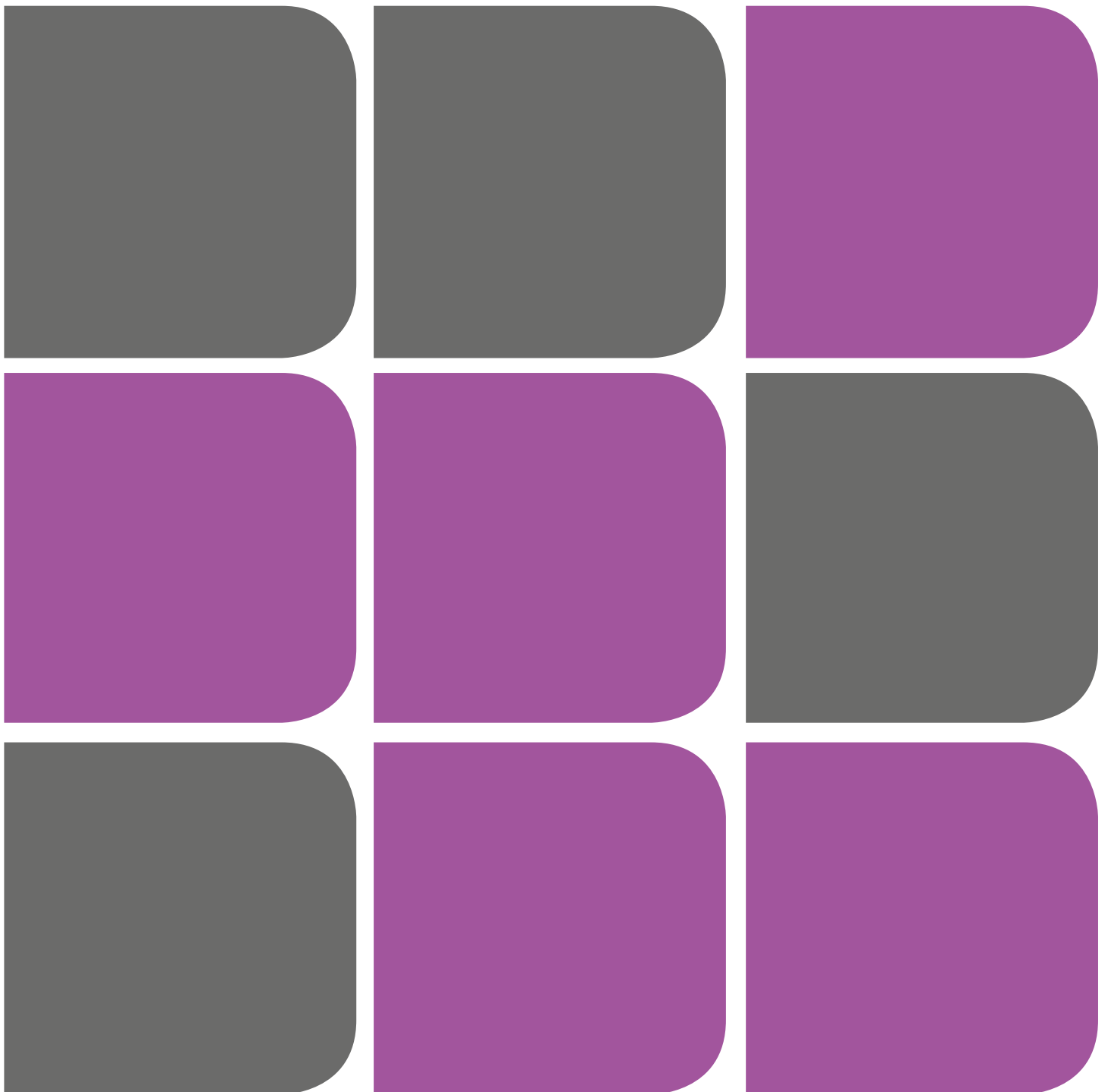


Welfare and duty of care in Armed Forces initial training

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



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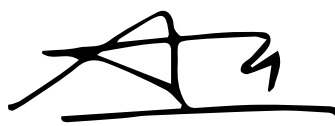
Ministerial foreword

Each year the Armed Forces recruit and train young men and women from a very broad range of backgrounds and provide them with the skills they need to contribute on operations and develop as individuals. For many, this will be their first time away from their homes and families and the welfare and duty of care arrangements that they encounter will be of paramount importance in ensuring their successful transition to service life.

This is the sixth successive report by Ofsted into the effectiveness of the care and welfare arrangements for recruits and trainees undertaking initial training in the Armed Forces. Through its rigorous assessment and careful guidance since its first report in 2008, Ofsted has played a significant part in enabling a culture of continuous improvement to be embedded throughout initial training, helping Defence to look after its most important assets at the beginning of their careers.

I am very pleased that all training establishments inspected were assessed as either good or outstanding and I am further pleased that Ofsted have recognised that the welfare of recruits and trainees is now an intrinsic part of our military training. However, there is no room for complacency and the report highlights several key recommendations where improvements are still required.

I am very grateful to Her Majesty's Chief Inspector and his team for their continued valuable contribution in providing an assessment of our initial training and making recommendations for its improvement.



Anna Soubry MP

Minister of State for Defence Personnel,
Welfare and Veterans

Preface

This is Ofsted's sixth annual report on the effectiveness of welfare and duty of care for recruits and trainees in Armed Forces initial training. As in previous years, I thank the Ministry of Defence, the Training Headquarters and the training establishments inspected for their cooperation throughout these inspections.

This report presents a pleasing picture of continued improvement in many aspects of welfare and duty of care in the establishments inspected between September 2013 and February 2014. It is very encouraging to see that all establishments this year were good or better in their overall effectiveness of welfare and duty of care. Two of the eight inspections resulted in outstanding outcomes, for Army Training Centre, Pirbright, and Army Training Regiment, Winchester. Both these establishments had been good at previous inspections and they are commended on raising the quality of recruits' welfare and care to an outstanding level.

Three of the six establishments judged good this year: Britannia Royal Naval College, the Defence School of Transport, and RAF Honington, have maintained good overall effectiveness from previous inspections. However, in each of these establishments inspectors noted some particularly strong features, for example the quality improvement challenge meetings at RAF Honington, the welfare arrangements for trainees at Defence School of Transport and the cadet assessment groups at Britannia Royal Naval College.

The 11th (Royal School of Signals) Signal Regiment; 25 Training Regiment, Royal Logistic Corps; and Defence Medical Services Training Group improved to good overall effectiveness this year, after previously adequate inspection outcomes. For 25 Training Regiment in particular, this year's good overall effectiveness grade marks a clear improvement after two successive adequate grades in 2010/11 and 2012/13.

For all these establishments, a continued relentless focus on improvement by senior staff, a clear and self-critical self-assessment process, and wider sharing of good and outstanding practice will bring clear benefits for recruits, trainees and staff.

For the first time this year, inspectors made a support and challenge monitoring visit to one establishment, The Royal Military Academy Sandhurst. The monitoring visit, which did not result in a graded judgement, provided support and challenge for specific areas for development resulting from the Academy's previously adequate inspection outcomes in 2010/11 and 2012/13.

Inspectors will carry out other support and challenge visits during the coming year, working with those establishments where overall effectiveness of welfare and duty of care is not improving at a sufficiently steady or rapid rate. I am hopeful that such intensive and supportive work will bring real benefits to establishments that have found change and improvement hard to maintain.

Despite the general trend of improvement in the establishments visited this year, key areas for improvement remain. It is disheartening to note that several of these areas for improvement were the subject of comment in last year's report and across a number of previous years.

It is still the case that in around half of the phase 1 establishments and in the majority of phase 2 training establishments seen this year, too few instructors begin their new roles having completed appropriate training. In addition to securing appropriate and timely training for instructors, it is essential that only the most suitable, competent and enthusiastic instructors are selected to work in initial training. Recruits and trainees must not be faced with instructors who lack capacity or enthusiasm for their roles.

As in previous years' reports, I note that nearly all the establishments need to improve the quality of teaching and learning. Instructors' pedagogic skills must be developed further, through structured

observations of teaching and learning, with constructive, individual feedback that gives clear messages about how to improve the quality and effectiveness of trainees' learning.

Across the establishments inspected, the collection, analysis and use of data still require improvement, so that instructors and senior staff may make useful comparisons between different cohorts and groups of recruits or trainees. Better understanding of trends over time, particularly regarding injury rates and first-time pass rates, is needed to ensure fully effective and successful training.

After many years of general improvements in the standards of accommodation and food for recruits and trainees, it is concerning to find so many reports this year highlighting unacceptable and persistent heating, hot water supply, and drainage problems in accommodation blocks. Senior staff must work with contractors to ensure that such problems meet with swift but lasting solutions.

In too many establishments, staff, recruits and trainees have to deal with medical and dental centres that are too cramped, provide insufficient privacy

during treatment, or are under-staffed. In all the establishments inspected, medical centre vacancies, both for specialist clinicians and for administrative staff, must be filled rapidly to maintain good access to care for trainees, recruits and staff. Building programmes and planned improvements must be carried out according to planned timescales to ensure that the physical conditions in medical and dental centres are improved as soon as possible.

Finally, and again as in previous years, I urge staff at all levels to identify and share best practice in the strategic and operational management of welfare and duty of care, and in teaching, training and learning, so that the recurrent areas for improvement noted above may be dealt with in the coming year.



Sir Michael Wilshaw
Her Majesty's Chief Inspector

Background

This is Ofsted's sixth report into welfare and duty of care in Armed Forces initial training. It draws on evidence from eight inspection reports and an inspection monitoring letter. Inspectors visited nine training establishments to carry out inspections between September 2013 and January 2014 (Annex B). For the first time this year, inspectors made a support and challenge monitoring visit to one establishment, The Royal Military Academy Sandhurst. The monitoring visit, which did not result in a graded judgement, provided support and challenge for specific areas for development resulting from the Academy's previous inspection in 2013.

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

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

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

Of the nine establishments visited, two provided phase 1 training, four provided phase 2 training, one provided both phase 1 and phase 2 training, and two provided officer training. All establishments had been

inspected previously, either by Ofsted or by the Adult Learning Inspectorate (ALI) before its merger with Ofsted in 2007.¹

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). Five of the visits were to Army training establishments; one was to a Royal Navy establishment; two were to tri-service establishments; and one was to an RAF establishment.

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

Each inspection focused on:

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

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

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

The judgements are summarised at Annex A.

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

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

2. 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, 2012; www.ofsted.gov.uk/resources/120062.

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:

- phase 1 initial training establishments receive recruits' medical notes promptly so that the start of their training is not delayed and so that recruits' early experience of, and integration into, military life is better coordinated
- the collection, analysis and use of data are improved, so that comparisons between different cohorts and groups and trends over time, particularly regarding injury rates and first-time pass rates, are monitored and understood better
- only the most suitably matched, competent and enthusiastic instructors are selected to work in initial training
- all instructors have completed qualifications and received appropriate vetting and barring checks before the start of their tour at training establishments
- instructors' pedagogic skills are enhanced through structured observations of teaching and learning, with constructive, individual feedback that focuses sharply on the impact of what they do to improve the quality and effectiveness of trainees' learning
- best practice in the strategic leadership and operational management of welfare and duty of care, and in teaching, training and learning, is shared widely across each training establishment, and across and between each service command
- contractors secure lasting solutions to unacceptable and persistent heating, hot water supply, and drainage problems in accommodation blocks for recruits, trainees and staff
- staffing vacancies, both for specialist clinicians and for administrative staff, in medical centres are filled rapidly to maintain good access to provision and care for trainees, recruits and staff
- medical and dental centres provide staff and recruits with access to modern facilities with sufficient space and adequate privacy.

Summary of progress

1. Following the very first inspections of phase 1 and phase 2 training carried out between 2004 and 2005, the ALI's report, *Safer training*, identified the ways in which the Armed Forces had failed to meet the high standards laid out in the Military Covenant.³

2. The Ministry of Defence and the Armed Forces responded rapidly to this analysis of training. By 2006, when the ALI published its second report, *Better training*, much had been done to safeguard recruits and trainees and develop the foundations for continuous improvement where the welfare of recruits and trainees is paramount. Since 2006, the ALI, and now Ofsted have inspected the provision of welfare and duty of care annually across a range of establishments providing phase 1 and/or phase 2 training. This annual report reflects on not only the outcomes of the inspections carried out this year, but also on the many significant improvements to the welfare of their recruits and trainees made by training establishments over the past nine years, and on the areas where improvement is still urgently needed.

3. The welfare of recruits and trainees is now an intrinsic part of military training, with all staff taking full responsibility for their actions. The culture of continuous improvement across the services and training establishments is substantially better than it was when the ALI published its first report in 2005. The supervision of recruits and trainees is thorough in all establishments, and particularly good care is taken of those under the age of 18.

4. With a few exceptions, the management of health, fitness and injury is now robust, and greater care is taken to ensure recruits' and trainees' well-being throughout their time in training. Measures to protect recruits and trainees from bullying, harassment and unfitting punishments are now effective across services and establishments.

5. At nearly all establishments, access to physical training facilities has improved across the past three years, with longer opening times during the week and at weekends. Also, in the vast majority of

establishments inspected during the past three years, leisure facilities and entertainment options for recruits and trainees are much improved.

6. The quality of food and accommodation for recruits and trainees has much improved. However, persistent maintenance and repair problems have been a feature of recommendations for improvement for a number of years – and appear again in recommendations for almost all the establishments inspected this year.

7. Following reports by Ofsted over the past three years, the Armed Forces appear to have reacted quickly to raise awareness among recruits and staff of the dangers of cyber bullying and personal e-safety. During inductions at almost all the establishments inspected this year, recruits and trainees receive clear guidance, further promoted through the use of notices and reminders in areas where computers are used to access the internet. Although no incidents have been found during inspections of recruits or trainees getting into debt through the imprudent use of 'pay day loans', establishments should reinforce the dangers of unmanageable debt at inductions and throughout training in the same way that they do for internet safety.

8. Establishments should continue to develop understanding of the latest requirements for safeguarding of those under 18. To be fully abreast of recent legislative and inspection requirements, particular attention should be paid to the safeguarding and care arrangements for those who are care leavers or who were 'looked after children' prior to recruitment to the Armed Forces.

9. Complaints have received rapid and thorough investigation in almost all cases, with good recording of evidence and processes, and appropriate actions taken where needed.

10. In its supplementary report on instructor training last year, Ofsted recognised that the selection procedures had improved to ensure that instructors were good role models for the recruits and trainees.⁴ However, in spite of some remarkable improvements to the welfare and duty of care of recruits and trainees since 2005, there is still a lack of progress in getting all instructors trained before their posting. In the 2005 report, *Safer training*, the ALI recommended ‘...mandatory training for instructors before taking up their posts’, and went on to recommend that instructors should be given ‘...opportunities for continuous professional development and qualifications’. Last year’s report noted: ‘Too many instructors still arrive in post without having completed their Defence Train the Trainer course’. This remains the case. It is imperative that instructors come to post well prepared so that they can support recruits and trainees effectively with all aspects of their learning and, in particular, with the development of their English and mathematics skills. Action has been stubbornly slow.

11. Furthermore, routine, competitive selection for instructor posts is not yet a feature of recruitment of instructors for all establishments. Too many instructors still tell inspectors that they had not volunteered for a training role. As evident in two establishments this year, a small number of instructors feel unsuited to the training role.

12. Little progress has been made in improving the quality and focus of observations of instructors’ training and teaching and learning. The need for high-quality feedback to instructors that focuses on trainees’ and recruits’ learning and the instructors’ pedagogic skills has been noted as a key area for improvement since the 2011–12 annual report into welfare and duty of care in Armed Forces initial training; the lack of such feedback to improve their skills remains a concern in the establishments inspected this year.

13. Self-assessment has improved considerably in both its process and impact. Since 2007, all military training establishments have been required to compile an annual self-assessment report, and the majority of staff clearly understand the importance of this in continuous improvement. Across the past three years, the processes of self-assessment, critical reflection and quality improvement have become markedly more effective and, in the majority of establishments, staff accurately identify the priorities for improvement. It is the increased focus on effective self-assessment that has underpinned many of the improved judgements for leadership and management of welfare and duty of care and for overall effectiveness of provision at establishments during the past three years. That pattern continues, so that at RAF Honington (RAF Regiment) and at Army Training Centre (Pirbright), for example, the process of quality improvement monitoring was judged to be outstanding this year. However, the analysis and use of data to inform the self-assessment process remain underdeveloped.

14. Training establishments have made impressive improvements to the welfare and duty of care of trainees and recruits since the ALI’s first inspections in 2004/05. The focus on welfare and duty of care at senior staff levels; the improvements to self-assessment and quality improvement; the full integration of welfare and risk management into training, with improved involvement of families; the robust management of health, fitness and injury; and the greater care taken to assure recruits’ and trainees’ well-being overall have shown steady improvement across nine years. For nearly all establishments, such improvement is reflected by their most recent inspection outcomes.

15. More work is now needed to develop effective strategies for disseminating good practice at sub-unit and establishment level to build on progress and the very clear improvements that have been made. Improving the sharing of good practice has been a recurring recommendation for establishments and this year’s report repeats this.

4. Annex C of *Welfare and duty of care in Armed Forces initial training* (130157), Ofsted, 2013.

Establishment	Overall effectiveness of welfare and duty of care 2013/14	Previous grade(s)
Army Training Centre, Pirbright	1	2 (2010/11) 2 (2009/10)
Defence Medical Services Training Group	2	3 (2011/12)
Britannia Royal Naval College	2	2 (2009/10)
Defence School of Transport	2	2 (2009/10)
Army Training Regiment Winchester	1	2 (2010/11)
11th (Royal School of Signals) Signal Regiment	2	3 (2010/11) 3 (2009/10)
25 Training Regiment, Royal Logistic Corps	2	3 (2012/13) 3 (2010/11)
RAF Honington (RAF Regiment)	2	2 (2011/12) 3 (2010/11) 3 (2009/10)
Royal Military Academy Sandhurst	n/a – ungraded monitoring visit	3 (2012/13) 3 (2010/11)

Detailed findings

The progress made by establishments since their previous inspections

16. Of the eight establishments inspected this year, all had had previous inspections where grades were given. Five of the eight establishments improved their previous judgement for overall effectiveness. Army Training Centre (Pirbright) and Army Training Regiment (Winchester) improved from good to outstanding; Defence Medical Services Training Group, 11th (Royal School of Signals) Signal Regiment and 25 Training Regiment, Royal Logistic Corps improved from adequate to good. RAF Honington, Defence School of Transport and Britannia Royal Naval College remained good.

17. The Royal Military Academy Sandhurst, at its non-graded support and challenge monitoring visit showed significant progress; the Academy demonstrates considerable improvement in all the areas where the previous inspection identified a need for improvement. At its inspection, 25 Training Regiment, Royal Logistic Corps showed improvement after long periods of being adequate; the 25 Training Regiment is now good in all aspects inspected.

18. Most establishments have successfully tackled the areas for improvement highlighted at their previous inspections. Self-assessment, quality improvement planning and monitoring present an improving picture across all the establishments inspected this year, with some outstanding practice, for example in quality improvement monitoring at RAF Honington.

19. Overall pass rates remain high and, as in previous years, continue to improve. Drop-out rates from courses are low and decreasing for all the establishments inspected. At 25 Training Regiment, Royal Logistics Corps, drop-out rates have continued to fall, following concerted action. First-time pass rates are at least adequate in all establishments. However, at Britannia Royal Navy Training College, the drop-out rate for female officer cadets is

disproportionately high compared with that for men, and the first-time pass rate overall is only adequate for both men and women, although second-attempt pass rates are high. At RAF Honington, pass rates in phase 2 training are low, and the causes are not sufficiently understood.

20. Continuing progress has been made in improving recruits' and trainees' understanding of how to stay safe, in particular when they are using the internet and especially when using social media.

Outcomes for recruits and trainees

21. Overall pass rates are good in seven establishments and outstanding in two of those inspected this year. In the two phase 1 establishments, first-time pass rates are generally high and, where recruits struggle to pass tests the first time, the support from staff is exceptional. However, first-time pass rates at Britannia Royal Navy Training College are only adequate and are low for female cadets. Wastage rates are generally low across the establishments visited this year. Although the proportion of trainees aged under 18 who left early at 25 Training Regiment, Royal Logistic Corps was high during 2011/12, this reduced in 2012/13.

22. All the establishments inspected treat their recruits and trainees fairly. Recruits and trainees feel safe and are clear about where they can get advice, guidance and support, both within and beyond the chain of command.

23. Establishments make good initial assessments of trainees' English and mathematics skills and, where they identify specific learning needs, recruits and trainees are given appropriate support. At Army Training Regiment (Winchester), for example, the basic skills tutor works effectively with individuals and their instructors, resulting in recruits making good progress. At Defence Medical Services Training Group, trainees develop good English and mathematics skills while they are completing functional skills qualifications early on in their apprenticeship programme.

Detailed findings continued

24. Although establishments gather a wide variety of data about recruits and trainees, these data are not always analysed effectively or used to drive improvements. This has been a feature of most establishments this year and at their previous inspections. At Army Training Regiment (Winchester), however, robust use of data has led to changes in the sequencing of the physical training programme, which has been effective in reducing injuries.

25. Recruits and trainees are well motivated. Those interviewed during inspections felt personally secure and highly supported during their training. They found their training challenging and enjoyable, and they were often able to show high levels of skill quickly. The majority of recruits and trainees rapidly improved their understanding of the importance of staying healthy and keeping fit so that they could fulfil their military roles more effectively. They also improved their social skills and self-confidence during their training.

Impact and effectiveness of arrangements for welfare and duty of care

26. The vast majority of recruits and trainees appreciate the levels of care and welfare they receive. They make rapid gains in self-confidence and social skills, as well as military and technical skills, during their training. At all establishments, recruits and trainees were supportive and respectful of one another, and proud of their service. Older recruits at Army Training Regiment (Winchester) showed good support for their younger peers. At RAF Honington (RAF Regiment), even individuals who had decided to seek discharge from the RAF were positive about their experiences and spoke warmly about what they had gained during their service.

27. In all the establishments inspected this year, good remedial training supports trainees and recruits who are in danger of failing tests or who need to retake assessments. At Britannia Royal Naval College, for example, carefully targeted support produces

very high success rates for those re-taking phases of training. The excellent support given to recruits at Army Training Centre (Pirbright) is initially arranged by instructors working directly with recruits, and then widens to involve sub-unit staff and welfare specialists across the establishment. Records are comprehensive, and include all the support given to an individual, as well as the activities undertaken.

28. Recruits who are a cause for concern or identified as 'at risk' receive good levels of care and support in all establishments. Staff from within the chain of command and from welfare agencies participate in the meetings at all establishments, ensuring that support is well directed and appropriately communicated. At Army Training Centre, Pirbright and at 11th (Royal School of Signals) Signal Regiment, regimental review boards provide the forum for detailed discussion of recruits' support needs. At Britannia Royal Naval College, a weekly training risk assessment forum meets to discuss cadets deemed to be at risk. A clear, well-maintained log details all the concerns raised and the actions needed, and concerns remain 'open' until fully resolved. At the Defence School of Transport, fortnightly welfare meetings at wing level ensure that any individuals deemed 'at risk' are identified and that support for them is maintained as long as necessary. Monthly forums at Defence Medical Services Training Group ensure that trainees have the opportunity to discuss any concerns about welfare with senior officers. In addition, a senior officer makes weekly visits to Birmingham to check on the welfare and safeguarding of student nurses based there during specialist training. Senior officers review the safeguarding needs of student nurses living outside the barracks very carefully. At Army Training Regiment (Winchester), however, records of the support planned for, or received by recruits are not always up-to-date and do not reflect the good range of support that individuals are actually receiving.

29. Support for recruits whose additional learning needs have been identified is generally good and improving, as was the case during the previous years'

inspections. At RAF Honington (RAF Regiment), functional skills development is good, and a very good proportion of recruits achieve level 2 passes in English and mathematics. The provision of an apprenticeship alongside their phase 1, 2 and 3 training gives recruits at RAF Honington (RAF Regiment) a very useful qualification to equip them for life beyond military service. Arrangements at Army Training Centre (Pirbright) are good at identifying recruits' functional skills needs on arrival and assessing their progress in improving these during training. Recruits recognised that they were receiving support to help them develop a skill, not just pass a qualification.

30. Disciplinary processes are well understood and fairly applied at all establishments. At RAF Honington (RAF Regiment), the training wing manual sets out clearly what recruits may expect in the way of minor punishments and administrative actions. NCOs discuss these matters with recruits during the early stages of training, and recruits were confident that they understood the processes. At the Defence School of Transport, clear records listed all disciplinary activity, and these were scrutinised by senior NCOs to identify possible trends. However, in the Defence School of Transport, as well as at the majority of establishments, disciplinary records are not yet linked clearly and directly to welfare information. This would put staff in a position to understand any possible connections between poor behaviour and welfare or personal problems that recruits and trainees might be experiencing.

31. The transfer of recruits' medical records to receiving establishments by Recruiting Group is slow for Army Training Centre (Pirbright) and Army Training Regiment (Winchester). When recruits' medical documentation does not arrive promptly, they are unable to start the physical aspects of training. For too many recruits, the slow transfer of information disrupts the start of their training, and slightly increased wastage rates during 2013.

32. At 25 Training Regiment, Royal Logistics Corps, significant delays often occur after the necessary assessment and documentation about a discharge on medical grounds have been submitted to Army Personnel Centre, Glasgow.

33. Access to medical and dental care is at least adequate across establishments, both within and outside working hours. Recruits and trainees receive initial checks very soon after arrival. In phase 2 establishments, the communication of relevant clinical information from the phase 1 establishments is good. Within most establishments, communication between medical and other staff is good. For example, at 11th (Royal School of Signals) Signal Regiment, communication between medical staff, physiotherapists, and physical training and squadron staff is effective, so that few recruits miss medical and dental appointments. Recruits at Army Training Centre (Pirbright) benefit from attending blister clinics and preventative programmes dealing with sexual health, diet and smoking. At all establishments where recruits or trainees are under 18, they are appropriately chaperoned when receiving off-site hospital treatment. Across services and establishments, a good proportion of recruits leave training dentally fit.

34. The cramped, ageing medical facilities at RAF Honington (RAF Regiment) hamper the best efforts of clinicians and training staff to provide recruits and trainees with good levels of care. In addition, serious and longstanding gaps in clinical, administrative or nursing staffing at 25 Training Regiment, Royal Logistics Corps; 11th (Royal School of Signals) Signal Regiment; Defence School of Transport; Britannia Royal Naval College; and Defence Medical Services Training Group, place staff and services under undue strain and limit the quality of care available for trainees and recruits.

35. Gymnasium and physical training facilities are good at nearly all of the establishments inspected this year. Access to facilities for recruits, trainees and staff is good in all establishments, during the week and at weekends. Physical training instructors are

Detailed findings continued

very well-qualified and generally have a thoughtful approach to ensuring that recruits achieve a high degree of fitness without risking injury. Most staff provide high-quality training sessions that recruits enjoy. A wide range of additional activities is available at most establishments. For example, trainees at 11th (Royal School of Signals) Signal Regiment participate in a very good range of afternoon activities, including climbing, cycling, adventurous cross-country activities and boxing. Support and development for physical training instructors are good at all establishments, with useful mentoring procedures at three of them. For example, at Army Training Centre, Pirbright, all new physical training instructors shadow and support other staff on all aspects of the recruits' physical training programme before they lead sessions themselves.

36. Food is plentiful at all establishments, and the range of options has improved since previous inspections. All establishments now offer healthy eating options for those who want them, as well as dishes meeting specific dietary needs. At Britannia Royal Naval College, for example, arrangements to meet religious, cultural and other dietary needs are good. Phase 1 training establishments provide a fourth meal to ensure that recruits' calorie intake is adequate during intensive training. Most recruits feel that their food is good value for money, but a minority find the choices uninspiring.

37. Washing facilities at the entrances to the messes and cookhouses provide for effective health and sanitation measures, and NCOs oversee these appropriately at phase 1 establishments. All establishments have comments/suggestions books and guidance on nutrition and calorie contents of food; but their use and usefulness vary. At Army Training Centre (Pirbright), and at RAF Honington (RAF Regiment), for example, recruits generally were unaware of the comments books. At Army Training Centre (Pirbright), one recruit's comments in the suggestions book met with an inappropriate response from catering staff. Recruits at 11th (Royal School

of Signals) Signal Regiment do not have enough clear nutritional advice and guidance about dishes to be able to make informed choices; complaints and suggestions are collected, but a clear response is not always provided. Longstanding problems with the dishwasher at Defence Medical Services Training Group result in trainees having to eat off paper plates with plastic knives and forks, which are of poor quality and frequently break. At Army Training Regiment (Winchester), recruits made good use of the comments file, providing positive as well as negative feedback, and the catering staff responded appropriately and promptly.

38. Staff across all the establishments inspected have a good understanding of the procedures for managing trainees under 18. Where there are under-18s, appropriate restrictions are in place in bars, and suitable care is provided for weekend leave and journeys out of the establishment. At RAF Honington (RAF Regiment), recruits under 18 receive particularly close attention, although this is provided sensitively and unobtrusively.

39. Staff at all establishments recognise the importance of family contact and support for phase 1 recruits in particular. For example, at Army Training Centre (Pirbright), contact with parents and guardians is excellent. Families are strongly encouraged to maintain contact with recruits and staff throughout training, but especially during the recruits' first two weeks in training.

40. Dispiriting maintenance problems persist in too many establishments, despite general improvements to accommodation across the past three years. Persistent problems centre on washrooms, showers and hot water supplies. At best, such problems diminish trainees' and recruits' sense of professionalism and pride; at worst, they make it difficult for recruits and trainees to keep themselves clean and observe good hygiene. In Britannia Royal Naval College, for example, 28 cadets shared a single basin for two weeks, and in one female officer cadets' block, two showers were out of order for

at least four weeks, causing many difficulties for cadets when getting ready for duty. Similarly, the slow repair and maintenance of old water boilers at 11th (Royal School of Signals) Signal Regiment can leave accommodation blocks without heating and hot water for periods of time. For recruits at Army Training Regiment (Winchester), long-term problems with hot water systems prevent the flow of hot water to showers and heating in some blocks during the winter months. At the Defence School of Transport, communal showers mean little privacy for male trainees. These problems are not restricted to older accommodation blocks; in the newly built SLAM accommodation at RAF Honington (RAF Regiment), for example, hot water and heating are intermittent. At all these establishments, temporary fixes and short-term maintenance measures are put in place repeatedly, but they do not provide adequate solutions.

Impact of leadership and management of welfare and duty of care

41. In the establishments inspected this year the strategic management of welfare and duty of care shows steady improvement on previous judgements. All the establishments inspected benefited from strong leadership by, and clear direction from commanding officers and senior staff.

42. The commanding officer's supervisory care directives and the commander's risk assessments continue to provide the backbone of successful leadership at each establishment. At all establishments this year, the supervisory care directive was well known to officers and staff. At 11th (Royal School of Signals) Signal Regiment for example, new staff receive and review the supervisory care directive and the commander's risk assessment as part of their induction. At Britannia Royal Naval College, the captain's supervisory statement is visible around the college and well known by all cadets and staff.

43. Senior leaders' increased energy and thoughtfulness in dealing successfully with challenges to maintain welfare and duty of care characterise the best establishments in this year's inspections. At Army Training Centre (Pirbright), for example, an exceptionally effective commanding officers' council brings together the three commanding officers of headquarters (HQ), and the Army Training Regiments. They work together closely as a result and provide strong leadership and a clear direction to the training establishment. An exceptional culture of continuous improvement, established since the previous inspection, provides energy for significant improvements at 25 Training Regiment, Royal Logistics Corps. Particularly effective leadership at 25 Training Regiment has reinforced an approach focused strongly on trainees and ensures rapid improvement. The Defence Medical Services Training Group successfully restructured from three training schools to two to meet the savings required, while maintaining its high standards of training and welfare support for phase 2 trainees. Strong and effective leadership at Army Training Regiment (Winchester) ensures that the best practice is shared in a culture that focuses on continuous improvement. The commanding officer's directives, as well as the command development week which precedes each course, emphasise the need for all staff to be positive role models for recruits during training.

44. A number of establishments, for example 11th (Royal School of Signals) Signal Regiment and RAF Honington (RAF Regiment), have a clear and frequently updated instructors' pocket handbook or training wing manual. These advise staff effectively on roles, responsibilities, rules and regulations, and provide a detailed aide-mémoire to help them deal with the less common scenarios that they might encounter with trainees. At Army Training Centre (Pirbright), the initial training group handbook is used thoughtfully to provide a helpful reference tool for staff who are not accustomed to working with recruits.

45. Despite the continued criticism from the ALI and Ofsted in annual and establishment inspection reports across a 10-year period, the majority of new instructors continue to arrive at training establishments without adequate training. Every one of the reports on establishments inspected this year noted that the majority of instructors arrived for their postings without having completed the Defence Train the Trainer course. At Army Training Centre, Pirbright, the number of instructors arriving with this qualification was exceptionally low, at 13% of all postings. As many of the reports note, instructors without proper qualifications cannot play a full role until they have completed the Defence Train the Trainer course or other training. This places strain on other staff, and interrupts the training pipeline. Gapping of posts at establishments compounds the problem. The pressures on staffing identified by the previous inspection at 11th (Royal School of Signals) Signal Regiment remain: there were 28 gapped posts for corporal instructors at the time of the inspection, of which 10 were related specifically to welfare and duty of care.

46. Of particularly serious concern is the number of instructors who arrive for their posting without any enthusiasm for training and without any confidence about their ability to engage successfully with recruits and trainees. In four of the inspections this year, instructors told inspectors of their lack of confidence about, or general unpreparedness for a training role. Too many of them were posted for such a role without having volunteered for it or expressed an interest in training. At the Defence School of Transport, for example, several instructors said that the training environment was not one in which they felt comfortable and that they had not been given any say in their posting. At Britannia Royal Naval College, however, careful selection of divisional officers for a posting at the College ensures that only the best succeed. Their induction is thorough and they understudy all the major exercises before delivering them.

47. In many cases, new instructors not only lack training and teaching qualifications, as well as confidence, but also trade or role-specific skills. At the Defence School of Transport, for example, too many instructors arrive not only without the required Defence Train the Trainer qualification, but also without service-specific skills qualifications such as map reading and skill at arms. Corps and regiments still do not select instructors effectively to ensure that the most capable or able instructors are sent to support training at the Defence School of Transport. At Army Training Regiment (Winchester), instructors represent well the corps and regiments for which the establishment trains recruits, but the number of male and female instructors is not always well balanced: there are no female corporals in one troop, for example, and few female physical training instructors overall.

48. In all but two of the establishments inspected this year (Britannia Royal Naval College and Defence Medical Services Training Group), training and development for those in instructor roles require improvement. In other establishments, observations made of instructors' training and teaching are rarely effective in promoting instructors' focus on learning or in developing instructors' pedagogic skills. For example, at the Defence School of Transport, after instructors gain the Defence Train the Trainer qualification there is very little supportive training to help them develop their knowledge and skills. At 25 Training Regiment, Royal Logistics Corps, a high proportion of staff hold defence instructor monitoring and evaluation, and defence instructor assessment and development qualifications. However, the newly qualified instructors are not sufficiently well supported to improve their pedagogic and coaching skills.

49. Written reports of observations are not always sufficiently clear about what aspects need improvement, and the evaluations lack sufficient focus on the instructors' impact on trainees' learning. At RAF Honington, instructors are observed training each year, but observation reports seen during

the inspection were too concerned with content and process. Feedback in many of the reports was identical. At Army Training Centre, Pirbright, senior NCOs and subject matter experts conduct training validations of instructors' performance each year. These validations mainly assure the quality of the content and do not develop instructors' pedagogic skills across training regiments.

50. Secure, effective, continuing professional development brings real benefits for instructors. At Defence Medical Services Training Group, monthly development sessions for instructors allow the continuous improvement cell to share the good practice seen during observations, and much of the training material is available on Moodle for instructors to consult. At Britannia Royal Naval College, divisional officers are allocated a mentor for as long as they need one. All divisional officers are observed during every exercise, both on their assessment and on their training skills. At 25 Training Regiment, Royal Logistics Corps, The British Dyslexia Association provides training to increase instructors' understanding of how to support trainees and recruits who have specific learning difficulties.

51. In all the establishments inspected there continues to be room for improving the sharing of good practice in training, teaching and learning, and in welfare and duty of care matters. Cross-service developments are beginning to see good practice disseminated at establishment level, for example in self-assessment or induction training; these initiatives are beneficial. However, there is still too little sharing of good practice at squadron, wing or unit level within establishments, and almost no effective sharing of good practice between individual instructors or training teams.

52. Self-assessment reporting and quality improvement planning continue to improve at all establishments. Senior staff and those involved directly with recruits and trainees now understand much better the need to evaluate performance and maintain quality improvement. Most establishments'

self-assessment reports are becoming more self-critical and reflective, and many are based on useful, detailed strengths, weaknesses, opportunities, and threats (SWOT) analyses conducted within training units. All establishments have agreed on a process (and format) for quality improvement which suits the particular service and training environment. The Defence Medical Services Training Group, for example, has recently established a continuous improvement cell, separate from the two main training schools and reporting directly to headquarters. At RAF Honington (RAF Regiment), the training wing quality improvement plan is well-structured, and takes good account of a very wide range of information relating to welfare and duty of care. The process for monitoring and reviewing the plan is inclusive and thorough, involving vigorous and effective challenge meetings at which all those responsible for aspects of quality improvement are held to account.

53. However, despite the progress made in self-assessment generally, data are still not used sufficiently well in self-assessment by any of the establishments inspected. Although all establishments now gather more data, the data are either inadequately analysed or they are insufficiently detailed or referenced to cohorts or groups. This means that they are not useful in establishing trends, evaluating variations in training quality, or investigating links across recruits' and trainees' experiences and outcomes.

Army Training Centre, Pirbright

Overall effectiveness of welfare and duty of care: Outstanding

54. The Army Training Centre, Pirbright (ATC(P)) is based near Woking in Surrey. It is the Army's largest single phase 1, senior entry, recruit training establishment, providing initial training for full-time and reserve forces. ATC(P) comprises three units: two Army Training Regiments (ATR), 1 ATR and 2 ATR, and a headquarters (HQ) support unit. Each unit has its own commanding officer.

55. ATC(P) has an average annual throughput of around 4,700 recruits. Training for recruits follows the common military syllabus (CMS), standard entry, and lasts 14 weeks. ATC(P) provides the initial training of recruits for the Army Air Corps, the Royal Regiment of Artillery, the Royal Corps of Signals, the Royal Logistic Corps, the Adjutant General's Corps, the Royal Army Medical Corps and the Intelligence Corps. At the time of the inspection, there were 146 female and 579 male recruits.

56. Recruits not training with one of the two ATRs are located in Sword Company, which is part of the HQ support unit. Sword Company has three sub-units: Juno platoon, dealing with recruits returning to training or needing additional skills training; Gold platoon, managing recruits with injuries or long-term illness; Hollis platoon, holding recruits unable to train and awaiting the arrival of medical notes from their general practitioner.

57. All female, adult-entry soldiers are trained at ATC(P). They comprised about 14% of the annual intake in 2012/13. Female and male recruits receive separate training and have separate accommodation. ATC(P) also trains Territorial Army (TA) soldiers who complete a two-week course. This follows the initial training, which takes place at the TA's regional training centres and was not inspected.

Overall effectiveness of welfare and duty of care

58. Outcomes for recruits are good. Over 84% of those who start training progress to phase 2 successfully. They value the strong care and support they receive from across the chain of command that provides them with an appropriate environment for the start of their Army career. Recruits respond well to the mental and physical challenges they meet throughout their training, strengthening their interpersonal and teamworking skills.

59. Recruits are safe. Safeguarding arrangements are effective and the quality of welfare and duty of care is outstanding. Recruits benefit from robust procedures to capture any concerns about their well-being or progress. The regimental review boards provide comprehensive oversight for senior officers and enable all welfare agencies to discuss individuals at risk.

60. The Commanding Officers' Council provides the cornerstone for senior level management communication and for a coordinated approach to welfare and duty of care across the ATC(P). The three commanding officers work very well together to provide a strong, accountable and comprehensive regime of supervisory care for recruits, military and civilian personnel. They have developed a linked approach to self-assessment, quality improvement and action-planning. Self-assessment and action-planning for quality improvement are highly effective and build purposefully on assessments completed by the ATRs and their training sub-units.

61. Instructors are appropriately trained and complete a thorough induction into the training environment. However, too many instructors are not sufficiently well-screened by their corps or regiments. A large number need to complete the Defence Train the Trainer or other basic qualifications courses before they can begin work at ATC(P). Support to develop instructors' skills focuses adequately on the content of the training but it does not develop instructors' pedagogic skills systematically.

62. Medical and dental provision are both excellent and provide recruits with supportive programmes and very effective care. Changes to the recruiting process have resulted in the delayed arrival of some recruits' medical records, so preventing them from participating in training for up to four weeks.

Recommendations

- Ensure Recruiting Group improves the timely communication of recruits' medical notes to reduce wastage rates further within ATRC(P) and to coordinate recruits' passage into the Army better.
- Seek ways to influence all corps and regiments so that they select the most appropriate instructors to work in initial training and ensure they have all completed qualifications before starting their tour at ATC(P).
- Develop further strategies to improve the pedagogic skills of instructors in all ATRs.

Defence Medical Services Training Group

Overall effectiveness of welfare and duty of care: Good

63. The Defence Medical Services Training Group (DMSTG) is a joint services establishment providing a wide range of training from phase 2 up to post-graduate level through two schools: the Defence School of Healthcare Training (DSHT) and the Defence School of Healthcare Education (DSHE). The Training Development Wing and Joint Support Unit support the two schools and a continuous improvement cell supports the Headquarters.

64. The Defence Medical Services Training Group is located at Keogh Barracks on the Hampshire/Surrey border. However, as part of the Midlands Medical Accommodation project, DMSTG will relocate to the Defence Medical Services Whittington, Lichfield site in early 2014. DMSTG runs 127 different courses and has an annual throughput of approximately 8,000 trainees. During the inspection, 210 phase 2 trainees were on site.

65. The DSHE provides environmental and occupational health courses and phase 2 training to student nurses at Birmingham City University. These students were visited during the inspection.

66. The DSHT provides phase 2 training for medical assistants, dental nurses and pharmacy technicians of the Royal Navy and RAF; and for combat medical technicians, dental nurses, healthcare assistants and pharmacy technicians of the Army. The largest proportion of trainees consists of soldiers joining the Royal Army Medical Corps.

67. Trainees take a common core course managed by the three services. A subcontractor, InTraining Ltd, provides support and assessment for the functional skills and National Vocational Qualification units that form part of the apprenticeships. Following their placements in a range of clinical and care settings, trainees return to Keogh barracks to complete their final single-service, service-specific training.

68. Inspectors also visited the Trainee Management Division that forms part of DSHT. The Trainee Management Division provides support for trainees who require remedial training or rehabilitation, or support and guidance on re-allocation or eventual discharge.

Overall effectiveness of welfare and duty of care

69. The quality and leadership and management of welfare and duty of care for phase 2 trainees at DMSTG are good. The overall pass rates continue to be high and the wastage rates are low. Trainees develop high levels of understanding and expertise in their chosen professional areas, alongside good levels of fitness and military preparedness.

70. Welfare arrangements for trainees, particularly those living and working away from Keogh barracks, are very strong. All staff have a clear understanding of their roles in, and responsibilities for trainees' welfare. Trainees are confident in raising academic or personal concerns with the staff in the chain of command. Trainees who have more confidential discussions with the padre, Royal Voluntary Service and unit welfare officer value highly the advice and guidance they receive. Support and management for those not in training are excellent. Trainees use their time in the Trainee Management Division to develop their study skills, recover from injury, or maintain military or clinical skills while waiting for a course or placement to start.

71. Instructors are enthusiastic and motivate trainees well to succeed. Their ability to explain the training in the context of operational situations ensures that trainees value their training. Trainees appreciate the additional time and effort that instructors often provide. Evaluations of training are thorough. However, first-time pass rate data are not routinely analysed and used to monitor trends over time.

72. Trainees have good access to the gym and physical training facilities. A very good range of sporting and leisure activities is offered and the monthly 'exercise sporting challenges' are well attended. Leisure facilities, accommodation and food are satisfactory. Maintenance of the ageing estate is adequate. However, the use of paper plates and plastic cutlery in the cookhouse has been going on for far too long and is unacceptable.

73. Officers' oversight of trainees' welfare concerns is detailed and thorough. Frequent meetings ensure that any concerns are shared with those who need to know. Senior staff are preparing particularly well for the planned move to Lichfield, with regular briefings and site visits in preparation. A new, continuous improvement cell is starting to provide a coordinated approach to self-assessment and quality improvement, although data are not analysed and used sufficiently well to identify areas for improvement or monitor trends over time.

Recommendations

- Develop the ability of staff at all levels to analyse and use data to make comparisons between different groups and to monitor trends over time, particularly regarding injury rates and first-time pass rates.
- Continue to review the short-term staffing needs of the Training Management Division, medical centre and unit welfare office to ensure that these meet trainees' needs.
- Resolve swiftly the long-standing problems with dishwashing in the catering department.
- Provide an alternative base for the welfare officer and padre at Keogh to improve trainees' access to them.

Britannia Royal Naval College

Overall effectiveness of welfare and duty of care: Good

74. Britannia Royal Naval College (BRNC) is located on a 126-acre site in Dartmouth, South Devon. It has four main training outputs: Initial Naval Training (Officer) (INT(O)); International Defence Training (IDT); phase 2 training for Royal Navy warfare officers; Through-life Command Leadership and Management training for Royal Navy officers and senior ratings.

75. Of these, the primary activity is INT(O), within which IDT is also provided. The College is commanded by the Captain BRNC, reporting to the 1* Commander Naval Core Training who in turn reports to the 2* Flag Officer Sea Training. BRNC has three senior officers under the Captain: the Commander (second-in-command), Commander Training (responsible for training outputs) and Commander Resources and Plans (responsible for finance and planning).

76. Britannia Royal Naval College provides INT(O) training for around 450 officer cadets each year. The phase 1 officer training programme comprises three 10-week phases; each entry has approximately 108 trainees. The three phases are militarisation, marinisation, and initial fleet time (IFT). IFT comprises nine weeks at sea before the officer cadets Pass Out formally. The academic aspects of the programme are delivered onsite at BRNC by Royal Navy divisional officers and lecturers from the University of Plymouth under a subcontract arrangement.

77. Britannia Royal Naval College also provides the first stage in the phase 2 training pipeline for Royal Navy warfare officers on behalf of the Maritime Warfare School. This 11-week course runs four times a year. Trainees join directly from INT(O) and are given additional college responsibilities in order to develop their character, leadership and management competencies. There were 32 trainees on the course at the time of the inspection, but this course did not form part of the inspection.

78. Most officer cadets join BRNC between the ages of 18 and 28, either after graduating from university or directly from school. Senior Upper Yardmen also join BRNC from within the service. These men and women are senior ratings with much significant experience in the Navy who have been selected to become officers. They undertake only the marinisation phase of INT(O).

79. At the time of the inspection there were 268 officer cadets on course, 108 on the militarisation phase, 82 on the marinisation phase, and 78 on IFT. The cadets in the IFT phase had just completed their time at sea and were mostly on leave and awaiting Pass Out. Of the total number of officer cadets on site during the inspection, 31 were women and 24 were identified as from Foreign and Commonwealth countries. No officer cadets were under 18.

Overall effectiveness of welfare and duty of care

80. The quality of welfare and duty of care, and the effectiveness of leadership and management at BRNC are good. Overall outcomes for cadets are high and the vast majority successfully complete their training. However, overall first-time pass rates are only adequate and are low for female cadets.

81. Cadets find their training enjoyable and challenging. They develop high-level skills in personal organisation and prioritisation, objective analysis, personal resilience, leadership and teamworking.

82. The wide range of welfare groups provide effective oversight and support for cadets. The cadet assessment groups are particularly effective at identifying the support cadets need in order to make good progress and to achieve their full potential. Arrangements to promote inclusion and equality are good but not all female cadets are aware of the Female Focus Officer and her beneficial role in the welfare network.

83. Divisional officers are particularly effective in supporting cadets, both with personal concerns and in their academic work. Cadets enjoy their academic classes but they say that while some sessions are lively and interesting, others are not. Good practice in providing training is not yet shared sufficiently well across the college.

84. Communication between staff and cadets is not always clear. Occasionally, cadets are told about changes to their programmes very late and they do not always find out about requirements for additional duties on time. Accommodation is adequate overall but much of it is in need of refurbishment.

85. Self-assessment is well-established and continuous improvement is managed well through the detailed and effective monitoring of the quality improvement plan.

Recommendations

- Make better use of the coaching and support services to improve first-time pass rates for all cadets and continue to investigate the reasons for the low first-time pass rates of female cadets.
- Implement plans to analyse cohort data to identify trends and enhance the quality of training.
- Further improve the quality of teaching by sharing best practice more effectively about how to provide lively, interesting and interactive sessions.
- Improve communication between staff and cadets so that information is provided in a timely way.
- Continue improving accommodation for cadets, particularly showers, toilets and drying facilities.
- Enhance cadets' awareness of the Female Focus Officer and her role in the welfare network.

Defence School of Transport

Overall effectiveness of welfare and duty of care: Good

86. The Defence School of Transport (DST) is located at Normandy Barracks near Beverley in Yorkshire. It is a school within the Defence College of Logistics, Policing and Administration (DCLPA) in the Army's 2 Division regional command. The School covers some 778 acres of training environment on a former airfield.

87. DST provides training for vehicle operations, road transport management and signals training services for personnel from all three armed services and selected government departments. Around 90% of students attending DST are from the Army. Training is provided in accordance with the funded Army Recruiting and Training Division (ARTD) Statement of Training Task (SOTT). The annual throughput at DST in the last training year was around 18,500, with a total trainee population of around 1,500 a day.

88. The school comprises two training wings and the school headquarters. The Driver Training Wing (DTW) focuses on phase 2 training and provides the welfare function for most trainees. Courses range from basic licence acquisition to general service driving and the transport of hazardous materials. The Advanced Training Wing (ATW) provides training for phase 3 trainees in a range of specialist vehicle courses to meet urgent operational requirements. Headquarters manages the training infrastructure and provides support functions.

89. Most phase 2 trainees arrive at DST with limited experience of service life. The annual intake of phase 2 trainees is around 3,000 students, with approximately 60 trainees joining the establishment each week. Trainees range in age from 17 to 32, with the majority at the younger end of this range. Most complete a driving licence acquisition course to gain a category B licence. They then progress to large goods vehicle category C (lorry) and lorry plus trailer category E licence training. Subsequently, they convert to general service driving. Civilian instructors provide most of the initial driver training.

Overall effectiveness of welfare and duty of care

90. The quality and leadership and management of welfare and duty of care for phase 2 trainees at DST are good. The overall pass rates continue to be high and the wastage rates are low. Trainees develop high levels of understanding and expertise in driving and managing a wide range of vehicles. They maintain their fitness and continue to develop service ethos and general military preparedness.

91. Welfare arrangements for trainees are very strong. All staff have a clear understanding of their roles and responsibilities in managing the welfare of trainees and permanent staff. Trainees are confident in raising personal concerns with their chain of command, the student focus team, the Unit Welfare Officer, the Royal Voluntary Service, or the padre.

92. Support and management for those not in training are good. Programmes of study for those not in training provide useful, wider military appreciation and knowledge. Physical fitness, health and well-being are appropriately maintained.

93. Instructors are enthusiastic and motivate trainees well to succeed. Most instructors, both military and civilian, explain the training well and energetically help trainees develop complex driving skills quickly. Trainees appreciate the additional time and effort that instructors often provide. Evaluations of training are used thoroughly and effectively to make improvements, with contributions from instructors and trainees. However, too many instructors are not sufficiently well-selected by their corps or regiment and are not fully prepared for their role at DST. Too many of them are currently taken away from DST by the ARTD to train and cover for mundane and specialist operations.

94. Senior officers' oversight of trainees' welfare is detailed and thorough. Frequent meetings ensure that any concerns are shared with those who need to

know. Senior headquarters staff have a good overview of all trainees and staff requiring additional support and they ensure its effectiveness.

95. Some work is required to improve self-assessment and focus it more on learning. Good useful data are available but they are not always analysed and used sufficiently well to identify areas for improvement or to monitor trends over time.

96. Trainees feel safe and are safe during training; they speak knowledgeably about whom they can contact for advice, guidance and support. The ethos of care and support within the chain of command provides recruits with a reassuring environment for training; e-safety and security are suitably promoted.

Recommendations

- Use data more effectively to monitor performance and analyse trends in critical areas, especially information about injuries.
- Continue with high levels of maintenance to the accommodation to ensure that any decline is managed before the new accommodation opens.
- Deal promptly with gaps in the staffing of the medical centre to maintain a continuous service.
- Use the self-assessment more effectively to improve provision for training and welfare.
- Seek ways to influence all corps and regiments so that they select the most appropriate instructors to work in initial training and make sure they have all completed the appropriate qualifications before beginning a tour at DST.
- Develop further strategies to improve instructors' pedagogic skills following their completion of the Defence Train the Trainer course and before they progress to higher-level qualifications.
- Ensure that the re-deployment or training of instructors at short notice does not disrupt or lengthen trainees' programmes at DST.

Army Training Regiment, Winchester

Overall effectiveness of welfare and duty of care: Outstanding

97. The Army Training Regiment, Winchester (ATR(W)) is a purpose-built initial training establishment just outside Winchester. In 2012, ATR(W) changed from being an Army Technical Foundation College providing a 23-week training course for junior soldiers aged between 16 and 17, to providing a 14-week training course for full-time, standard entry recruits. On completion, recruits have basic military skills and join one of the following: Royal Armoured Corps; Army Air Corps; Royal Regiment of Artillery; Corps of Royal Engineers; Royal Corps of Signals; Royal Logistic Corps; Corps of Royal Electrical and Mechanical Engineers; Adjutant General's Corps; Royal Army Medical Corps; Intelligence Corps.

98. The Regiment comprises three training squadrons of five troops each and a headquarters squadron which includes Fox troop for recruits who are rehabilitating after injuries or medical conditions. Corporal instructors provide most of the training, coaching and mentoring for recruits. As well as standard entry training, ATR(W) provides two-week courses for the reserve forces.

99. The site has purpose-built accommodation blocks and extensive sports facilities including games pitches, two sports halls, a swimming pool, squash and tennis courts, a gymnasium and well-equipped leisure facilities. Women account for around 13% of recruits. They are trained separately from male recruits and have their own accommodation. The throughput planned for the current year is 1,360 standard entry recruits, comprising 34 troops and 880 Territorial Army soldiers. At the time of the inspection only 71 recruits were on site, most of whom were in the early stages of their training.

Overall effectiveness of welfare and duty of care

100. Outcomes for recruits are good: on average, 88% of recruits who start training progress successfully to phase 2. Some recruits and troops struggle to pass tests and assessments the first time. Effective coaching from instructors and excellent specialist support for those who need it ensure high overall pass rates. Injury rates appear to be declining and the majority of recruits return to training successfully.

101. Changes to the recruiting process are beginning to cause problems at the start of the recruits' courses if the arrival of medical records at ATR(W) is delayed. Recruits cannot participate in training if these records are not available and ATR(W) does not have a holding troop where it can place such recruits.

102. Recruits settle quickly into their new environment, understanding and embracing the values of the Army and the responsibilities that come with being in the Armed Forces. They support each other well and respond positively to the physical and mental challenges of training.

103. The quality of welfare and duty of care is outstanding. The recruits feel particularly well supported by their corporals and the chain of command and are very confident about raising concerns they might have, knowing they will be treated fairly and with respect. Officers have good awareness of 'new' trends in welfare issues such as 'pay-day loans' and are linking well to local agencies to support recruits experiencing debt. Recruits have a very good awareness of other sources of support, such as the padre, the scripture reader and the Royal Voluntary Service, to whom they can turn if needed. In the early stages of training, instructors escort recruits throughout the day and so they are unable to have free access to the Royal Voluntary Service facilities without going through the chain of command. They can make telephone contact with the padre at any time.

104. Physical training facilities are excellent, as are the welfare and leisure facilities. These provide a welcoming environment and free WiFi. Medical and dental services are excellent and particularly good support is provided for those with medical conditions or injuries that disrupt training. Accommodation is satisfactory, although some blocks have inefficient and ineffective hot water systems.

105. The chain of command, officers and welfare staff are watchful and vigilant about the welfare of recruits. They discuss individual cases frequently, although the performance support register does not always reflect a recruit's most recent status.

106. The Regiment has excellent leadership and a very strong culture of continuous improvement, exemplified by the innovative investigations into training injuries and a new study into information-sharing with phase 2 establishments. The effective command development week, internal validation processes and very active use of the quality improvement action plan underpin the constant focus on improvement. The independent advisory panel provides further insights into the effectiveness of welfare and duty of care.

Recommendations

- Ensure that Recruiting Group improves the timely transfer of recruits' medical notes so that recruits are not delayed in starting their training.
- Ensure that the performance support register contains up-to-date, accurate information on the welfare of recruits.
- Review recruits' lack of unescorted access to the Royal Voluntary Service facilities during the early stages of their training.
- Improve the supply of hot water in all the accommodation blocks.

11th (Royal School of Signals) Signal Regiment

Overall effectiveness of welfare and duty of care: Good

107. 11th (Royal School of Signals) Signal Regiment provides phase 2, phase 3 and supervisory training for Royal Signals. The Regiment is based within the Defence School of Communications and Information Systems at Blandford Camp in Dorset. Blandford Camp is not a dedicated training base: a number of other units, organisations and headquarters are also located on the camp, which has a population of around 3,000 service personnel and dependants.

108. Phase 2 trainees are organised into squadrons, based on their career employment qualification trade group. The squadrons manage both the supervisory care and the instruction of trainees. There are 134 different types of course for phase 2 trainees, phase 3 soldiers, supervisors and officers. In addition, regimental personnel provide training to other cap badges across the Army in subject areas such as cryptographic accounting.

109. The Regiment is also the centre for excellence for Royal Signals command leadership and management courses. These are aimed at potential junior non-commissioned officers (NCOs), senior NCOs and warrant officers. In addition, the Regiment runs troop commander, captain and squadron commander courses. At any time, approximately 650 phase 2 trainees will spend anything from four to 12 months in training, depending on their course.

Overall effectiveness of welfare and duty of care

110. The overall effectiveness of the welfare and duty of care provision for trainees is good. Management of welfare and duty of care is robust and staff know their trainees well. The management of trainees deemed to be at risk is good, with frequent reviews and case meetings. These include all relevant personnel.

111. Overall pass rates remain high, and at 100% are outstanding on the communications systems basic recruit and the electricians' basic recruit courses. Wastage rates are low and have fallen over the past few years. Trainees report that they feel safe and receive fair treatment. Safeguarding for trainees under 18 is robust. Promotion of personal e-safety is satisfactory.

112. Training is appropriately structured, although trainees say that aspects of their induction are boring and rely too heavily on PowerPoint presentations. However, they find their practical training is particularly enjoyable and that instructors are knowledgeable and supportive. Literacy and numeracy support is good.

113. Trainees receive appropriate preparation for their training with the Regiment before they arrive, through a series of talks from phase 2 staff in their phase 1 establishment and a short visit to Blandford towards the end of their initial training. However, trainees who came from the Army Foundation College, Harrogate, report that they had fewer visits than others.

114. Food is good and nutritious with a reasonable range provided for healthy eating and vegetarians. Accommodation for trainees is satisfactory, although the buildings are old and need refurbishing. WiFi access is good in most blocks. However, the slow repair and maintenance of old water boilers can leave accommodation blocks without heating and hot water. Laundry facilities are good.

115. Leisure amenities are good and a wide range of enrichment activities in the evenings further improves trainees' understanding of topics such as e-safety, drug misuse and alcohol awareness. The physical training programme is well structured and progressive. There are many improved facilities, although the long-planned hall for weight training and other cardiovascular activities has yet to be built.

116. Medical, dental and rehabilitation facilities are good and the provision meets the needs of trainees and staff well. Trainees get prompt attention when they need it from highly experienced staff. However, because the number of administrative staff has been reduced, qualified medical personnel are used inappropriately to carry out clerical duties.

117. Self-assessment is effective and appropriately self-critical. Quality improvement is also effective, although the quality improvement action plan is overly detailed and does not include actions to maintain strengths.

Recommendations

- Complete planned building projects to provide better facilities for trainees and staff.
- Ensure that vetting and barring checks are undertaken on all staff and that they complete the Defence Train the Trainer course before they arrive.
- Develop the pedagogic skills of all instructors who have completed the Defence Train the Trainer course to enhance further their skills as instructors and tutors.
- Ensure that the quality improvement plan incorporates all aspects of improvement, including strengths, with a clear focus on trainees and their learning.
- Provide appropriate administrative support to all clinicians so that they can focus on medical activities.

25 Training Regiment, Royal Logistic Corps

Overall effectiveness of welfare and duty of care: Good

118. 25 Training Regiment, Royal Logistic Corps is based at Princess Royal Barracks, Deepcut, in Surrey. The Regiment is part of the Defence Logistics School (DLS), one of five schools within the Defence College of Logistics, Policing and Administration (DCLPA). Plans are in place for the Regiment to move to Worthy Down in 2018.

119. The Regiment takes recruits from Army phase 1 training establishments, including Pirbright, Winchester and Harrogate and manages their logistics-specific trade training and military training. The Regiment has three sub-unit squadrons: 109 Training Squadron takes responsibility for the overall management of welfare and duty of care for trainees throughout their time in phase 2; 85 Training Squadron manages the continuation training, Basic Close Combat Skills exercise and Military Annual Training Test for phase 2 trainees and runs the Command Leadership Management courses for the Regiment; 73 Training Squadron, based at Marchwood in Southampton, provides maritime-related courses. Specific trade training takes place in one of the many training schools that make up DCLPA. The Deepcut Support Unit takes responsibility for the site infrastructure, recreational and sports facilities, and the management of welfare staff and the padre.

120. The former Adult Learning Inspectorate inspected 25 Training Regiment, Royal Logistic Corps in 2005 and 2006, with further inspections by Ofsted in 2008, 2010 and January 2013. Overall effectiveness was satisfactory or adequate at all of these inspections. The Regiment has restructured and the current commanding officer has been in post for just over a year. There were 59 trainees on site at the time of inspection, of whom 12 were women; 28 trainees were from Foreign and Commonwealth countries and 21 were under 18.

Overall effectiveness of welfare and duty of care

121. Outcomes for trainees are good. The vast majority of trainees complete their trade training successfully. However, senior staff do not use data sufficiently well to evaluate and investigate differences in first-time pass rates among groups of trainees. Morale is high among staff and trainees.

122. The quality of arrangements for welfare and duty of care is good. Trainees feel well supported and are encouraged to reflect on how well they develop their personal, trade and military skills. Staff in the troops encourage trainees to speak to them should they have any concerns that might affect their learning of new skills. Trainees feel that all those in the chain of command will treat them fairly and with respect. Those who have had support from the welfare staff and the padre found their advice and guidance helpful. Trainees with specific learning difficulties are starting to receive better personal support.

123. Trainees talk confidently about the positive changes and improvements made in the past year to the continuation training programme, the accommodation blocks and the food. Many were involved in re-decorating the blocks, along with permanent staff, and they have a sense of pride and satisfaction in improving their environment. Effective communication from senior staff ensures that trainees are aware of planned further improvements. Sports and leisure activities are suitably varied and trainees have good access to the well-equipped gym. Medical and dental services are good.

124. The chain of command, officers and welfare staff have a clear understanding of any welfare, personal and medical problems that affect trainees' ability to succeed in their training. The planning of training is sufficiently flexible to take account of individual circumstances. Good communications and good information-sharing ensure that trainees know what will happen and when. Staff involved in training and welfare are kept appropriately informed.

125. Strong leaders promoting a culture of continuous improvement have dealt successfully with most of the areas for improvement identified at the previous inspection. Effective quality improvement plans and a self-critical approach to self-assessment provide a solid basis for further improvement.

Recommendations

- Ensure that the recording, analysis and use of data are effective in identifying trends and variations between different groups, and provide staff with sufficient training to understand and interrogate the data to identify areas for improvement.
- Further improve the support for those with specific learning difficulties by securing a learning support officer and implement plans to provide functional skills training effectively.
- Ensure that the medical centre provides the services of a registered nurse.
- Improve the staffing and processes to support continuing personal and professional development of instructors.
- Ensure that the proposed improvements to the drainage and sewage systems are carried out in a timely way and continue with the appropriate and timely maintenance of the ageing infrastructure.

Royal Military Academy Sandhurst

Inspection monitoring visit

126. Senior staff at the Royal Military Academy Sandhurst have made good improvements to provision since the previous inspection. A culture of continuous improvement is now both better understood and more important across the establishment. The quality improvement action plan is now recognised as a critical tool and is used in recording and tracking improvements. The process of self-assessment has improved significantly. Senior staff recognise the need to focus self-assessment more on the impact on officer cadets and less on peripheral matters.

127. The use and analysis of data from across the Academy have much improved with the introduction, since the previous inspection, of the Commandant's information requirements (CIR). Detailed and specific data, required as part of the CIR, cover a wide range of management information specifically related to the performance of all trainees and staff across the Academy. Significant work has been done to monitor officer cadets' performance through training and to look at first-time pass rates, overall success and the factors influencing retention and wastage.

128. At the previous inspection, the Academy's virtual learning environment (VLE) was underdeveloped; it is now fully operational. It provides a good range of useful materials to enhance learning, and to support welfare and duty of care. Although staff recognise that there is more work to be done to improve the VLE still further, it is becoming an increasingly important source of information and an effective communication tool across the Academy.

129. At the previous inspection, welfare and duty of care was adequate. The operational management of welfare and duty of care met the requirements to record and track personal concerns relating to individual officer cadets. However, it was not sufficiently comprehensive to link together all aspects of concern or risk for all officer cadets throughout their time at the Academy. The operational and strategic management of welfare and duty of care are much improved and are now very strong. The supervisory care directive and Commander's risk assessment have been updated and better reflect the expectations of officer cadets and the responsibilities of permanent staff.

130. Instructors continue to arrive with extensive operational knowledge and experience of teaching and training. Most have completed the Defence Train the Trainer course and have had time to hone their coaching and instruction skills. On arrival at the Academy, all complete the Defence Train the Trainer course again and receive additional support in understanding the training methodologies and facilities available in the Academy. The coaching advisory team identifies training needs, and provides support and help for instructors to improve their coaching and instruction skills further. The team conducts frequent observations of taught sessions. However, the observations result in only a tick-box observation report, heavily focused on instructors' activity rather than on the impact of that activity on the learners.

RAF Honington (RAF Regiment)

Overall effectiveness of welfare and duty of care: Good

131. RAF Honington (RAF Regiment), based in Suffolk, is home to the RAF Regiment Training Wing which provides recruit training for trainee gunners at phase 1 and phase 2. The establishment is also responsible for training phase 3 recruits and junior officers at phase 2 and phase 3, although these courses were beyond the scope of this inspection. RAF Regiment gunners provide the Force Protection on the ground for the RAF. The training is conducted by Regimental Training Squadron (Basics), within the Training Wing. Recruits take about 32 weeks to complete their training before joining the Regiment as a gunner. Each training course musters with approximately 48 recruits. The Regiment trains only men. At the time of the inspection, there were 133 recruits, two of whom were under 18.

132. For administrative and support purposes, recruits are divided into flights. Regimental Training Squadron (Basics) consists of four training flights, with the rehabilitation (Habbaniya) and the dispersal (Cassino) flights currently under Support Wing. An officer, supported by two sergeants, manages each flight. Ofsted last inspected the welfare and duty of care provision at RAF Honington (RAF Regiment) in February 2012.

Overall effectiveness of welfare and duty of care

133. Outcomes for recruits are good. Pass rates for phase 1 training are high and have improved slightly since the previous inspection. Wastage rates have continued to decline, and first-time pass rates are adequate. Pass rates from phase 2 training are adequate overall, but low for some cohorts. More detailed analysis of data needs to be carried out so that senior staff fully understand the trends in pass rates for phase 2, and gain a clearer understanding of exactly which elements of phase 2 training present the greatest difficulty for recruits.

134. Recruits make clear and rapid improvements in their interpersonal, military and social skills, and in their self-confidence. During their phase 1 training, recruits develop strong teamworking skills and display high levels of loyalty to and pride in their flight and the Regiment. Management of recruits' physical fitness, health and well-being is good. Recruits feel safe and are safe during training. Functional skills development is good, with a very high proportion of recruits achieving level 2 passes in English and mathematics.

135. Staff show high levels of commitment to recruits. The recruits are secure in the knowledge that they always have someone they can turn to when they need to. Training Wing provides effective management of under-18s and good communication is maintained with their parents and families. All recruits are encouraged to maintain close links with their families and loved ones during their time at Honington. A good level of specific support is given to any care leavers among the recruits; for example, ensuring that their accommodation needs are met when they are on leave.

136. Access to medical and dental care is good, both within and outside working hours. However, the medical block is cramped and unfit for purpose.

137. The standard of sleeping accommodation is adequate. Physical training resources are of a very good standard and a new swimming pool, due to be opened in the summer of 2014, will add to these. Staff are very well-qualified and have a thoughtful approach to ensuring that recruits achieve a high degree of fitness without the risk of injury.

138. Strong and effective communications on welfare and duty of care matters exist within Training Wing and across the establishment. Training Wing, in conjunction with Support Wing, provides clear lines of strategic and operational management of welfare and duty of care matters. Training Wing's self-assessment is thorough; quality improvement planning is inclusive and highly effective.

Recommendations

- Continue the good practice of holding group meetings of recruits to enable them to give feedback on aspects of their training, and develop the use of small focus groups of recruits to make the results of questionnaires clearer.
- Resolve the security problems relating to tablet computers swiftly so that recruits can use them to consolidate and extend their learning and improve their knowledge of welfare matters.
- Improve the quality assurance of training further by ensuring that observations focus more thoroughly on recruits' learning, and that instructors receive constructive, individualised feedback.
- Ensure that the relatively small number of recruits in Casino Flight who are leaving the service early receive a bespoke programme that provides them with meaningful activities and supports the development of employability skills.
- Ensure that plans to replace the ageing and cramped medical and dental facility are carried through according to the planned timescales.
- Work with contractors to secure lasting solutions to the persistent problems of supplying heating and hot water in the accommodation blocks.

Annex A: Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections.

Establishment	Service	Overall effectiveness	Outcomes for recruits and trainees	Quality of welfare and duty of care	The effectiveness of leadership and management
Army Training Centre, Pirbright	Army	Outstanding	Good	Outstanding	Outstanding
Defence Medical Services Training Group	Defence	Good	Good	Good	Good
Britannia Royal Naval College	Royal Navy	Good	Good	Good	Good
Defence School of Transport	Defence	Good	Good	Good	Good
Army Training Regiment, Winchester	Army	Outstanding	Good	Outstanding	Outstanding
11 th (Royal School of Signals) Signal Regiment	Army	Good	Good	Good	Good
25 Training Regiment, Royal Logistic Corps	Army	Good	Good	Good	Good
RAF Honington (RAF Regiment)	Royal Air Force	Good	Good	Good	Good
Royal Military Academy Sandhurst	Army	n/a			

Annex B: Inspection dates

Establishment	Inspection end dates
Army Training Centre, Pirbright	12 September 2013
Defence Medical Services Training Group	12 September 2013
Britannia Royal Navy College	03 October 2013
Defence School of Transport	03 October 2013
Army Training Regiment, Winchester	03 October 2013
11 th (Royal School of Signals) Signal Regiment Blandford Camp	21 November 2013
25 Training Regiment, Royal Logistic Corps	21 November 2013
Royal Military Academy Sandhurst	16 January 2014
RAF Honington (RAF Regiment)	23 January 2014

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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