Training Centre has a significant regular turnover of staff and many arrive direct from operations without sufficient time for the checks to be

completed beforehand. The database for monitoring Criminal Records Bureau clearances is effective.

**96** Most staff arrive at the Infantry Training Centre having achieved the Defence Train the Trainer qualification. Induction is well-planned. Instructors have a good opportunity to shadow other instructors before they take control of a platoon and to attend a useful values-based leadership session. However, many of the officers commanding the training teams are not part of this process and do not have the same understanding of values-based leadership as their training teams.

**97** Recruits say that remedial training actions are usually used appropriately to manage misdemeanours. They are aware of why they receive a corrective training order and generally appreciate that it is of value to their individual or team development. However, the corrective training measures are not perceived as credible by many recruits and do not provide a deterrent.

**98** Wastage rates remain high, particularly for the Parachute Regiment, where 44% do not complete the training. A two-day course for potential recruits before they join the Regiment has been effective in improving pass rates. Currently 58% pass the assessment.

**99** The quality of the recruits' accommodation is satisfactory. A mix of good- and poor-quality accommodation blocks remains, but all are functional. The new-build programme has progressed quickly and provides much-improved accommodation.

**100** The range of leisure facilities for recruits is also satisfactory. The Vickery and Beharry Centres provide a good range of recreational facilities including a well-used computer suite. However, the computer suite in Helles Barracks is currently closed. This significantly

disadvantages the recruits based there as they cannot use computers to communicate with family and friends.

**101** Recruits are positive about the quality of food. Hand-washing points are set up at the entrance to each building and recruits are encouraged to use these to prevent the spread of disease.

**102** Equality and diversity and the management of complaints are satisfactory. Records of complaints are managed through the Catterick garrison and through to the Field Army.

## Self-assessment and capacity for further improvement

**103** Self-assessment and the capacity to improve and sustain improvements are satisfactory. Significant work has been undertaken since the last Ofsted inspection to tackle concerns identified in the report.

**104** The most recent self-assessment report provides a thorough and accurate analysis of the areas for improvement. Particularly effective action plans include identifying and improving key aspects of performance. The plans are broken down into specific, measurable, achievable and time-based actions. Visits to other training establishments have been especially effective in providing guidance on collating and using data.

**105** The commanding officers have worked closely together to manage improvements in training and the welfare and duty of care for recruits and trainees. The improved use of data has already identified trends, for example, relating to recruit wastage and low-temperature-related injuries. The information has been used well to provide additional equipment and clothing to prevent such injuries.

# Royal Military Academy Sandhurst

## The establishment

**106** The Royal Military Academy Sandhurst trains all male and female officers for the British Army. Around 1,000 officer cadets, mostly aged 18 to 27, are under training at any one time. They spend one year at the Academy before being commissioned into the Army and joining their first unit.

**107** In their first term cadets are based in Old College for 14 weeks. They are placed in single-sex platoons of up to 30 individuals, which may comprise school leavers, graduates, Army entrants from other ranks and overseas entrants. The second term of training begins with the transition to New College. Much more time is spent completing academic work and planning an adventurous training expedition. In term three, cadets select their regiment during Regimental Selection Boards and undertake a major field exercise.

**108** At the time of the inspection there were 757 officer cadets in training. Of these, 83 were women, 674 were men and 21 cadets were from other countries. All cadets were over 18.

## Overall effectiveness

**109** The overall effectiveness of welfare and duty of care is satisfactory. All officer cadets interviewed during the inspection were mature, confident and self-assured. Most were also very complimentary about the support that they received from platoon staff and particularly instructors. They expressed confidence in using their immediate chain of command for personal or professional support.

**110** The commandant's risk assessment and care directive provides clear guidance for staff. College welfare boards are convened to manage specific welfare issues; progress boards meet to monitor the progress of cadets and identify those who are not making sufficient progress. A range of systems record issues relating to welfare, injury and discipline in each

company but there is no standardised college-wide reporting system.

**111** Communication with families is satisfactory. Officer cadets are allowed to retain their own mobile telephones to maintain contact with families outside the working day. Parents and families are encouraged to attend specific events, including the arrival brief, open events and graduation.

**112** The personal and remedial training support from platoon commanders and colour sergeants is much appreciated. However, this is neither systematic nor as regular as required by some officer cadets. Early identification of additional training and support needs is not sufficient to ensure that officer cadets successfully pass their training.

**113** The Academy benefits from a good range of on-site medical and dental services. Assessment, diagnosis and treatment following accidents and incidents are good. Appropriate and clear treatment plans are agreed and close monitoring of recovery is maintained for officer cadets in rehabilitation. However, there is too much reliance on too many locum medical and nursing staff to guarantee the long-term stability of the service.

**114** Officer cadets in rehabilitation have clear physical rehabilitation plans and well-designed programmes of purposeful activity. These contain a good mix of military and physical training. Many officer cadets return to training following rehabilitation with higher levels of fitness and physical conditioning.

**115** Initial instructor training and development are good. All instructors are individually selected in the Field Army and then complete a very intensive six-week selection programme before starting at the Royal Military Academy. However, the continuing development of coaching skills for new instructors is insufficient.

**116** The wastage rate is satisfactory. Selection on entry is rigorous and this contributes to the relatively low wastage rate. The Pre-Royal Military Academy Sandhurst Course is particularly useful in preparing officer candidates for their training and in helping them to make career choices. Pass rates are good. In 2009, the overall pass rate was 89%; the first-time pass rate was lower, at 74%.

**117** Officer cadets are required to complete extensive research projects during training. However, there are very few information technology-based resources to support learning; there is no virtual learning environment. Physical training is satisfactory. Officer cadets and permanent staff have access to very good physical training and sporting facilities both within the working day and outside normal working hours.

**118** The standard of accommodation is satisfactory. The rooms and platoon lines are adequately decorated and have sufficient facilities. Most maintenance work is completed within the targeted periods. Minor repairs that have an impact on the daily lives of officer cadets are usually dealt with promptly, but some repairs, which should have a high priority because of their risks to health, are not dealt with quickly enough.

**119** The standard and availability of food and drink are satisfactory overall. However, latecomers are not always provided with all food choices, particularly in the evenings. Healthy eating options are very limited, especially to meet the altered needs of those in the rehabilitation platoon.

**120** Equality and diversity and the management of complaints are satisfactory. An effective briefing during induction puts expectations about equality and diversity into the context of the Royal Military Academy. The mix of officer cadets that includes foreign nationals is particularly helpful in furthering officer cadets' understanding of cultural and religious

expectations in other countries. Intolerance or harassment are recognised quickly and reported. Each college has a suitably qualified equality and diversity adviser who takes responsibility for managing all complaints and officer cadets are aware of the process.

### **Self-assessment and the capacity for further improvement**

**121** Self-assessment and the capacity for further improvement are satisfactory. The self-assessment process is beginning to be used well within Academy headquarters but this is not replicated at either College or company level. It is not fully inclusive of all staff and officer cadets. Given the time since the previous inspection, self-assessment is still underdeveloped. The self-assessment report is an extremely lengthy, repetitious document. There is no overall summary or grade structure, and no target dates for achievement or prioritising actions.

**122** The quality improvement plan, however, is used effectively to drive improvements and is widely used by all staff. Using data to support improvement is still underdeveloped.

# Army Training Regiment, Bassingbourn

## The establishment

**123** The Army Training Regiment, Bassingbourn, is located in south Cambridgeshire on an 850-acre site. It has the capacity to train approximately 2,700 senior (17 to 32 years of age) male soldiers each year on the 14-week initial soldiers' course. On completion, all trainees have the basic military skills to start phase 2 training.

**124** The Regiment trains soldiers for the Household Cavalry, the Royal Armoured Corps, the Royal Engineers and Royal Electrical and Mechanical Engineers.

**125** The initial soldiers' course trains recruits in teamwork, fieldcraft, drill, first aid, physical training, hazardous environments, weapon handling, literacy and numeracy, map reading and the Army's core values. Recruits who struggle or injure themselves have the opportunity to drop back to an earlier stage of training.

**126** During the summer of 2010, the Regiment saw a significant reduction in recruit numbers. During the inspection there were 386 male recruits on site.

## Overall effectiveness

**127** The overall effectiveness of welfare and duty of care is good. Recruits are very well-supported throughout training. Welfare teams are very well-coordinated and recruits are happy to contact staff if they have any concerns. The Support Performance Register is used well to record all welfare issues. All recruits are categorised to identify their risk level and all welfare staff have access to the register. However, the current system does not alert relevant personnel to any updates or changes made to individual files.

**128** Support for recruits under 18 is good. The establishment provides an alcohol-free training environment.

**129** The two padres working in the multifaith centre are always available. They are fully involved in delivering

the course, as well as providing pastoral care for all members of the Regiment. The Unit Welfare Officer has established good links with a wide range of external agencies and provides additional advice and guidance to recruits and permanent staff. Stronger links have been established with phase 2 establishments to ensure a smooth transition for recruits.

**130** Recruits have good access to a wide range of appropriate welfare facilities. The WRVS plays a key role. Current WRVS staffing levels enable staff to be available in the evenings during the week and at weekends. A well-equipped computer suite is accessible to all recruits. However, there is no information to remind or warn them about the importance of protecting their personal information when using the internet.

**131** The initial skills assessment is used effectively to assess levels of basic skills and identify recruits who need additional learning support. Recruits assessed as below level 1 work towards a literacy or numeracy qualification. Pass rates for these qualifications are high. Several recruits have been identified as having dyslexia which had not been revealed at school. Recruits with higher levels of literacy and numeracy benefit from attending a well-planned course in critical thinking.

**132** Access to medical facilities is good. Injuries are monitored effectively, trends are identified and changes made to the training programme as appropriate. Sufficient physiotherapists and physical training instructors for rehabilitation ensure that around two thirds of recruits who need treatment are able to remain with their own platoon and do not have to drop out of training. Stringent mechanisms for controlling infection are now in place to ensure that contagious diseases are managed effectively. Resources and facilities to support rehabilitation from injury, as well as retraining following poor performance in training, are good.

**133** The dental centre has achieved outstanding results because of a significant investment in facilities, an increase in dental staff and reduced numbers of recruits in training. The dental fitness of recruits who move on from the Army Training Regiment has improved significantly from 57% in 2008 to 97% in 2010–11.

**134** The management of those discharged from the Regiment is very effective. Recruits are discharged within a week and often within two days. Those waiting to leave are billeted separately from others in training.

**135** The completion of Criminal Records Bureau checks is satisfactory. The establishment identifies all the staff and subcontractor posts that require clearance. At the time of the inspection, clearance had been undertaken for 90% of military staff who required it, with only five recent arrivals awaiting clearance.

**136** Instructor training is good. An effective programme of instructor training incorporates values-based leadership. Most instructors complete the initial instructor training programme before or very early on in their posting. However, support for instructors, once they have begun to instruct recruits, is still not well-planned. There is too much reliance on monitoring instructors rather than on developing them through coaching.

**137** Success rates have improved steadily. Wastage rates declined from 20% in 2008–09 to 15% in 2009–10. There is little difference in wastage rates between the age groups. The proportion of trainees leaving because of injury or medical problems has reduced from 4% to 2.5%. The first-time pass rates have improved to 70% and the overall success rates have increased to 79%.

**138** The accommodation is old but fit for purpose and adequately maintained. However, some of the

older Second World War accommodation in Nissen huts is particularly in need of further attention.

**139** Recruits report that the food is satisfactory, although those in the later stages of training say that meals are uninspiring and repetitious. Coloured symbols at the food serveries are used effectively to indicate healthy options and provide nutritional information. Recruits said that they would like a wider variety and choice of fresh vegetables.

**140** Transition arrangements are good. Communication with phase 2 establishments is good and recruits are prepared well for moving on.

## Self-assessment and capacity for further improvement

**141** Self-assessment and the capacity for further improvement are good. The self-assessment report is appropriately concise, evaluative and focuses on judging key aspects of the provision. Data and trend analysis are used effectively to support strengths and identify trends in welfare and duty of care for recruits.

**142** The Regiment has made good progress in tackling a number of areas for improvement identified at various inspections. For example, it has completely changed its training focus and significantly improved the training programme for recruits, while improving and refining the management of welfare and duty of care for recruits and permanent staff. Staff and recruits across the Regiment are able to influence and comment on improvements.

**143** There is a clear strategic vision for managing and evaluating the training. Quality improvement is very effective and has been very well-managed. Staff are given clear targets to sustain improvement. They take responsibility for agreed actions and a shared computer drive means that the plan is available to all.

# Defence College of Policing and Guarding

## The establishment

**144** The Defence College of Policing and Guarding is a tri-service phase 2 and 3 training establishment near Fareham in Hampshire. Phase 2 training for the Army consists of the Initial Military Police course and the Military Police Officers' course for Army officers. For the RAF, it consists of the RAF Initial Police course and the RAF Police Officers' course for officers. Phase 3 training is conducted by the Advanced Training Squadron and was not inspected.

**145** The College trains in the region of 2,000 individuals each year, of whom approximately 17% are phase 2 trainees.

**146** During the summer of 2010, the College experienced a significant reduction in trainee numbers. During the inspection there were 125 trainees on site, of whom 29 were women.

## Overall effectiveness

**147** The overall effectiveness of welfare and duty of care is good.

**148** Welfare and duty of care for trainees is effective, supportive and meets their needs. They feel able to discuss concerns with their training teams who are particularly approachable and supportive. Welfare staff are readily accessible and available. However, the opening times of the WRVS facility are limited, especially at weekends. Trainees under 18 are well-supported. Appropriate communication is maintained with parents and families.

**149** Welfare concerns are managed effectively and well-coordinated across the College. Regular welfare, health and discipline committee meetings review general matters and individual cases. Trainees receive an effective welfare and induction briefing on arrival. Monthly trainee forums are used effectively to discuss concerns and problems.

**150** The College provides most trainees with internet-connected laptop computers for their coursework and for communicating with friends and family. Trainees are fully briefed on the rules and regulations related to using them. However, they are not currently briefed on personal e-safety and do not have a good understanding of the risks associated with not protecting personal information.

**151** The vast majority of trainees have achieved level 2 literacy and numeracy before starting at the College. At the time of the inspection, there was no basic skills provision for those who needed additional support. Screening for learners who have dyslexia, however, is effective and appropriate support is provided.

**152** The medical centre has good facilities and sufficient staff to cover the requirements. Communication between the medical team, physiotherapists, remedial instructors and the training wing is effective. Injury rates and trends are monitored closely.

**153** No dental treatment was available on site until January 2011. This is significant for RAF trainees, whose dental fitness is usually not as good as that of their Army counterparts. At the end of September 2010, 90% of Army trainees were dentally fit, compared with 72% of RAF trainees. The improvement in dental fitness for the Army can be linked to project MOLAR. Emergency treatment is arranged when necessary.

**154** Rehabilitation from injury and remedial training for those who fail assessments are effective. Very few trainees drop out of training with injuries sustained on the course. Those requiring considerable remedial training often have to wait for eight weeks before they can rejoin a course.

**155** Physical training is particularly effective. Trainees develop their physical fitness through a well-designed

training programme. They are given good support and skills to manage their own training programmes.

**156** Revised processes for monitoring and managing Criminal Records Bureau checks were established last year. The posts that require checks have been identified. An appropriate database is used to monitor and record the status of all personnel. At the time of the inspection, over 90% of staff had been checked.

**157** Instructor training is well-managed. Over 90% of instructors gain the Defence Train the Trainer qualification either before they arrive or early on in their posting. However, there is insufficient continuing development of coaching skills for new instructors. More instructors want to work at the Defence College of Policing and Guarding than previously, but the role is still not perceived as career-enhancing.

**158** Overall wastage rates show significant improvement. Data are used effectively to track trends in performance. Pass rates are good and are as high as 92% in the Military Police.

**159** Accommodation is satisfactory. Trainees are billeted in shared accommodation with communal bathrooms, drying rooms and a small kitchen area. Maintenance of the accommodation is satisfactory; most repairs are completed in a timely manner.

**160** The quality of food is satisfactory. Trainees report that the quality has significantly improved in the last few months, with greater choice, especially at lunchtimes, but that the quality of food is not as good in the evenings and at weekends.

**161** Equality and diversity are managed effectively. All issues raised with the equality and diversity officers are recorded effectively. There have been very few complaints and all have been appropriately recorded and addressed. Trainees are able to make suggestions, ask questions or make complaints through the suggestions system. Appropriate actions are taken to tackle issues raised. However, communication is not

yet sufficient to ensure that all trainees are aware of developments and changes.

**162** Links with the two phase 1 training establishments are much stronger than previously. Medical and personal welfare concerns are communicated more effectively from phase 1 establishments. Support arrangements for trainees who are carrying minor injuries or those with a personal concern are effective. Recent revisions to the joining instructions have been particularly effective in preparing trainees for life at the College.

### **Self-assessment and capacity for further improvement**

**163** Self-assessment is satisfactory and capacity to improve is good. The self-assessment report provides a useful analysis of strengths and areas for development. However, there is scope for using data better to support improvement.

**164** The College has been successful in tackling the areas for improvement identified in previous inspection reports. For example, the self-assessment and quality improvement processes are now integral to the leadership and management of the establishment. Communication with stakeholders has improved. Course evaluations are used effectively to analyse performance.

**165** Quality improvement has been particularly effective and very well-managed. The quality improvement plan identifies accurately where improvements need to be made and provides an effective historical record of what has been achieved.

# 11 Signal Regiment

## The establishment

**166** 11 Signal Regiment delivers phase 2 and phase 3 training for signallers across the Army and is based within the Defence College of Communications and Information Systems at Blandford Camp in Dorset. It trains over 5,000 trainees each year and runs approximately 130 different courses.

**167** During the inspection there were 742 phase 2 trainees on site, organised into three squadrons and based on the trainees' signalling trade. The squadrons manage both the supervisory care and the instruction for trainees.

## Overall effectiveness

**168** The overall effectiveness of welfare and duty of care is satisfactory.

**169** Trainees interviewed said that they were confident in the welfare processes and felt very well-supported by staff. Welfare concerns are managed very effectively in the squadrons through a care assessment plan. Trainees develop good skills and personal self-confidence as they learn their trade skills. The pass rate for most courses is high, with over 90% of trainees completing their courses, and many courses achieving 100% success rates.

**170** WRVS staff maintain regular links with the unit welfare officer and troop staff to ensure that concerns about trainees are shared effectively. The unit welfare officer provides a good range of support links within and outside the garrison.

**171** Induction is effective in providing trainees with relevant and useful information about areas such as discipline, complaints, pay as you dine, and training, health and hygiene. Training in e-safety is also covered during induction. Trainees are made aware of their responsibilities when using insecure media and the potential consequences for the Army. However,

information on protecting individuals' personal safety is insufficient and there are no warning notices near the information technology facilities.

**172** Learning support and support for basic skills are currently not well-coordinated. Basic skills, key skills and learner support are managed by four independent contractors located around the site, but links between the contractors and training teams are weak. Information about trainees' learning support needs in phase 1 is not used sufficiently to inform their future needs.

**173** Medical facilities and staffing are satisfactory. Medical staff have recently started to monitor injuries to trainees but, as yet, data are insufficient to provide a useful analysis or to review trends. Increasing numbers of trainees are not attending medical and dental appointments.

**174** Dental provision is satisfactory although the dental surgery is understaffed. Project MOLAR is having a positive effect on the fitness of trainees leaving the Regiment. Dental fitness rose from 67% to 82% in 2010.

**175** Forty-five per cent of trainees assessed with injuries attribute their injury to phase 1 training. Some were provided with rehabilitation in phase 1 and subsequently returned to training. However, trainees who suffer an injury in phase 1 are not given a routine follow-up physiotherapy appointment after an appropriate period of time to ensure full and sustained recovery. The physiotherapy suite remains inappropriately sited: on the second floor of a building without a lift. Medical discharge remains slow for many trainees and can take as long as six months or more.

**176** The establishment is short-staffed by approximately 67 supervisory and instructional staff. Instructional staff with relevant Criminal Records Bureau clearance have been moved to supervisory

roles to fill gaps. Consequently, fewer staff provide training. Some courses run with reduced numbers.

**177** Access to instructor training has improved. A one-off instructor course was run specifically for 30 instructors and the Regiment has access to 10 places each month on another instructors' course. While this has significantly improved participation, only 58% of staff have completed the course.

**178** Recreational, out of training facilities and support for trainees are good. The WRVS facility is very good, with comfortable seating, televisions, a games console room, snooker and a cyber/internet café. The facility is open six days a week and staffed by a team of two. The sports and activities clubs operating across the garrison provide good opportunities for trainees to develop and learn new skills.

**179** Accommodation for trainees is satisfactory. Most minor maintenance is completed quickly. However, the response to repairing and replacing the heating and hot water boilers in the women's accommodation has been slow.

**180** The quality of food is satisfactory. The choice and range are good, especially at lunchtime, but trainees report that food at weekends and in the evenings is not so good.

**181** Complaints are managed effectively and appropriately recorded, with prompt actions taken to manage any concerns. The unit welfare officer is fully involved in the formal and informal complaints process, and uses external support when required.

**182** Too many trainees are held by 11 Signal Regiment as either soldiers awaiting trade training or soldiers not under training. In July 2010, 70 soldiers were awaiting training and 337 soldiers were not under training. The current system for monitoring training is not useful for planning and forecasting the training needs of large numbers of trainees.

## Self-assessment and capacity for further improvement

**183** Self-assessment and capacity to improve further are good. The self-assessment process is well-established and effective at supporting continuing development. Many of the areas for improvement identified at previous inspections have been resolved. The restructuring of the School of Signals into the 11 Signal Regiment has allowed a realignment of the delivery of training and significantly improved the management of welfare and duty of care.

**184** Good leadership has resulted in establishing a strong regime of continuous improvement. The self-assessment and quality improvement process is now an integral part of business across the Regiment. Data collation is well-coordinated and the resulting information is used effectively to manage performance and identify trends. The establishment uses course reviews effectively to identify improvements. Peer reviews are used particularly well for examining what other establishments do.

**185** A very clear set of targets for continuous improvement is well documented and displayed around the establishment. Staff are aware of the targets. Senior staff ensure that progress is measured in terms of the impact on outcomes for trainees.

# Army Training Centre, Pirbright

## The establishment

**186** The Army Training Centre, Pirbright, based near Woking in Surrey, is the Army's largest single phase 1 recruit training establishment. It incorporates two Army Training Regiments and a headquarters support unit. Each unit has its own commanding officer.

**187** Around 4,700 recruits attend a 14-week standard entry course each year. At the time of inspection there were 123 female recruits and 765 male recruits.

## Overall effectiveness

**188** The overall effectiveness of welfare and duty of care is good. Recruits feel safe and able to raise any concerns through the immediate chain of command or with welfare staff. They enjoy their training and report that it is well-structured and interesting. Robust, well-documented procedures provide clear guidance to instructors and staff on how to manage welfare issues for recruits. Recruits deemed to be of significant concern are placed on a regimental risk register where they are monitored and reviewed twice a month.

**189** Each training regiment has a unit welfare officer. There are also three padres who play an important and very active role in the education, advice, guidance and support of recruits. Their involvement in the formal and informal welfare structures is particularly effective and valued by recruits.

**190** WRVS staff also play an important role in welfare and are there to give advice and support. Recruits make good use of the WRVS's centrally located facilities, which include a computer suite with internet access. However, there is no information to remind or warn recruits about the importance of managing personal information when using the internet.

**191** Provision of literacy and numeracy training and additional support for recruits is inadequate. Only one of the three posts for basic skills development

managers is filled. The subcontractor has stopped offering numeracy sessions and recruits are not allowed to use the Army Training Centre. Too few recruits improve their levels of literacy and numeracy while at Pirbright. There is no routine screening for dyslexia.

**192** Provision of medical and dental services is good, despite some longstanding staff vacancies. Medical staff and physiotherapists work well together to plan and provide high standards of therapeutic treatment for a wide range of injuries and conditions. Many recruits benefit from informal physiotherapy treatment programmes which prevent them from falling behind with their training. Injury rates are monitored and analysed appropriately. In line with the national trend, female recruits have higher injury rates.

**193** Recruits have clear rehabilitation, training and activity programmes to support their recovery, motivation and self-esteem. Following rehabilitation, recruits move to the remedial training platoon to ensure that their military skills, fitness and educational attainment are sufficient to allow them to rejoin their main training programme successfully at an appropriate point. Parents are kept well-informed of the progress of young recruits.

**194** Recruits who are waiting to be discharged from the Army are transferred to a dedicated platoon. This ensures that these recruits, whose circumstances may make them vulnerable, are provided with the specialist support they need during their transition to civilian life. Recent improvements include the introduction of twice-weekly discharge conferences to speed up the process.

**195** The management and recording of Criminal Records Bureau information are satisfactory. The majority of instructors complete the application process before arriving. Of the posts identified as requiring clearance, 88% of staff had been cleared

at the time of the inspection. Measures are in place to manage staff who are waiting for clearance.

**196** Instructor training and development are good. The vast majority of instructors complete the Defence Train the Trainer course before arriving at Pirbright. Staff induction is comprehensive; most staff shadow experienced trainers before taking direct responsibility for training. The regimental training support team provides valuable coaching and mentoring training for instructors to enable them to build on the skills they acquired during initial training. This has had an impact on outcomes for recruits. For example, the first-time pass rate for live firing has improved from around 50% to 98% as a result of the input from this team.

**197** Overall wastage rates have steadily improved from 22% in 2008–09 to 14% in December 2010. There is little difference in wastage rates between regiments or different groups of recruits, and between recruits leaving because of injury or medical problems in the last two years. First-time pass rates have improved and are currently around 80%.

**198** Recruits' accommodation is good. Maintenance of the accommodation blocks is generally minimal but, when required, it is usually done quickly. Good working relationships exist between military staff, defence estates and the subcontractors. However, some service families' accommodation for permanent staff is in need of major refurbishment.

**199** Recruits report that the food is satisfactory. Sufficient nutritious options are offered, although recruits find the choices repetitive. Hand-washing facilities, recently installed in the cookhouse, provide effective reminders to recruits to prepare for meals and reflect operational practices.

## Self-assessment and capacity for further improvement

**200** Self-assessment and capacity to improve further are good. The approach to self-assessment and continuous improvement across all units is well-coordinated and systematic, and the sharing of good practice between the two training regiments is very effective. Staff have made good use of peer review visits to other training establishments to discuss good practice.

**201** Satisfactory use is made of data from first-time pass rates and feedback from recruits and permanent staff to identify areas for improvement. Quality improvement plans draw on a wide range of evidence. However, success criteria are not always clear and timelines are sometimes inaccurate.

**202** All regiments have made good progress in implementing a number of improvements since the previous inspection. For example, parental involvement has increased during the last year; more information has been made available to recruits before they start their training; and significant investment has been made in the training and development of instructors, through initiatives such as a firing-range management course for platoon commanders and a marksmanship coaching course.

# RAF Honington

## The establishment

**203** RAF Honington provides training for trainee gunners at phases 1 and 2. Each training course has approximately 48 recruits. The Regiment trains only men. Over the last three years the number trained has fallen from 571 in 2008–09 to 497 in 2009–10; 207 are expected in 2010–11.

**204** At the time of the inspection, 101 trainees were on site and 69 were off site on the shooting ranges. Ten trainees were under 18. For administrative and support purposes, trainees are divided into flights in four sections of 12 recruits.

**205** Training runs seamlessly from phase 1 recruit stage to trainee gunner in phase 2 and then field gunner in phase 3. Phase 1 and phase 2 each last for 12 weeks and the combined training takes 31 weeks.

## Overall effectiveness

**206** The overall effectiveness of welfare and duty of care is satisfactory. Trainees remain confident in the effectiveness of the chain of command and the overall quality of support. However, operational management of the flights is inconsistent and results in significant variations in the quality of support for trainees and approaches to discipline.

**207** Individual trainees at risk are reviewed regularly and supported adequately. Trainee and staff welfare are provided primarily through the unit welfare officer whose office is in the headquarters building, although this is not easily accessible for trainees. The trainees value their confidential discussions with the three padres on the station and their support in gaining welfare referrals.

**208** The supervisory care directive provides an appropriate outline of the management of trainees under 18 and the privileges that trainees are awarded as they progress through training. However, as a

motivational tool, it is not used effectively. Many trainees are unsure of the distinctions in privileges between phase 1 and phase 2 training. A significant number of trainees interviewed complained about inconsistencies in the way that instructors and training teams applied discipline and assessment criteria. Those who had been moved between training teams were particularly aware and confused that practice accepted in one flight was not considered appropriate in another. Logs of minor sanctions and review board information were not sufficiently detailed to support or refute assertions.

**209** Remedial training is recorded and nominally reviewed, but no control measures exist to ensure that consistency or trends over time are identified and brought to the attention of the training teams. Staff have limited confidence in the system to correct trainees' inappropriate behaviour or activities.

**210** During the Potential Gunner's Selection Course each applicant is tested on his literacy and numeracy levels, and learning styles. However, the training teams do not always receive this information or use it sufficiently to improve training in order to meet trainees' different learning needs. Support for trainees who have low levels of literacy, or dyslexia, is effective for those who receive it.

**211** Liaison between flight staff and the staff of the medical centre is good. Trainees recovering from injury generally appreciate the programme of rehabilitation and military training and find it useful in maintaining their motivation and self-esteem.

**212** The discharge process is too slow. Some trainees wait 14 days or more to be discharged. During this time there is little for them to do. They do not have opportunities to pursue jobsearch activities or constructive activities to assist with their future employment.

**213** The vast majority of staff have received clearance from the Criminal Records Bureau. Measures to manage the use of non-cleared staff are appropriate.

**214** Most instructors have not completed the Defence Train the Trainer course before they take up their post but they generally complete it within three months of arrival. Once part of a training team, they are observed several times during the year. The written and oral feedback is helpful in developing instructors' skills but is very basic, focusing on teaching rather than the trainees' learning. Coaching to improve instructors' skills is not yet available but a programme is being developed.

**215** Wastage rates have reduced but remain high. At the time of the inspection the rate was 26% which is 11 percentage points lower than the rate for the previous year. Staff are not deployed well to provide individual support for trainees deemed at risk of failure. First-time pass rates and overall pass rates for those trainees who started training after April 2010 are higher than in previous years and exceed the 65% target, but are still too low.

**216** The range of recreational facilities for trainees and permanent staff is poor in comparison with similar training establishments. Insufficient emphasis is given to digital safety and protecting identity online. Often, no permanent welfare staff are available for trainees to discuss concerns during recreation time. The community centre, run by the Salvation Army, provides a good, quiet environment where trainees can relax. However, the amenity is poorly promoted across the camp and trainees rarely use it.

**217** The main mess facility is new and provides a pleasant environment for trainees. The selection of food is satisfactory although vegetarian options are very limited. The quality of food is generally good and trainees have access to sufficient quantities to sustain them during training.

**218** Complaints are recorded and resolved appropriately. Very few complaints have been recorded since the time of the last inspection.

## Self-assessment and capacity for further improvement

**219** Self-assessment and capacity to improve further are satisfactory. The self-assessment process, which was new at the previous inspection, has been consistently applied and has resulted in some improvements. For example, a reduction in multiple risk registers since the last inspection makes monitoring easier, and a more appropriate set of guiding principles for selecting potential trainees has been introduced. Wastage rates have reduced and pass rates have improved over the last year.

**220** The collection and analysis of data, although judged to have improved at the previous inspection, are inadequate. Individual staff maintain a range of useful data in a variety of systems, but no one system is used across the provision and there is little analysis or use of the data collected to support the monitoring of training and the planning of improvements. The establishment recognises that this requires improvement.

**221** Action plan targets are generally appropriate to meet the stated objective, but they are not supported by measurable success criteria, and grade judgements are not recorded against action points to help with prioritisation. Insufficient details are recorded about the current situation or the reasons for signing off actions as being complete.

# HMS Sultan

## The establishment

**222** HMS Sultan is a large and complex training establishment on the Gosport peninsular in Hampshire comprising schools of the Defence College of Electromechanical Engineering (DCEME) and the Defence College of Aeronautical Engineering, together with the Nuclear Department of the Defence Academy of the United Kingdom. Training is delivered by the engineering training departments for apprenticeship and foundation degree programmes, and for other engineering courses. The Commanding Officer HMS Sultan is also appointed as the Commandant of DCEME.

**223** On an average week, 2,400 personnel are located at HMS Sultan: 1,500 are on training courses, of whom around 250 are phase 2 trainees.

**224** The vast majority of trainees at HMS Sultan are Royal Navy trainees who arrive having completed basic training at HMS Raleigh. Between 20 and 40 Army trainees come from the Royal Logistics Corps having completed their basic training at the Army Training Centre, Pirbright.

## Overall effectiveness

**225** The overall effectiveness of welfare and duty of care is outstanding.

**226** Welfare and duty of care are provided to an outstanding standard through the well-structured and established divisional system. Clear action plans support individuals with specific welfare needs. Trainees are very confident that any concerns will be dealt with through the chain of command and that good support is always available. During phase 2 training, strong and supportive links are quickly established with the chaplains, who play a very important role in the welfare chain. Links with phase 1 are particularly good. Trainees from HMS Raleigh are well prepared for their arrival at HMS Sultan.

**227** Safeguarding arrangements are particularly strong. At the start of training all trainees who are under 18 are given clear guidance on their legal responsibilities and on expectations. Identity cards are monitored regularly to ensure that those aged under 18 are not served with alcohol on site. Divisional officers maintain appropriate levels of contact with parents of trainees under 18, especially in the event of an incident or concern about welfare. Female trainees are catered for well. A senior female officer acts as the focal point for specific issues for women. The importance of health and safety is very well-understood by trainees as it is an integral element of their engineering training.

**228** All trainees complete key skills at level 1 in literacy and numeracy as a minimum. Good preparatory work has been undertaken for the introduction of functional skills. Good library facilities and internet provision support independent learning. However, insufficient attention is given to ensuring that all trainees and staff are fully aware of how to manage their personal safety or avoid cyber-bullying while using the internet.

**229** Support for trainees with additional learning needs is good. The results of assessments are used effectively to inform training staff of any special requirements. Support given by education staff is highly regarded by trainees.

**230** The medical centre is satisfactory. It has well-equipped treatment rooms, a physiotherapy suite and a pharmacy but it is understaffed. Trainees with injuries may wait up to 25 days to see the physiotherapist and there are no remedial instructors for exercise to help with recovery and rehabilitation. There is also a long waiting period of up to 20 days for routine dental treatment. Only 70% of trainees are fully dentally fit for deployment. Discharge arrangements are satisfactory.

**231** The completion of Criminal Records Bureau checks is satisfactory. Staff posts have been identified as requiring clearance and new staff must be cleared before they can take up a post fully. Civilian instructors employed by subcontractors are closely monitored by HMS Sultan's staff and checks are completed.

**232** Weekly physical training sessions are well-structured, developmental and build the skills of trainees to manage their own physical training programme. Trainees have access to additional sport and activity sessions where they can participate in team sports or adventure training. Trainees also have very good access to a wide range of leisure facilities at HMS Sultan and HMS Collingwood.

**233** Instructors' attendance on the mandatory training is good. All instructors, civilian and military, complete the initial Defence Train the Trainer course and, where relevant, the additional phase 2 care element within a few months of arrival.

**234** Initiatives to reduce wastage rates and the proportion of trainees being back-classed have been particularly effective. Newly introduced remedial training sessions each evening for those who fail tests or struggle to keep up have been very useful. Almost all trainees achieve their qualifications and few leave before completion of their courses. Training programmes at HMS Sultan are highly effective in raising learners' aspirations, supporting them to succeed and celebrating their achievement.

**235** Accommodation is adequate although the heating and hot water are sometimes erratic in some blocks. Much of the accommodation is in need of redecoration. Accommodation blocks all have small areas for relaxation.

**236** The newly refurbished dining facilities are excellent. The modern, bright and well-furnished hall provides an exceptionally pleasant, clean environment. The range of food is very good with core value meals, chef's specials, salads and vegetarian food. There is

good access to coffee shops and small cafeterias in the training areas.

**237** A strong emphasis is placed on promoting equality and diversity, and developing the Royal Navy's core values in all trainees. Staff and trainees understand how to respect the values of others. Complaints involving trainees are few. Records provide a good, clear picture of events. Informal complaints are well recorded and collated by the equality and diversity adviser.

## Self-assessment and capacity for further improvement

**238** Self-assessment and capacity for further improvement are good. Good progress has been made in continuing and implementing improvements since the previous inspection. The sharing of good practice and development between the training schools is very effective.

**239** The process of self-assessment is good. Staff are increasingly aware of the purpose of self-assessment and its contribution to quality improvement. The quality of training, and welfare and duty of care, is analysed regularly and the analysis is used very effectively to drive improvement. Peer reviews have provided good evidence of effective continuous improvement. The opinions of staff and trainees are gathered effectively to inform the self-assessment and particularly good use is made of course reviews. Senior staff have a clear understanding of the key strengths and areas for improvement. Very good use has been made of the data captured for these reports to monitor the performance of all aspects of the establishment. However, the self-assessment report itself is too descriptive.

**240** The quality improvement plan is used very effectively to ensure that improvements are implemented, although targets in the improvement plan are not sufficiently specific and focused.

# Annex A:

## Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections. The judgement related to self-assessment primarily indicates progress made to date rather than overall impact.

Establishment	Service	Overall effectiveness	Capacity to improve	Self-assessment
<b>Army Training Regiment, Winchester</b>	Army	Good	Good	Good
<b>RAF Halton</b>	RAF	Satisfactory	Satisfactory	Satisfactory
<b>25 Training Regiment, Princess Royal Barracks, Deepcut</b>	Army	Satisfactory	Good	Satisfactory
<b>Infantry Training Centre, Catterick</b>	Army	Satisfactory	Satisfactory	Satisfactory
<b>Royal Military Academy Sandhurst</b>	Army	Satisfactory	Satisfactory	Satisfactory
<b>Army Training Regiment, Basingbourn</b>	Army	Good	Good	Good
<b>Defence College of Policing and Guarding</b>	Army	Good	Good	Satisfactory
<b>11 Signal Regiment</b>	Army	Satisfactory	Good	Good
<b>Army Training Centre, Pirbright</b>	Army	Good	Good	Good
<b>RAF Honington</b>	RAF	Satisfactory	Satisfactory	Satisfactory
<b>HMS Sultan</b>	Royal Navy	Outstanding	Good	Good

## Annex B: Inspection dates

Establishment	Inspection end date
Army Training Regiment, Winchester	17 June 2010
RAF Halton	30 September 2010
25 Training Regiment, Princess Royal Barracks, Deepcut	7 October 2010
Infantry Training Centre, Catterick	21 October 2010
Royal Military Academy Sandhurst	4 November 2010
Army Training Regiment, Bassingbourn	10 November 2010
Defence College of Policing and Guarding	17 November 2010
11 Signal Regiment	25 November 2010
Army Training Centre, Pirbright	8 December 2010
RAF Honington	13 January 2011
HMS Sultan	2 February 2011

# 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.



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