

Welfare and duty of care in Armed Forces initial training

Ofsted's report to the Minister of State for the Armed Forces

Published: May 2016

Reference no: 160028



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Ministerial foreword

We are, rightly, deeply proud of our Armed Forces and confident that the training they receive is world class in an increasingly changing and uncertain world. We need to give our people the right skills and training to face any challenge that they may be asked to tackle, wherever that may be. We also need to continue to integrate our Reserve and regular Service personnel, through a whole-force approach, to enable them to work together, seamlessly.

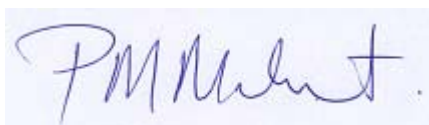
The importance of initial training cannot be understated and is the cornerstone of our Defence people capability. Initial training also lays the foundation on which our young men and women progress and build successful careers into the future. Consequently, the provision of excellent welfare and duty of care during this period plays a vital part in establishing a positive culture and significantly aids the smooth transition into life in the Armed Forces.

Her Majesty's Inspectors have focused on initial training for both regular and Reserve personnel this year, making graded judgement about care and welfare in six regular and seven Reserve establishments.

I am pleased that all establishments visited by Ofsted have undergone a rigorous independent assessment of their effectiveness for the provision of welfare and duty of care arrangements and all have been graded either good or outstanding. This continues the trend of year-on-year improvement and reaffirms our enduring commitment to achieving the very best for our recruits, cadets and trainees.

We recognise that areas for continuous improvement remain. In regular training, accommodation and infrastructure management require further investment. For the Reserves, ensuring that preparation in common with their regular counterparts needs to be consistent.

I am grateful to Her Majesty's Chief Inspector and his team for providing this eighth report, which provides a valuable, independent assessment of initial training in the Armed Forces.

A handwritten signature in blue ink, appearing to read "Penny Mordaunt", is displayed on a light blue rectangular background.

Penny Mordaunt MP
Minister of State for the Armed Forces

Preface

This is Ofsted's eighth annual report on the effectiveness of welfare and duty of care arrangements for recruits and trainees in Armed Forces initial training. I should like to thank the Ministry of Defence, the training headquarters and the training establishments inspected for their cooperation throughout the year.

The findings in this report demonstrate again that recruits' and trainees' lives are improved, and their preparation for military life enhanced, by maintaining a sharp focus on their welfare and care.

Many aspects of welfare and care in the establishments inspected between September 2015 and February 2016 showed improvement, and it is very encouraging to see that no establishments were judged to be less than good.

Two establishments became outstanding for all aspects of welfare and care for the first time this year: Army Training Regiment, Winchester; and the Officer and Aircrew Cadet Training Unit, RAF Cranwell. However, the Commando Training Centre, Royal Marines, dropped from outstanding at its previous inspection to good this year.

Three of the regular establishments maintained their good overall effectiveness judgements from previous inspections: the Royal School of Military Engineering Group; the Recruit Training Squadron, RAF Halton; and the Defence College of Healthcare, Education and Training.

Following an ungraded pilot visit to an Army Reserve training establishment last year, for the first time Her Majesty's Inspectors (HMI) carried out six graded inspection visits to Reserve establishments across the Armed Forces this year. Reflecting the scale of each of the Services, inspectors visited four Army Reserve training establishments, one Royal Navy Reserve training establishment and the Royal Air Force Reserves recruit training course at RAF Halton. In addition, HMI visited one Army Reserve Centre. All seven inspections resulted in judgements of good for the overall effectiveness of welfare and care of Reserve recruits.

The regular establishments visited this year show an improving trend in many aspects of care and welfare, but it is disappointing to note that several areas for improvement have featured in my previous reports across a number of years.

One of my key recommendations has consistently been to improve the overall success rates and first-time pass rates in initial training. To do this, leaders must see that staff analyse data closely and make useful comparisons between the progress and success of different cohorts and groups of recruits or trainees. This year's reports show that there is still work to be done to ensure that all recruits and trainees have the best chance of success in their training. Where leaders have focused closely on the factors that underlie data, and on feedback from staff and recruits, outcomes improve and wastage rates decline.

Messing arrangements, including simple measures to prevent infection and illness through proper hand cleansing, require improvement in some establishments. Also, if recruits and trainees are to maintain strength and stamina in the face of demanding physical training regimes, clearly they must have enough time to eat and they must have a good range of dietary choices available to ensure fitness and well-being. This is not the case in some establishments.

Infrastructure and maintenance problems in some establishments have had a detrimental impact on recruits' and trainees' welfare. In some instances, this has contributed to a decline in inspection outcomes. For example, in the Commando Training Centre, Royal Marines recruits have been living in inadequate accommodation. Contractual management of repairs and refurbishment is ineffective, resulting in accommodation and facilities that are not fit for purpose.

Effective self-assessment and quality assurance lie at the heart of improvements in this year's inspections. As in previous years, the most successful training establishments are those where a culture of reflection, evaluation and careful improvement planning is well established.

Leaders in outstanding establishments support staff in recognising and sharing good practice in welfare and care, and in improving teaching, training and learning.

For Reserve training, a number of striking similarities emerge in recommendations for improvement across establishments and Forces. These include improvements needed in the preparation of Reserve recruits for training, in the reporting and recording of training progress, and in the attention to Reserve recruits' areas for development following training courses. Parent units, Reserve squadrons and Reserve training establishments need to communicate more effectively and frequently in order to meet Reserve recruits' welfare and training needs.

Reserve recruits too often arrive for training without the level of mental and physical preparation necessary to ensure that their experience is positive and successful. In a concerning number of cases, Reserve recruits are sent to attend training courses without the correct kit. Particularly pressing is the need to ensure that medical checks are up to date and that staff check every Reserve recruit's medical status fully and carefully at the start of training courses. In order that Reserve recruits can make rapid and sustained progress during and after initial training courses, arrangements to ensure that they reflect on their training experiences and progress require improvement.

I hope that leaders and staff will deal quickly with these common weaknesses in the preparation of Reserve recruits for service.

This annual report provides key findings and clear recommendations for the Armed Forces in both regular and Reserve initial training. These findings and recommendations provide a clear agenda for further improvement that I hope will direct activity in the coming year.

A handwritten signature in black ink that reads "Michael Wilshaw". The signature is written in a cursive style with a large initial 'M' and a long, sweeping tail.

Sir Michael Wilshaw
Her Majesty's Chief Inspector, Ofsted

Background

This is Ofsted's eighth annual summary report into welfare and duty of care in Armed Forces initial training. Ofsted inspects the welfare and duty of care in phase 1 and phase 2 training. Phase 1 is the general introduction to military life, while phase 2 covers the more technical and professional skills required of members of the Armed Forces. The report reflects the improvements in welfare and care in many regular Armed Forces establishments and the increased importance of Reserve personnel to each of the three Armed Forces.

This report draws on evidence from six inspections of regular forces' training establishments, six inspections of Reserve forces' training establishments, and one inspection of an Army Reserve regiment. One establishment, RAF Halton, was visited twice for inspections of both regular and Reserve training. Inspectors visited the 12 training establishments between September 2015 and February 2016. Annexes A and B provide further details.

During 2014/15, inspectors made initial ungraded visits to Reserve training establishments. This year, they made graded visits to a wider selection of Reserve training establishments, as well as one visit to an Army Reserve regiment (or 'parent unit'). During modular and consolidated training, Army Reserve recruits leave their parent units to attend Reserve training establishments.

Ofsted's detailed inspection remit (Annex C) 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 requirements 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.

Of the 12 training establishments visited during 2015/16:

- three were initial training establishments providing training for regulars and Reserve forces (ATC (P), RAF Halton and HMS Raleigh)
- three were Army training units providing Reserve training (ATU (NW), ATU (NE), ATU (Wx))
- one provided phase two training for Army regular forces at a number of sites (RSME Group)
- one was an Army Reserve regiment (266 Squadron RLC)
- one provided RAF officer cadet training (OACTU)
- two provided initial training for regular recruits (ATR (W), CTCRM)
- one was a defence establishment (DCHET).

Inspectors visited a greater number of Army training establishments, reflecting the larger size and scale of this Service compared with the Royal Navy and Royal Air Force (RAF). Eight training establishments inspected were Army, two were Royal Navy and two were RAF establishments. RAF Halton received two visits: for Reserve recruits and for regular recruit training. DCHET is a defence establishment.

Each regular training establishment received no more than 24 hours' notice of its inspection visit; Reserve training units received around one week's notice and 266 Squadron RLC, the Reserve 'parent unit' received two weeks' notice. Inspections lasted for one or two days, according to the size of the establishment and the numbers of recruits attending courses. Inspectors applied the principles in Ofsted's 'Common inspection framework' (2012) contextualised for the Ministry of Defence to guide the inspection.¹

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.

¹ The common inspection framework sets out the principles that apply to the inspection of post-16, non-higher education and training. It meets the requirements of the Education and Inspections Act 2006. The establishments were inspected against the 2012 'Common inspection framework', contextualised for the Ministry of Defence; 'Common inspection framework for further education and skills' (090106), Ofsted, 2012; www.gov.uk/government/publications/common-inspection-framework-for-further-education-and-skills-2012.

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

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

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

Key recommendations for improvement

Regular training

- Improve messing arrangements for recruits and trainees by:
 - ensuring that training sessions do not overrun and that recruits and trainees have sufficient time to eat all meals
 - improving management of contractors so that recruits and trainees have access to the full range of available food options throughout meal breaks, so that healthy food options are more prominently displayed in all establishments, and so that service is consistently good at all mealtimes
 - improving and/or better managing sanitary facilities at mess entrances to reduce queues and ensure that all recruits and trainees cleanse their hands before eating.
- Improve overall success rates and first-time pass rates, and monitor success of recruits, trainees and cadets closely to identify early any trends in dropout or completion by particular trades, cohorts or identifiable groups.
- Improve pipeline management² in phase 1 and phase 2 Army establishments so as to reduce the numbers of soldiers not under training.
- Urgently review and improve infrastructure contract management and, where possible, allow establishment staff to take greater control over repairs, maintenance and refurbishment work so that all recruits, trainees and cadets can live in accommodation that is fit for purpose.
- Ensure that all recruits, trainees and cadets at all establishments have adequate access to wi-fi at a reasonable cost, and have clearer information in joining instructions about mobile telephone signals, so that they can maintain good contact with families and friends, and so that they can carry out research to support learning.
- Improve self-assessment processes and reporting to make them more evaluative and ensure that they take full account of factors in risk registers and of risk recording. Ensure that all establishments are evaluating adequately the effectiveness of welfare and care arrangements through clear impact assessment.
- Maintain adequate safeguarding of under-18s at all establishments, particularly by controlling access to gambling machines in social areas.

² Pipeline management refers to the management and scheduling of training allocations through phases 1 and 2.

Reserve training

- Improve the physical and mental preparation of Reserve recruits by parent units and Reserve squadrons, so that all Reserve recruits arrive at training courses with a good understanding of what will be required of them.
- Ensure that parent units, Reserve squadrons and Reserve training establishments communicate more effectively about recruits' progress, well-being and training needs before, during and after training courses.
- Review recruitment processes and course allocations to make sure that every course can run with numbers that ensure a meaningful and effective training experience.
- Urgently review and improve medical check and assessment processes; ensure that medical checks and assessments are not carried out too far in advance of training to be reliable, and ensure that Reserve recruits' medical status is adequately checked at the start of each training course.
- Ensure that all Reserve squadrons and parent units supply Reserve recruits with the full, correct kit for training.
- Introduce arrangements that allow Reserve recruits a meaningful opportunity to record and reflect on their progress across and between training courses.
- Ensure that supervisory care directives at all training establishments take better account of Reserve recruits' needs and fully evaluate any risks to their welfare.
- Provide staff running weekend training courses with access to the training and finance management information system (TAFMIS) or other systems through which they can retrieve information about Reserve recruits under their care.

Detailed findings

The progress made by establishments since their previous inspections

Establishment	Overall effectiveness 2015–16	Previous grade(s)
Regular establishments		
Army Training Regiment Winchester (ATR (W))	1	1 (2 for outcomes)
Royal School of Military Engineering Group (RSME Group)	2	2
Recruit Training Squadron, RAF Halton	2	2
Officer and Aircrew Cadet Training Unit (OACTU), RAF Cranwell	1	1 (2 for self-assessment)
Defence College of Healthcare Education and Training (DCHET), Defence Medical Services, Whittington DMS (W)	2	2 (inspected as DMSTG)
Commando Training Centre Royal Marines (CTCRM)	2	1
Reserve establishments		Not previously graded
Army Training Centre (Pirbright) D Company Army Reserve Training	2	
Army Training Unit North East Phase 1 Alpha Training Reserves	2	
Royal Naval Reserves – Initial Naval Training (INT), HMS Raleigh	2	
Royal Air Force Reserves – Basic Recruit Training Course (R), Part 2, RAF Halton	2	
Army Training Unit Wessex Phase 1 Alpha Training (Reserves)	2	
ATU (NW) – Phase 1 Alpha Training (Reserves)	2	
266 (Southampton) Port Squadron RLC – Southampton (Blighmont Army Reserve Centre)	2	

Outcomes for recruits and trainees – regular training establishments

1. Overall success rates for phase 1 regular training have been maintained at high levels or have risen since the previous inspections. At a number of the establishments inspected, overall success rates have continued to rise against a background of increased training volumes. At ATR (W), for example, the number of recruits passing out (completing training) increased from 858 in 2013/14 to 950 in 2014/15, although success rates overall remained at around 85%. At RAF Halton, a similar picture emerges. In 2011/12, 1,057 recruits successfully completed, rising to 1,479 in 2014/15, and success rates remain at over 94%. The completion rate at CTCRM remains lower than in other phase 1 establishments, at around 61%, as at previous inspections. This lower rate reflects the intensely physically demanding training that recruits undertake and the higher levels of medical discharges.
2. Very high success rates have been maintained during a time of considerably increased officer cadet numbers at OACTU, where the number of cadets passing through training increased from 150 in 2011/12 to 415 in 2014/15, with success rates remaining at around 97%. At the various RSME Group phase 2 training establishments, overall pass rates for trainees are outstanding, with most courses at or close to 100%.
3. Despite increases in overall success rates at most establishments, first-time pass rates (FTPRs) in phase 1 training have not always risen uniformly between training cohorts or across years. At ATR (W), for example, FTPRs have ranged between 77% and 94% across cohorts in the past year. At RAF Halton, FTPRs have ranged between 73% and 98% for courses during the past year, with the variation in FTPRs being pronounced between different trade groups; for example, logistics trades are less likely to pass first time compared to other trades. At RSME Group, data is now analysed to identify variations in FTPRs and overall pass rates between different groups and cohorts. Although data analysis is at an early stage, it has begun to have a positive impact on the identification of strengths and areas for improvement in pass rates and success rates. At ATR (W), excellent tracking of recruits and analysis of data show that recruits are successful in the next stage of their military careers, with more than 98% of recent intakes successfully completing phase 2 training.
4. At phase 1 establishments, the vast majority of recruits make a successful transition from civilian to military life, developing good basic military skills. At ATR (W), thoughtfully structured training instils strong military skills and engages recruits fully. At RAF Halton, an effective three-day, pre-recruit training course, taken approximately six weeks before recruits start phase 1 training, prepares them well for their basic training. Recruits at CTCRM gain significantly in military knowledge and skills, physical strength, resilience, determination, self-discipline and team working. All recruits also undertake an apprenticeship in public services during their training, and the success rate on

the apprenticeship programme is high. At OACTU, officer cadets and their families are introduced very well to the course through a well-structured family day held before the training starts.

5. For phase 2 trainees, at DMS Whittington and at RSME Group, the large majority make a successful transition from phase 1 to phase 2, while maintaining their basic military skills. Trainees also develop good interpersonal skills and demonstrate high standards of conduct throughout their training. At RSME Group sites, where a successful fixed mastery, variable time approach was in place, trainees are confident, mature and reflective. The trainees are proud of their Army service and described lucidly and fluently the particular military, trade and musical skills they had developed. At DMS Whittington, trainees benefit from good introductions to phase 2 training. Army recruits undertake a well-structured visit to DCHET, and DCHET staff visit Royal Navy and Royal Air Force phase 1 establishments, before training starts. However, a small minority of Army trainees receive inaccurate information about the new defence medic course before they arrive because recruitment staff do not publicise the changed course content and demands adequately.
6. Officer cadets at OACTU successfully improve their English and mathematics skills in ways that prepare them well for their careers. For trainees at DMS Whittington, however, the development of their English and mathematics skills requires improvement, particularly in terms of their achievement of functional skills qualifications at level 2.

Outcomes for recruits and trainees – Reserve training establishments

7. Reserve recruits bring a wide range of varied life experiences and skills to their training. Many have professional roles, with high levels of academic and professional qualifications. Recruits in all the Armed Services are enthusiastic and dedicated, willing to spend their spare time away from their families to work and train as Reserves.
8. In Army Reserve establishments, the numbers of recruits attending either modular or consolidated courses vary considerably, with numbers attending often significantly below those expected. At every establishment visited, the number of Army Reserve recruits who start individual modules continues to be below the planned number for each course. For many Army Reserve recruits, their failure to attend results from a problem at home or at work that prevents them being able to get away for a weekend. Although a potential concern for the training teams, flexibility in numbers is a planned expectation of Army Reserve recruit training. Across all Alpha course training in 2014–15, only 5% of Army Reserve recruits failed to complete their training because of injury or withdrawal from training.
9. Almost all Army Reserve recruits who attend modular or consolidated courses complete their training. The only exceptions tend to result from illness, injury or

a significant personal problem that requires a recruit to return home during training. In the year to date (2015–16) at ATU (NE), 7% of Reserve recruits have not yet completed their training because of injury, other complications or withdrawal from training. At ATU (Wx), around 70 Reserve recruits attended Phase 1 (Alpha) courses during the whole of 2014–15, around a quarter of the maximum planned capacity. In the current year, the number attending has remained low, and proportionately lower than in 2014–15. At ATU (NW), around 5% of recruits who did not attend courses during the year to date gave no reasons for their non-attendance. The establishment conducts good recording and analysis of non-attendance or dropouts from courses where the reasons are known.

10. Only a relatively small number of Royal Naval Reserves recruits have completed the entire training package for Reserve personnel since February 2014, compared with the targets set. The time it takes Reserve ratings to complete their Reserve training ranges between five and 22 months; for officers it is between 12 and 43 months.
11. Overall pass rates for RAF Reserve recruits at RAF Halton are high and have averaged 96% for the past three years. Very few Reserve recruits drop out of the training course. Those who do leave generally do so because of problems unrelated to the course.
12. Army Reserve recruits at ATC (P) enjoy the training greatly. They find it exhausting but invigorating to learn new and very different skills from those used in civilian life. Recruits at ATU (NE) express very high levels of satisfaction with their training.
13. Reserve recruits master new skills quickly and work together impressively, sharing experiences and insights to help each other. During the initial naval training (INT) weekend at HMS Raleigh, for example, four of the 34 Reserve recruits in training had previous military experience. They shared their experience well with those who had no naval experience and helped to broaden fellow recruits' understanding and skills. Good support from more confident Reserve recruits at ATU (Wx) helped the less experienced recruits learn and develop skills, for example during the initial stages of a weapons-handling session. On the basic recruit training course at RAF Halton, the vast majority of Reserve recruits were working well beyond the skills and experience they brought to the course, but were content and well supported to do so. Most progressed quickly during sessions, for example, grasping the fundamentals of dismantling, cleaning and reassembling a rifle. Army Reserve recruits at ATU (NW) developed good levels of confidence in a short time. The recruits recognised and valued the good coaching and the support they received in training sessions and during downtime.

Impact and effectiveness of arrangements for welfare and duty of care – regular training establishments

14. Permanent staff at most establishments quickly identify any difficulties faced by recruits or trainees. Staff in all establishments strike a good balance between meeting recruits', cadets' and trainees' individual needs and promoting the standards required for them to complete their training successfully. Training, medical and welfare staff rapidly share information about recruits' circumstances and needs, and observe appropriate levels of confidentiality. Any significant welfare needs or challenging personal circumstances are carefully recorded by training, troop or flight staff in risk registers, which are usually maintained diligently. Such concerted and effective action, for example at ATR (W), results in welfare needs being identified accurately, and dealt with promptly and effectively. At CTCRM, a wide network of professionals works closely together to ensure that recruits receive a coordinated programme of support. Such professionals include the unit welfare officer, civilian social workers, medical staff and, if appropriate and with recruits' consent, training staff. At RAF Halton, flight staff and trainers exchange information effectively and liaise well with outside agencies where necessary. They work well together, sometimes over long periods, to meet the welfare needs of recruits. At RSME Group, trainees at all sites speak very highly of the support they have received.

15. Trainees and recruits generally have a good knowledge of welfare services outside the chain of command. At ATR (W) for instance, recruits, including those early in their training, demonstrate good awareness of the different individuals and organisations they can go to for support. They have high levels of confidence about requesting support when needed. At all establishments visited, the chaplains or chaplaincy teams have a high profile and are highly respected by cadets, recruits and trainees. At OACTU, for example, the chaplaincy team strengthen cadets' understanding of their roles and responsibilities in the RAF. Cadets consider the chaplains to be approachable, supportive and helpful, especially at times of crisis or insecurity, such as coping with life away from home for the first time. For trainees at DCHET, the padre frequently delivers sessions on values and beliefs to student nurses on the Birmingham City University site, which strengthens their understanding of their roles, responsibilities and the moral values of the Armed Forces.

16. Standards of food vary across establishments and Services. At ATR (W), recruits benefit from a very good standard of food, although they have to queue either for healthy options or the higher calorie and carbohydrate options before they can see what is available. Catering staff welcome recruits' feedback about the quality of the meals and respond promptly and positively to entries in the comments file. For RSME Group trainees at Chatham and Minley, the quality of food is very good, and a spacious junior ranks' mess provides an excellent dining facility. In a number of other establishments, for example at RAF Halton, there is not always sufficient dietary information for recruits, particularly those recovering from injury or illness, to make informed choices about what to eat.

At DCHET, a healthy-eating salad bar is available only at lunchtimes. In too many establishments, particularly RAF Halton, ATR (W) and OACTU, recruits and cadets find that training sessions over-run into mealtimes and they have insufficient time to eat. Recruits and cadets also find that, if they are towards the end of a queue, they do not have a full choice of options because the dishes are not replenished.

17. Medical and dental facilities, including physiotherapy provision, are at least good in all establishments. At OACTU and at DCHET, excellent physiotherapy facilities and highly proficient staff put carefully planned rehabilitation programmes into place and these provide cadets with the best possible support, advice and treatment to recover from injuries and return to training. Recruits at CTCRM benefit from a medical centre providing 24-hour cover with a large in-patient ward. Recruits are seen the same day for urgent dental or medical problems, or by a triage nurse for non-emergency cases on the same day. At RAF Halton, recruits are confident in reporting when they feel unwell or injured and the treatment they receive is excellent.
18. Effective arrangements are in place for recruits in need of rehabilitation before returning to training. At ATR (W), for example, staff in Fox Troop are carefully selected to provide the highest levels of support and motivation for recruits. Very strong support and encouragement to remain positive in outlook ensures that recruits return to training at the earliest possible opportunity. At RSME Group sites at Chatham and Minley, well-managed and detailed individualised rehabilitation and support programmes provide interesting and challenging activities for trainees. They speak very positively of their experiences. At RAF Halton, frequent meetings between medical and McTeague Flight staff ensure that all aspects of rehabilitation are well coordinated, and that recruits return to routine duties as soon as possible. For recruits in Hunter Company at CTCRM, a highly motivated team of physical trainers and physiotherapists work together to create individualised training programmes to give recruits the best possible chance of rapid recovery from injury.
19. The quality of accommodation varies considerably across establishments, but too often requires improvement and, in one case, is unacceptably poor. New and well-appointed blocks provide very good living conditions at DCHET, and at RSME Group Chatham and Minley. At RSME Group, Twickenham, and in a minority of areas in OACTU, trainees and cadets are housed in blocks that need investment, refurbishment and constant maintenance. Recruits at RAF Halton have lockers that cannot be secured, rooms that are often too hot or too cold and unreliable washing and drying facilities for clothes. For trainees at RSME Group Kineton, maintenance problems persist. For example, a broken security lock on an accommodation block used by under-18s was reported to the subcontractors, but remained unrepaired. Also at Kineton, where trainees' clothing gets heavily soiled, a single wash and dry costs up to £10. At the furthest extreme, and providing recruits with unacceptably poor living conditions, are the accommodation blocks at CTCRM. For all CTCRM recruits,

and particularly those in Hunter Company, conditions are at odds with otherwise good arrangements for their overall welfare and care. Recruits in Hunter Company live in harsh conditions where persistent problems include periods without hot water or heating. Other recruits across CTCRM suffer from malfunctioning showering, heating and toilet facilities in their accommodation blocks. Inspectors reported these very serious problems at the previous inspection but, despite management action, there has been no resolution and no improvement for the recruits.

20. In a number of the establishments visited this year, recruits and trainees have inadequate access to wi-fi, or cannot get a reliable mobile phone signal. This prevents the recruits and trainees keeping good contact with their families and friends. Recruits and trainees also voiced frustration that lack of wi-fi connectivity meant they were unable to carry out research and homework activities online in their accommodation blocks.

Impact and effectiveness of arrangements for welfare and duty of care – Reserve training establishments

21. Operational arrangements to secure the welfare and care of reservists are, in the majority of respects, as effective as they are for regular recruits and permanent staff. Reserve recruits usually receive an appropriate briefing on arrival at Reserve training establishments, including clear direction about the resources and facilities that are available to support them. Army Reserve recruits at ATC (P), for example, receive the contact details, including mobile telephone numbers, for key personnel, including the padre and unit welfare officer. The intensity of the training programmes, especially modular weekends, limits Reserve recruits' opportunities to access and use the welfare facilities, although staff watch carefully for any needs that may arise. Recruits at RAF Halton valued highly the good personal and professional support provided by trainers, including considerate and compassionate responses to unexpected domestic concerns.
22. Trainers provide a good level of support for recruits and good professional role models for less experienced recruits. At ATU (Wx), for example, trainers provide good support to Reserve recruits in the classroom and to those who struggle with physical training. The trainers are enthusiastic and highly experienced. Most have experience as reservists and are fully qualified trainers. At HMS Raleigh, for example, the duty trainers who provide the bulk of Reserve recruits' training are highly experienced Royal Navy reservists, with a very good understanding and direct experience of the divisional system and its key role in maintaining a good standard of welfare and duty of care. In most establishments, for example as at ATU (NW), the majority of trainers are fully qualified, but where this is not the case, unqualified trainers are shadowed or accompanied by fully trained colleagues.

23. At ATU (NE), as at most establishments training reservists, staff are skilled at swiftly recognising and dealing with the wide range of skills and abilities of recruits, despite the lack of information they receive about recruits before the start of training. At RAF Halton, as at most establishments, trainers often made highly effective use of recruits' individual and widely differing life and professional skills to enrich training for the benefit of all Reserve recruits.
24. At HMS Raleigh, Reserve ratings, officer cadets and young officers work and learn well together, establishing good habits for future work in parent units and for working in the Royal Navy. Reserve rating recruits link closely each evening with their regular peers where they spend time together on the mess decks. At Army Reserves training weekends and at RAF Halton, Reserve recruits had fewer opportunities to mix with their regular counterparts. In Army training units particularly, Reserve recruits often meet no other personnel in training beyond their fellow Reserve recruits.
25. Staff pay good attention to safeguarding Reserve recruits by not allowing them to drive to and from training. Staff at all establishments ensure that recruits are driven to courses, often by trainers from the parent unit. At ATU (NW), as at most Reserve training establishments, staff will drive recruits home if no transport arrives from their parent unit. Should a recruit require medical attention during a training weekend or during a longer, consolidated, course, training staff arrange appropriate chaperoning and transportation.
26. Arrangements to collect current and reliable medical information about attending recruits require improvement. Recruits generally sign a declaration, or in some cases affirm, that the outcomes of their initial medical assessments are accurate. This arrangement is not adequate to prevent individuals attending who may have sustained injury, become unwell, begun taking medication or changed their lifestyle since their initial medical assessment, which may have been some months in the past. Training authorisation orders for Royal Navy reservists, and the 'fitness to attend' certificates for Army Reserve recruits do not give reliable, up-to-date detail of recruits' state of health and fitness. The medical occurrences form for RAF Reserve personnel does produce a more realistic response because it focuses more closely on medical interventions or treatment since Reserve recruits undertook their initial medical. Affirming the validity of initial health screenings may too easily become routine when Reserve recruits are attending several weekend courses and repeating the process several times across a number of months.
27. Joining instructions provided for Reserve personnel are generally detailed and helpful. However, in too many cases, for example for Reserve recruits attending modular Alpha courses at ATC (P), ATU (NE), ATU (Wx) and ATU (NW) and for Reserve recruits attending RAF Halton, the parent units or Reserve squadrons (RS) did not provide recruits with adequate, timely access to the joining instructions or with guidance on how they could obtain or interpret them. With depressing frequency, inspectors met Reserve recruits arriving at training

weekends carrying items of kit that would be required only in later stages of their Reserve training.

28. In contrast, parent units and Reserve squadrons do not always provide Reserve recruits with all the equipment they need for training. For example, not all the female recruits or short male recruits who required them received short-backed Bergens. Of greater concern is that too many recruits lacked correct boots or running shoes. Often, recruits had been unable to collect kit because the stores at their parent unit or RS were closed when their training evenings were held. In such cases, staff at Reserve training establishments, for example at ATC (P), ATU (NW), ATU (Wx), ATU (NE), and RAF Halton, worked hard to make a temporary kit issue and make up for shortfalls, so that recruits had correct and properly fitting kit and could take part in activities.
29. The quality of accommodation for Reserve recruits varies across establishments. At RAF Halton for example, Reserve recruits had an appropriate bed space with good lockers and access to cleaning and laundry facilities appropriate for their short stay. Recruits at ATU (NW) were housed in accommodation that was basic but generally well maintained. However, not every recruit had an individual locker, which meant that recruits could not develop good locker and kit storage habits early in their training. At ATU (NE), ATC (P) and HMS Raleigh, Reserve recruits used the same accommodation 'lines' or 'messes' as regular personnel, which were generally well maintained.
30. Food at all establishments is appropriate for the high-intensity training Reserve recruits undertake. At RAF Halton, service at breakfasts was poor and some recruits did not have adequate time to eat before a busy and energy-demanding day. Staff at too many establishments failed to instil good hygiene and hand-cleaning habits. At ATU (NW), hygiene arrangements at the entrance to the cookhouse require improvement: there are no hand-cleaning facilities in the lobby or outside the building. At ATU (NE), disinfectant dispensers were empty.
31. Physical training is developmental and progressive at nearly all the Army and Royal Navy establishments visited. Gymnasium equipment and resources, and outdoor facilities, are generally of high quality. Experienced physical trainers use these to good effect to develop recruits' cardiovascular endurance, strength and conditioning. Reserve recruits generally demonstrated good levels of fitness. At RAF Halton, however, a number of Reserve recruits were not prepared fully by their RS for the physical demands of the training. These recruits had not maintained a high enough level of personal fitness and had no timetabled opportunity to improve their fitness while at RAF Halton.

Impact of leadership and management of welfare and duty of care – regular training

32. In almost all the establishments visited, commanding officers and senior staff communicate clear expectations for the standards of training, welfare and care. In ATR (W), the communication of such expectations is exemplary. Documents and directives are clear, staff understand their part in promoting recruits' welfare and care extremely well, and processes link seamlessly for the benefit of recruits. At OACTU, where leadership and management are also outstanding, senior officers have developed, very successfully, an ambitious vision for the cadet training programme that promotes care yet maintains high standards.
33. In most establishments, clear supervisory care directives communicate expectations well. At RAF Halton, however, while the commanding officer's supervisory care directive encompasses all important aspects of care and welfare, it is too detailed to be useful to staff or to set clear expectations for recruits' welfare and care. At RSME Group, the commandant's supervisory statement is visible and well understood across all sites and units. At CTCRM, strong leadership and clear and frequent documentary guidance ensure that the practice and attitudes of staff are well aligned to the high standards of care and welfare required.
34. In all establishments, for example, as in DCHET, staff share a strong commitment to ensuring trainees' welfare and success. Senior and junior staff at DCHET have well-established levels of knowledge about welfare and care arrangements, and they implement these confidently. Staff across all establishments work very hard to provide support for recruits, trainees and cadets, and especially for the more vulnerable individuals in training.
35. Selection, training and quality assurance of training and other staff continue to improve. In the most successful cases, for instance, at RSME Group and at ATR (W), the rigorous selection of trainers ensures that only those who want to work in a training environment are able to do so. At the Royal Military School of Music, within RSME Group, for example, all trainers attend the school for a two-day interview and selection process where their suitability for work with trainees is fully and carefully assessed. Instructors assigned to ATR (W) are sent an effective motivational video from the commanding officer before they arrive at Winchester, which gives them a very clear, early understanding of the culture, ethos and values of the Regiment. All other establishments should seek ways to improve the selection and induction of trainers, both pre- and post-arrival, to ensure that they engage fully with their training and welfare roles.
36. Self-assessment, quality improvement planning and risk recognition and recording processes, together with the resultant actions to support the leadership and management of welfare and care, vary in their effectiveness. Even in the two outstanding establishments this year, OACTU and ATR (W), self-assessment and improvement planning require some improvement to

ensure close connections between the assessment of risk, the identification of strengths and weaknesses and the improvement planning. At OACTU, for example, the impact measures for each agreed action point in the quality improvement plan are insufficiently precise, which means that senior leaders cannot be sure their actions are having a beneficial impact in the ways intended. At ATR (W), the current self-assessment report does not contain well-defined impact measures that allow staff and leaders to explore in sufficient detail the factors that ensure or limit the success of welfare and care initiatives.

37. In establishments that are not judged outstanding, self-assessment and improvement planning do not function as effectively as they should. At CTCRM, for example, the annual self-assessment is not adequately coordinated with the quality improvement action-planning processes, which are otherwise extensive and routine. In addition, the self-assessment document lacks analysis and is too descriptive. At DCHET and at RAF Halton, quality improvement planning does not use data and management information effectively to set out specific, realistic impact measures that fully evaluate the benefits of leaders' actions. At RSME Group, self-assessment and improvement planning processes vary in quality across individual units. In the best cases, there is clear focus, and good use of data and management information and trainees'/recruits' evaluation to inform planning. In the weaker cases, the focus is too broad and data is not used well.

Impact of leadership and management of welfare and duty of care – Reserves training

38. Commanding officers' supervisory care directives, and the actions and understandings flowing from these, do not always focus adequately on the needs of Reserve recruits, cadets and trainees. At RAF Halton, for example, the supervisory care directive applies to all training at the establishment, lacks focus and is too long to be a practical working document from which staff may take direction for the welfare and care of Reserve recruits. The commander's risk assessment focuses chiefly on regular recruits and does not identify key risks relating to Reserve recruits. At 266 Squadron RLC Southampton, senior staff do not yet have a risk register to recognise and record factors that may affect Reserve recruits' success in training.
39. At HMS Raleigh, senior staff have developed a supervisory care directive to focus specifically on the needs of Reserve recruits. This is clear, provides good direction to staff and has a sharp focus on the particular risks inherent in managing Reserve personnel during weekend courses. At ATU (NE), a particularly succinct and well-presented summary of the supervisory care directive gives staff very clear direction about how to provide support for all personnel across the establishment.
40. At ATC (P), the permanent Army Reserve training team is too small to carry out all modular and consolidated training, so excellent use is made of visiting

trainers from other Reserve units to support training. The visiting trainers bring with them the Army Reserve ethos and attitudes, and understand the pressures on Army Reserve recruits. At HMS Raleigh, trainers are Royal Navy Reserve personnel and operate from Reserve units. They have a good understanding of the demands and pressures on Reserve recruits in training. However, at HMS Raleigh, a number of trainers have not completed the DTtT (Defence train the trainer) course because of a lack of available courses or because of intense pressures on trainers' time.

41. Too many recruits are subject to unreasonable inefficiencies in the management of their recruitment, selection, and passage into training. Management of these processes is poor, with many recruits suffering delays and uncertainties that are frustrating and demoralising. Problems encountered by Army Reserve recruits include difficulties contacting their candidate support manager and, for all Reserve recruits, extensive and unnecessary delays in the completion of medical assessments.
42. Communications between Reserve training establishments and parent units or RSs require improvement, as do the recording and communication of recruits' progress and the development needs of the recruits themselves. Often, staff only receive useful information about an individual recruit's pre-course training performance if an instructor from a parent unit attends or trains on that course. In such cases, the information tends to be communicated informally among the trainers, without good, formal records being kept that might shape training plans for Reserve recruits.
43. For staff at 266 Squadron RLC Southampton, course reports provided by the ATUs after their recruits have attended modular or consolidated training courses are insufficiently detailed. The reports do not provide the Squadron with enough information to help recruits accurately identify weaknesses or improve their skills.
44. At ATU (NE), staff provide brief feedback to parent units on the development of recruits' attitudes, skills and knowledge at the end of each event. However, parent units provide inadequate information to ATU (NE) about the effectiveness of the subsequent support they offer recruits about training or welfare concerns between training events. At RAF Halton, Reserve recruits are debriefed but they do not receive written feedback on which they can reflect following the course. Basic detail about each Reserve recruit's performance is supplied via the recruiters at RAF Cranwell to the RS at the end of the training but this lacks detail about what each recruit needs to do to remedy weaknesses. Transferring information between parent units and staff at HMS Raleigh is similarly weak. Training staff have very little, or no, idea how a recruit performs during training in their unit or what other training they may have completed outside courses at HMS Raleigh.

45. Even when training establishments attempt to communicate Reserve recruits' progress to parent units or RSs, the Reserve recruits themselves frequently do not receive clear guidance about their progress or development needs. For example, the training officer at ATU (NW) sends parent units helpful feedback about recruits' development needs and/or progress immediately after each modular course. However, the recruits do not receive any written feedback to take away from courses and some are uncertain about what information their parent unit has received about them. This situation is replicated at too many Reserve training establishments.
46. The safeguarding of Reserve recruits is generally good, and staff have a good understanding of safeguarding risks and priorities for them. At HMS Raleigh, Disclosure and Barring Service checks are conducted for staff, but not for Reserve recruits. In most cases, very little is known about individual Reserve recruits, who vary in age between 16 to 40 years old, before they are accommodated together on a 30-man mess deck.

Summary reports in date order

Army Training Regiment Winchester (ATR (W))

Overall effectiveness of welfare and duty of care: outstanding

47. The Army Training Regiment Winchester (ATR (W)) is an initial training establishment. ATR (W) delivers a 14-week training course for full-time, standard-entry recruits following the common military syllabus. On completing it, trainees have the basic military skills they need and join one of the following Corps: Royal Armoured Corps, Army Air Corps, Royal Regiment of Artillery, Corps of Royal Engineers, Royal Corps of Signals, Royal Logistics Corps, Corps of Royal Electrical and Mechanical Engineers, Adjutant General's Corps, Royal Army Medical Corps, Intelligence Corps.
48. ATR (W) has four squadrons: A, B and C training squadrons, and an HQ squadron responsible for administration and for Fox Troop, made up of recruits being rehabilitated from injuries or medical conditions. Corporal trainers deliver most of the training, coaching and mentoring.
49. From an establishment of 254 permanent staff (208 military and 46 civilian), the Regiment delivers 15 recruit training teams, each with a capacity to train around 40 recruits. At the time of inspection, around 450 recruits were in training, of whom 32 were female. The ATR (W) also conducts Army Reserve training courses, which were not inspected.

Overall effectiveness of welfare and duty of care

50. Overall effectiveness of welfare and duty of care arrangements at ATR (W) is outstanding. The quality, leadership and management of welfare and duty of care for recruits are outstanding. Senior leaders and staff at ATR (W) have engaged in continuous improvement since the previous inspection, with some thoughtful and well-informed restructuring of training programmes. A strong culture of improvement is evident across the Regiment. Leaders and managers carefully analyse data and feedback from staff and recruits to inform decision-making and identify opportunities for improvement. Outcomes have improved: recruits rapidly develop strong military and interpersonal skills; average wastage and injury rates continue to decline.
51. The quality of welfare and duty of care is outstanding, with staff across ATR (W) providing very high levels of support for all recruits. Throughout the chain of command, staff are energetic in their pursuit of improvement, and in their determination to train and support recruits effectively. Squadron staff provide recruits with strong leadership and very high levels of support and advice. Links between staff and welfare, medical and chaplaincy teams are strong, so that specialist care and guidance are well integrated with daily support and care.

The chaplaincy team is highly valued and provides excellent support for staff and recruits.

52. Medical services and facilities are good. Rehabilitation and support for recovery from injury provided through Fox Troop are highly effective, and the vast majority of injured recruits quickly return to duty and complete their training.
53. Too often, morning training sessions over-run so that recruits have insufficient time to eat their lunch. The problems with timings for recruits' lunch are exacerbated by queues for the washing facilities around the cookhouse entrance. Although refurbishment of accommodation blocks is underway, the progress is too slow. Some blocks remain tatty, with washing facilities and toilets in a particularly poor condition.
54. Strategic leadership and management of training and welfare, and duty of care remain outstanding, as at the previous inspection in 2013. Since then, senior staff have established a strong culture of continuous improvement that is shared by all staff across the Regiment. An integrated welfare framework, driven by a clear supervisory care directive, enables very effective management of welfare and care for recruits. Staff at all levels are proud of their work and value the leadership they receive. Senior staff make very good use of data and feedback from staff, recruits and the exceptionally effective independent advisory panel to improve training, welfare and care. However, recruits do not have access to IT facilities and infrastructure during INVAL and RTS survey sessions, so they are unable to provide truly anonymised qualitative comment. The regimental self-assessment report provides a forward-looking account of key aspects of welfare and duty of care arrangements, although it currently lacks sufficient evaluation and is not sufficiently broad in its scope. The quality improvement action plan is useful for tracking improvement.

Recommendations

- As a matter of urgency, improve recruits' accommodation blocks, in particular the washing facilities and toilets.
- Improve the evaluative focus of the self-assessment document and ensure that it reflects all elements of the welfare and duty of care activities undertaken.
- Improve the quality of, and recruits' access to, IT facilities and infrastructure during INVAL and RTS survey sessions, so that a greater range of anonymised qualitative comment may be gathered and recruits may provide feedback that is more comprehensive.
- Ensure that morning training sessions do not over-run and cut short the time for recruits to eat their lunch. Eradicate delays around washing facilities at the cookhouse entrance.

Royal School of Military Engineering Group

Overall effectiveness of welfare and duty of care: good

55. The Royal School of Military Engineering Group (RSME Group) provides phase 2 and 3 training. The School consists of headquarters in Chatham, with units and wings in Minley, Melton Mowbray, Kineton, Bicester and Twickenham.
- RSME Group Chatham is the home of the Corps of Royal Engineers and the location for HQ RSME Group.
 - Gibraltar Barracks, Minley, is home to 3 RSME Group Regiment and the Royal Engineers Warfare Wing.
 - Defence Explosive Ordnance Disposal (EOD), Munitions and Search Training Regiment (DEMS Trg Regt), and Regimental HQ DEMS Trg Regt are located near Bicester, with training also delivered at Kineton.
 - The Royal Military School of Music (RMSM) is based at Kneller Hall, in Twickenham, where all Army musicians are trained.
 - The Defence Animal Centre (DAC) at Melton Mowbray trains military working animals and their handlers.
56. The RSME Group operations group delivers training to over 9,000 personnel annually, primarily Royal Engineers, Royal Logistics Corps, Royal Army Veterinary Corps and Corps of Army Music personnel.
57. At the time of the inspection, 580 phase 2 trainees were on courses across the Group. The vast majority were based in Chatham and Minley. Eighteen trainees were female and 67 were under 18 years old. Elements of the RSME Group had been inspected previously, but this was the first group-wide inspection by Ofsted, although it did not include the DAC, where there were no trainees.

Overall effectiveness of welfare and duty of care

58. The quality of welfare and duty of care, and the effectiveness of leadership and management across the RSME Group provision, are good. Overall outcomes for trainees are very high and the vast majority complete their training successfully. First-time pass rates are high and most trainees who do not complete courses are successfully re-traded. Numbers of women trainees participating in military engineering remain low. At the RMSM, first-time pass rates are outstanding. Trainees across the Group find their training enjoyable and challenging. Trainees develop high levels of skill in their chosen trades and are enthusiastic about the wider transferable and interpersonal skills they develop.
59. A wide range of welfare groups provides effective oversight and support for trainees. The welfare structure of military and non-military personnel is particularly effective in supporting trainees in personal matters throughout their

trade training. Trainees enjoy this trade training and find the opportunity to work at their own pace a good way to learn. Communications between staff and trainees are good. Comments and questions from trainees are answered swiftly and information is disseminated effectively to trainees. Accommodation is adequate overall, although most of it at Kineton and Twickenham is in need of significant refurbishment. The self-assessment process is well established, but the reports are not effective in evaluating all aspects of welfare and duty of care and the impact on trainees. Leaders direct improvements well through the detailed and effective monitoring of the quality improvement plan, although the systematic use of data across the RSME Group requires development.

Recommendations

- Seek ways to increase the number of women trainees participating in military engineering.
- Ensure that the reporting procedures for 'welfare at risk' provide a comprehensive, chronological picture of all trainees' progress and the factors that put them at risk.
- Improve the facilities at Twickenham and Kineton urgently, including food, accommodation and access to wi-fi.
- Make better use of the data collected to compare and understand performance information systematically across establishments to evaluate trends and the impact of changes and improvements made.
- Unify the approach to self-assessment and focus more critically on the effectiveness of the arrangements to secure the welfare and care for trainees.

Recruit Training Squadron, RAF Halton

Overall effectiveness of welfare and duty of care: good

60. Royal Air Force (RAF) Halton offers phase 1, 2 and 3 training. The Recruit Training Squadron (RTS) at RAF Halton delivers generic phase 1 training for all airmen and airwomen joining the RAF, with the exception of those joining as RAF Regiment Gunners, who were trained at RAF Honington at the time of inspection. RTS also provides phase 1, part 2 training for part-time, Reserve personnel.
61. Potential regular recruits undertake a three-day pre-recruit training course (PRTC) about six weeks before starting their phase 1 training at RAF Halton. Phase 1 regular recruits then complete the 10-week basic recruit training course (BRTC) at the RTS. Courses start about every two weeks and up to 120 recruits can be allocated to two flights for each intake.
62. The Airmen's Development Flight (ADF) is made up of Servicemen Awaiting Trade Training (SATT), and Jackson and McTeague Flights. SATT is for those who have completed phase 1 training and are waiting for an appropriate course to start their phase 2 trade training. Jackson Flight is for those who fail aspects of the BRTC and require additional support. McTeague Flight is for recruits who are injured and receiving treatment.
63. At the time of the inspection, 748 regular recruits were in training, of whom 36 were under 18 years old, and 134 were female. RAF Halton (RTS) was previously inspected by Ofsted in 2012, when overall effectiveness was good.

Overall effectiveness of welfare and duty of care

64. The overall effectiveness of welfare and duty of care arrangements at RTS is good. The quality, leadership and management of welfare and care for recruits are good. Overall pass rates remain high with low wastage rates and relatively static injury rates. However, variations in first-time pass rates between different trades and age groups are still evident.
65. The quality of welfare and care is good, with staff across RTS providing particularly high levels of support to all recruits. Flight staff provide an effective first point of contact for recruits concerned about their training or welfare matters. Welfare staff work well together, exchanging information and using outside agencies effectively when necessary. However, recruits cannot gain access to those outside the chain of command, especially to RTS welfare and support personnel (WaSP), without having to make formal appointments, which may deter some recruits at times of greatest need.
66. Medical services and facilities are good. Excellent physiotherapy support ensures that the vast majority of injured recruits return to training in the

timescales expected. Programmes for those not in training are well structured but do not always meet individual needs.

67. Accommodation is functional: a number of areas have benefited from basic refurbishment, but other areas require improvement. Recent problems with the central hot water system are symptomatic of a longer-term failure to maintain and upgrade the infrastructure. Food is adequate, but some dishes on the menu run out too soon, cutlery is replenished too slowly and dietary information is insufficient. These aspects require improvement. Recruits do not have adequate access to the internet across the establishment so that they can maintain contact with family and friends or carry out research during leisure periods. Mobile telephone signals are poor across RTS, further limiting recruits' ability to maintain contact with family or friends.
68. Strategic leadership and management of training, welfare and care are good. Senior leaders and staff review the effectiveness of training carefully and make well-informed decisions when restructuring programmes. The development of flight staff and trainers has ensured that high standards have been maintained and improved. The station welfare committee provides a very good overview of recruits' progress and manages welfare cases effectively, particularly for recruits with the most complex and acute needs. Data and management information are well used and the self-assessment report reflects the squadron's strengths and areas for improvement accurately.

Recommendations

- Ensure that contractual arrangements allow station staff to take greater control over the repairs, maintenance and refurbishment work carried out by regional prime contractors.
- Improve the dietary information and availability of options, as well as increasing the time for recruits to eat. Ensure that food and cutlery are replenished promptly and queues at the cookhouse are managed effectively.
- Improve recruits' access to the internet through the installation of wi-fi across RTS, or improve mobile phone reception.
- Ensure that recruits can have access to those outside the chain of command, especially to RTS welfare and support personnel (WaSP), without having to make formal appointments.
- Increase first-time pass rates for all recruits through monitoring and modifying the training programme, and seek ways to diminish variations in first-time pass rates between trades.

Officer and Aircrew Cadet Training Unit (OACTU), RAF Cranwell

Overall effectiveness of welfare and duty of care: outstanding

69. Royal Air Force (RAF) Cranwell Officer and Aircrew Cadet Training Unit (OACTU) delivers phase 1 training to all RAF Officers on the Initial Officer Training Course (IOTC), Specialist Entrant and Re-entrant Course, the Reserve Officer Initial Training Course, the Commissioned Warrant Officer Course and the Non-commissioned Aircrew Initial Training Course. It also delivers training to University Air Squadron (UAS) cadets who are given acting pilot officer rank and, essentially, operate as commissioned junior officers within the UAS.
70. OACTU is part of the RAF College Cranwell, commanded by the Commandant of the RAF College, who is responsible for a broad spectrum of recruitment, selection and training activity at RAF Cranwell and beyond. OACTU is commanded by the officer commanding OACTU, a wing commander, who is responsible for the day-to-day management of the department.
71. This inspection focused on the IOTC training. At the time of the inspection, 187 cadets were in training, all of whom were over 18 years old, and 41 were women. RAF Cranwell (OACTU) was previously inspected by Ofsted in 2011, when overall effectiveness was outstanding.

Overall effectiveness of welfare and duty of care

72. The overall effectiveness of welfare and care arrangements at OACTU is outstanding. The quality, leadership and management of welfare and care for cadets are outstanding. Overall pass rates remain consistently excellent, with very low wastage rates and relatively low injury rates.
73. The quality of welfare and care is outstanding, with staff across OACTU providing particularly high levels of support to all cadets. Flight staff provide an effective first point of contact for cadets concerned about their training or welfare matters. All staff in the welfare chain work well together, exchanging information and using outside agencies effectively when necessary. However, written records of cadets' formal re-integration plans following breaks in training are insufficient, and a small number of discussions about welfare matters are not fully documented.
74. Access to high-quality medical services and facilities is good. Excellent physiotherapy support ensures that the vast majority of injured cadets return to training as swiftly as possible. Programmes for those not in training are well structured and individual schedules have a good balance of academic and rehabilitation activities to meet individual needs.
75. Accommodation is generally good. Accommodation for cadets in term one has benefited from refurbishment, as recommended at the previous inspection. The quality of food is good. Routine maintenance problems are dealt with swiftly,

but the station infrastructure in a small number of areas is showing signs of age. Access to the internet is limited in some accommodation blocks and training rooms have no wi-fi.

76. Strategic leadership and management of training, welfare and care are outstanding. Senior leaders and staff have made thoughtful and well-implemented changes to the structure of training programmes that benefit all officer cadets. Induction is comprehensive and effective in giving cadets a realistic view of training demands. Flight staff and trainers have received comprehensive development that improves their practice and benefits cadets.
77. Formal welfare reviews, including those carried out by the physical aspects management and rehabilitation committee, give senior and welfare staff a clear oversight of cadets' progress. Welfare and support management are excellent, particularly for cadets with the most complex or acute needs. Data and comprehensive information about cadets' concerns are used well to inform improvements. However, impact measures for the action points in the quality improvement plan are insufficiently specific.

Recommendations

- Improve the ICT infrastructure, including providing an effective virtual learning environment, to help cadets to develop valuable research skills and support a wide range of personal interests.
- Ensure that all discussions about cadets' welfare, care and training progress are recorded, and that such records inform individual training plans.
- Ensure that impact measures for planned improvement actions are sufficiently specific.

Defence College of Healthcare Education and Training (DCHET), Defence Medical Services, Whittington DMS (W)

Overall effectiveness of welfare and duty of care: good

78. Defence College of Health Education and Training (DCHET) was formed in 2014. The present Commander DCHET is a group captain, RAF. DCHET is a subordinate unit of the Joint Medical Command, based at Whittington Barracks, Lichfield.
79. DMCHET comprises a small headquarters and continuous improvement cell, a training development wing and two training schools: the Defence School of Healthcare Education and the Defence School of Healthcare Training. These units are based at Keogh Barracks near Aldershot and are supported logistically by a joint support unit. Although the majority of training is delivered at Whittington, some elements of specialised training are also delivered at the Royal Centre for Defence Medicine Birmingham, Birmingham City University, and at the Joint Service School of Exercise Rehabilitation Instructors, Headley Court.
80. The Defence School of Healthcare Education (DSHE) delivers the professional training to all DMS nurses and associated health professionals (AHP), environmental and occupational health (EOH) training, all officer and internal higher professional medical education and training, and the training of exercise rehabilitation instructors (ERIs).
81. The Defence School of Healthcare Training (DSHT) runs common core training (Defence Medic), single-Service courses, as well as PPHC and combat medical technician class 1 courses. At the time of the inspection, 216 trainees were in training, of whom 37 were under 18 years old, and 70 were female. Ofsted inspected Defence Medical Services Training Group (DMSTG) in 2013, when overall effectiveness was good.

Overall effectiveness of welfare and duty of care

82. Overall effectiveness of welfare and duty of care arrangements at DCHET is good. The quality, leadership and management of welfare and care for trainees are good. Overall pass rates on the large majority of courses remain consistently very high with low wastage and injury rates. However, trainees who join with lower levels of academic attainment struggle with some elements of the newly introduced Defence Medic course.
83. The quality of welfare and care is good, with staff across DCHET providing high levels of very good support to all trainees. Instructor staff provide a very effective first point of contact for trainees who are concerned about their training or welfare matters. However, the induction and subsequent development of staff and trainers require improvement. Senior staff do not

monitor the quality of teaching and learning to ensure that pass rates on all serial assessments rise, and in particular that functional skills pass rates improve.

84. All staff in the welfare chain work well together, exchanging information and using outside agencies effectively when necessary. Records of welfare and duty of care issues and the support provided to individual trainees are detailed and well presented. Access to high-quality medical services and facilities is good. Excellent physiotherapy support ensures that the vast majority of injured trainees return to training as swiftly as possible.
85. A large number of trainees arrive from their phase one training establishments well before the start of the Defence Medic course. The support that this group requires places a significant burden on the staff and resources of the college. The new Defence Medic training course operates at a higher academic level than the courses it replaced, but Army trainees are not recruited and selected well enough so that they succeed in this.
86. Accommodation is very good. Routine maintenance requests are dealt with swiftly. A good signal for mobile phones and wi-fi are both limited across the Lichfield site. The quality of food is good.
87. Strategic leadership and management of training, welfare and care are good. Senior leaders and staff carefully review the effectiveness of training.
88. The formal welfare reviews provide a very good overview of trainees' progress and support the good management of welfare cases, particularly for trainees who have the most complex and acute needs. Data and knowledge of trainees' concerns are increasingly used well. However, impact measures for each action point in the quality improvement plan are insufficiently specific.

Recommendations

- Improve urgently the quality of information that prospective trainees receive through the www.army.mod.uk website and the recruitment organisation, Capita, so that they are better informed about the academic demands of the Defence Medic training course.
- Improve the monitoring of teaching and learning quality to improve trainees' opportunities to pass the serial assessments, particularly in functional skills.
- Analyse and use management information more effectively to identify areas of relative underperformance, pinpoint improvement actions and measure the impact of actions taken.
- Improve the mobile phone signal and the provision of wi-fi across the Lichfield site.

Commando Training Centre Royal Marines (CTCRM)

Overall effectiveness of welfare and duty of care: good

89. Commando Training Centre, Royal Marines (CTCRM) is located at Lymington, near Exmouth in Devon. It provides 'through career' training for Royal Marines young officers and trained ranks in its three training wings: Command Wing for young officers; Commando Training Wing (CTW) for Royal Marine recruits; and Specialist Wing for those beyond initial training. Support Wing provides the headquarters function. This inspection focused on CTW.
90. CTW delivers 32 weeks of initial training for Royal Marines recruits. Phase 1 takes place over weeks one to 15; phase 2 takes place over weeks 16 to 32. Hunter Company provides remedial training and rehabilitation for recruits who require additional support, either because they are recovering from injury or because they need help to reach the required standards for an assessment.
91. New troops of between 30 and 60 recruits join every two weeks in the foundation unit. Each troop has a troop commander, sergeant and a team of corporals, who deliver most of the training, coaching, mentoring and welfare.
92. Women are currently excluded from serving in the Royal Marines, except in the Royal Marines Band. During the inspection, 518 recruits were on site, of whom around 4% were aged under 18, and 3% were from a minority ethnic group. CTCRM was last inspected by Ofsted in 2012, when overall effectiveness was outstanding.

Overall effectiveness of welfare and duty of care

93. Overall effectiveness of welfare and duty of care at CTCRM is good. Outcomes for recruits who complete training remain good, as at the previous inspection. In the full year to March 2015, the completion rate for recruits is good, as at the previous inspection. The change in overall effectiveness from outstanding to good largely reflects the impact of poor accommodation on the substantial number of recruits who pass through Hunter Company.
94. The quality of welfare and care is good. It was previously outstanding. Welfare support arrangements remain very good. In particular, recruits continue to receive very good personal and technical support from their chain of command and the wider welfare team. Instructors are very well trained and highly effective. The management and oversight of recruits judged at risk of failure or falling behind in training are good. The chaplaincy team provides excellent pastoral support that recruits value highly. The remedial training and rehabilitation support provided to recruits in Hunter Company remain very good and highly effective.
95. The range of performance data now collated and analysed is considerably broader than at the previous inspection. The dataset includes cohort analysis

and headline data on welfare and duty of care matters. However, senior staff do not yet undertake detailed monthly data analysis to investigate any fluctuations in completion and wastage rates of cohorts and identifiable groups.

96. The effectiveness of leadership and management is good. It was previously outstanding. Leaders continue to provide very strong leadership and give clear direction about the high standards expected for welfare and care, but since the previous inspection, standards of accommodation for recruits generally, and for recruits in Hunter Company particularly, have declined and are of concern. Instructors and training staff are attentive ensuring that welfare and care are intrinsic to training and support. Risk assessments and practices are currently effective. However, staff recognise that continuing review of all training risks and associated factors is an important step towards continuous improvement.
97. Arrangements to safeguard, supervise and support the relatively small number of recruits who are under the age of 18 during their training are good and integral to all aspects of it. The current arrangements do not include actions to prevent under-18s from using on-site gambling machines during their leisure time. However, there is no evidence that excessive gambling by any recruit is a specific problem at CTCRM.
98. Recruits' views on the quality of their training programme are gathered using end-of-course internal surveys. Although these provide some useful indicators of emerging concerns, senior leaders do not draw on other readily available data, namely the externally produced quarterly recruit and trainee survey.
99. Quality improvement is a high priority and intrinsic practice for all staff in the chain of command. The self-assessment document, though not evaluative in its review of actions and improvements for the preceding year, does serve as a good record of activity. The quality improvement action-planning process drives improvements well, though the self-assessment report is not used fully to inform and shape new actions for improvement.
100. Poor accommodation has an adverse impact on the substantial number of recruits who pass through Hunter Company. The facilities were similarly poor at the previous inspection and senior staff have been unable to bring about improvements. In addition, poor facilities in accommodation blocks beyond Hunter Company are now a common concern for all recruits. In end-of-course surveys, recruits remark increasingly on malfunctioning facilities in their accommodation blocks.

Recommendations

- Improve all accommodation and facilities in CTCRM, particularly the facilities for Hunter Company, as a matter of urgency.

- Review success and non-completion data in greater depth at monthly command group meetings to identify trends early on and develop timely improvement strategies.
- Use routine data from recruit and trainee surveys to complement internal surveys and support the monitoring and evaluation of the quality of welfare and care.
- Improve the annual self-assessment process so that it is more evaluative and better coordinated with action planning for quality improvement.
- Review all aspects of training risks and associated factors to ensure continuous improvement of the risk assessment process.
- Ensure that recruits under the age of 18 cannot use on-site gambling machines at CTCRM.

Army Training Centre (Pirbright) D Company Army Reserve Training

Overall effectiveness of welfare and duty of care: good

101. The Army Training Centre, Pirbright (ATC (P)) is the Army's largest phase 1 recruit training establishment. Based near Woking in Surrey, ATC (P) comprises two Army Training Regiments (ATRs), 1ATR and 2ATR, and a headquarters support unit. Each unit has its own commanding officer. Reserve training is delivered by regular and Reserve personnel through D Company 2ATR.
102. In the past training year, 2,036 regular recruits began training at ATC (P) and 1,917 (83%) successfully completed the common military syllabus. A further 978 Reserve soldiers took part in phase 1 (Alpha) and/or phase 1 (Bravo) training.
103. Reserve recruits are enlisted into Field Army parent units, where they begin some initial basic training. Once enlisted, individuals are loaded to phase 1 Alpha courses, delivered either as a seven-day, consolidated programme or as a modular course over four weekends. Phase 1 Bravo lasts 15.5 days and follows phase 1 Alpha. A consolidated course comprising phase 1 Alpha plus Bravo lasts 23 days. Reserve recruits can complete the modular course at any establishment, and some Reserve recruits travel considerable distances to complete course elements. Reserve recruits who do not complete the Bravo course within a specified time of completing their Alpha course must undertake a refresher weekend.
104. During this weekend inspection, the following modular training courses were running:
- weekend 2 course with 24 recruits booked to attend
 - weekend 4 course with 16 recruits booked to attend
 - refresher course with 25 recruits booked to attend.
105. This is the second Reserve recruit training inspection at ATC (P); the first was an ungraded visit in November 2014.

Overall effectiveness of welfare and duty of care

106. Overall effectiveness of welfare and duty of care arrangements at ATC (P) is good. The quality, leadership and management of welfare and care for trainees are good. Good-quality leadership and management of welfare and duty of care support Reserve recruits throughout their training at ATC (P). The same levels of welfare and duty of care apply to Reserve recruits as to regulars. Reserve recruits have access to the same welfare facilities and personnel, although the recruits' limited free time may constrain their opportunities to access services. Permanent staff are particularly aware of the needs of the Reserve recruits and

work hard to ensure that they receive appropriate support. However, permanent staff do not receive detailed information from parent units, in advance, about the Reserve recruits they will be training.

107. Communication between the parent unit and the training establishment is not sufficiently strong to ensure that training teams have enough information about Reserve recruits. Importantly, the parent units do not systematically receive a progress report after each recruit's module of training or sufficient detail to support those who find aspects of the training more difficult. Individual recruits do not keep any personal records of performance during their training. The new recruit electronic report book provides some of this information. However, Reserve recruits on the modular programme do not complete this report book until the end of the modular Alpha course.
108. A significant minority of Reserve recruits reported that their parent units had not prepared them well enough to attend the modular training course. Although this weakness was reported at the previous inspection, Reserve recruits still arrive from parent units without vital equipment or clothing. In addition, clothing and equipment given to smaller recruits, especially female recruits, is often poorly fitting and inappropriate. Staff reported that many Reserve recruits attending the Bravo course have been supplied with only one windproof smock when they will require two.
109. Regular, purposeful internal validation of training conducted by recruits and staff during training is used effectively for monitoring. The equally well-managed programme of observations of visiting trainers provides a good basis for assessing their performance and providing regular mentoring and support for them.
110. The Reserve recruits have a good understanding of the initial training 'pipeline' and expectations of them. The pipeline provides flexibility, allowing Reserve recruits to fit courses around family and work commitments.

Recommendations

- Review the system of self-declaration of health concerns to ensure that recruits complete the task thoroughly. Clarify the questions about changes in health, medications and any other changes in health, fitness or well-being since the recruits' initial medical assessments.
- Use the new electronic recruit report book earlier and more effectively in modular training to inform parent units about individual recruits, so that additional training can be provided to support them.
- Require parent units to take greater responsibility for ensuring equipment provided to Reserve recruits fits properly and is suitable for their training programmes.

Royal Naval Reserves – Initial Naval Training, HMS Raleigh

Overall effectiveness of welfare and duty of care: good

111. The Royal Navy Reserve (RNR) delivers an initial naval training (INT) package to Reserve recruits and Reserve officer cadets at HMS Raleigh in Cornwall. RNR INT is broken down into four areas: unit training; weekend training at HMS Raleigh and Britannia Royal Naval College (BRNC); combat skills training at HMS Raleigh and a two-week confirmation course at either HMS Raleigh (for Reserve ratings) or BRNC (for Reserve officers).
112. This inspection focused on a RNR INT militarisation (Reserve recruit development) weekend at HMS Raleigh. Its purpose is to give rating recruits, cyber reserves, Reserve officer cadets (OCs) and young officers (YOs) an understanding of the military environment and practice and to develop further their understanding of command, leadership and management.
113. Reserve rating recruits are accommodated in the INT block in Tisdall Division, in separate male and female phase 1 mess decks. OCs and YOs are accommodated in the wardroom. Outside training hours, a duty RNR senior rating instructor supervises RNR recruits, supported by a Royal Navy senior rating instructor and a duty leading hand. All duty personnel sleep within the block and have completed a care of trainees programme as part of HMS Raleigh's standing orders. Duty of care for those accommodated in the wardroom is the responsibility of the RNR weekend officer in charge.
114. Ratings are trained together, regardless of trade or branch, and do not select a trade or branch until Phase 2.

Overall effectiveness of welfare and duty of care

115. The quality of welfare and care, and the effectiveness of leadership and management for Reserve recruits at HMS Raleigh during INT, are good. The completion rate on INT training courses is high. Reserve recruits find their training enjoyable and challenging. They begin to develop a good understanding of Royal Navy practice and the personal and organisational skills a Royal Navy recruit or officer needs. The tasks and training during INT help Reserve recruits to develop and review their personal performance and skills, such as resilience, leadership and team working. Reserve OCs and YOs record their progress and performance in useful and detailed personal task books, but Reserve ratings do not have the option to do this.
116. The good range of welfare and support arrangements at HMS Raleigh ensures that Reserve recruits benefit from effective oversight and support. RN Reserve trainers are particularly effective in helping all Reserve recruits to gain an understanding of the Royal Navy's ethos and develop the skills expected. Reserve recruits enjoy their training. They report that most sessions are lively and interesting and INT trainers provide good mentoring and coaching.

117. Communications between parent units and INT staff and recruits are not effective. Parent units do not provide pastoral or training information about individual Reserve recruits for INT staff and there is no formal information stream for INT staff to inform parent units of a Reserve recruit's progress or any particular concerns that may emerge during weekend training.
118. Reserve recruits sign health declaration forms up to six months before attending the courses at HMS Raleigh. These cannot provide, therefore, a full or reliable picture of an individual recruit's recent illnesses or highlight new medical concerns, and there is no other formal mechanism for such information to be obtained.
119. Quality improvement processes are well established and continuous improvement is well managed. Staff review each training course frequently, making good use of recruits' feedback and observations of trainers. Concerns are highlighted and included on a well-managed action plan. However, no consistent template currently exists for supervisory care directives specifically covering all RNR units and Reserve recruit training.
120. The number of Reserve recruit ratings, OCs and YOs completing their reserve training is well below the targets set for INT, and the number entering training is also below target. The average time for a recruit to complete Reserve training is around 13 months and, for an officer, 25 months.

Recommendations

- Develop a consistent, effective template for the development of supervisory care directives in all units that takes into account the different welfare and duty of care expectations of the Reserve recruits.
- Develop a simple process to encourage Reserve ratings to reflect on and review their progress through their training, and to identify areas of their performance that may need further attention at their parent unit.
- Revise and refine how recent medical history is captured as part of the self-declaration by Reserve recruits who are attending courses away from their parent unit.
- Improve the sharing of information about recruits between parent units and the training teams at HMS Raleigh. Specifically, parent units should identify and provide timely training for, and other information about, Reserve recruits before they attend weekend training.

Army Training Unit North East Reserve Training

Overall effectiveness of welfare and duty of care: good

121. The Army Training Unit, North East (ATU (NE)) is the Army's phase 1 recruit training establishment. Based near York, ATU (NE) comprises two wings: recruit training wing (RTW) and specialist training wing (STW) and a headquarters support unit. Each unit has its own commanding officer. RTW is responsible for delivering Army Reserve phase 1 Alpha (ph1 (A)) training.
122. Reserve recruits join the Reserve forces and are placed in Field Army parent units. Once attested in the parent unit, individuals begin phase zero training in their parent unit and then progress to ph1 (A) courses. Individual parent units bid through the Army Recruiting and Training Directorate (ARTD) for places on phase 1 Bravo courses, which are not delivered by ATU (NE).
123. This is the first inspection of Reserve recruit training at ATU (NE). In the training year 2014–15, 434 Reserve soldiers started ph1 (A) training at ATU (NE). During this weekend inspection the following modular training courses were running:
- weekend 1 course with 14 recruits booked to attend
 - weekend 3 course with 15 recruits booked to attend.

Overall effectiveness of welfare and duty of care

124. Good-quality leadership and management of welfare and care are very effective in supporting Reserve recruits throughout their training at ATU (NE). A similar structure for welfare and care applies to Reserve recruits as it does to the regular personnel who use the site, although recruits' limited free time reduces their opportunities to access services. Permanent staff are acutely aware of the needs of the Reserve recruits and work hard to respond swiftly if they need support while on site.
125. Communication between the parent unit and the training establishment is not sufficiently strong to ensure that training teams have information about Reserve recruits. Staff do not receive, in advance, detailed information about the support needs of Reserve recruits who attend training from parent units. ATU (NE) does not routinely receive progress reports or details about each recruit's starting point to plan support for those who have found aspects of training in their parent unit more difficult. Staff at ATU (NE) do not have access to TAFMIS and ACII (part of an intranet) while recruits are on site at weekends, so are unable to look up information about recruits.
126. Frequent and purposeful internal validation is used effectively to monitor the training. The well-established programme of observations of training results in good mentoring support for trainers. Trainers are highly effective in swiftly

identifying the varied needs of individual recruits and adapting their practice to offer them high-quality support.

127. Reserve recruits have a good understanding of the initial training 'pipeline' and what is expected of them. The pipeline provides flexibility, allowing the Reserve recruits to fit courses around their family and work commitments. However, attendance at training events is not always synchronised with the provision of appropriate equipment and phase Zero training to accommodate recruits' domestic and personal commitments.

Recommendations

- Review the system for self-declaration of health concerns to improve the accurate collection of up-to-date information about recruits' health immediately before, and on presentation at, training events.
- Improve parent units' preparation of recruits, including through the timely provision of suitable equipment and clothing, a stronger focus on the required standards of fitness and better synchronisation of training events with recruits' other responsibilities.
- Use training and welfare records more effectively to share appropriate information about individual recruits between parent units and ATU (NE).
- Ensure that ATU (NE) staff have access to key information on TAFMIS and ACII while recruits are on site.
- Improve the analysis and use of data to plan improvement actions and measure their impact.

Royal Air Force Reserves – Basic Recruit Training Course (R), Part 2. RAF Halton

Overall effectiveness of welfare and duty of care: good

128. Royal Air Force (RAF) Halton offers phase 1, phase 2 and phase 3 training. The Recruit Training Squadron (RTS) delivers generic phase 1 training for regular recruits and a broadly similar course for Reserve recruits joining the RAF. Phase 1 for regular recruits is a nine-week Basic Recruit Training Course (BRTC). For Reserve personnel, the BRTC (R) is split into two modules:
- part 1 is delivered by individual reserve squadrons and is equivalent to the first part of the BRTC delivered at RAF Halton to regular recruits. The course consists of initial kit, drill, core values, general Service knowledge, fitness assessments and attestation.
 - part 2 is a residential course delivered at RAF Halton to all Reserve recruits and consists of all aspects of Force protection training. The course content is equivalent to that delivered to regular recruits.
129. The majority of Reserve recruit training at RAF Halton takes place separately from that of the regulars, but some elements include working alongside regular recruits, notably a two-day field exercise.
130. RAF Halton delivers 12 reservist phase 1, part 2, training courses each year. Each course has capacity for 40 recruits. Reserve recruits attending the course come from Reserve squadrons throughout the UK. All RAF Reserve recruits are over 18. The age of Reserve recruits present during the inspection ranged from 19 to 55. The inspection focused on the 15-day, part 2 element of the BRTC(R). There were 32 Reserve recruits attending from all over the UK, of whom 11 were women.

Overall effectiveness of welfare and duty of care

131. The quality of welfare and care, and the effectiveness of leadership and management for Reserve recruits at RAF Halton are good. The completion rate for Reserve recruits attending the 15-day part 2 training is high.
132. The good range of welfare and support arrangements available at RAF Halton provides effective oversight of, and support for, reserve recruits. The combination of well-trained full- and part-time Reserve trainers proves particularly effective in providing sound training and coaching and good support. Instructors have high expectations of Reserve recruits, and the vast majority of Reserve recruits strive to do their best.
133. The vast majority of Reserve recruits enjoy their training and find it challenging. Their understanding of the RAF is enhanced and they develop further the personal and administrative skills Service personnel require. However, the

period they spend training alongside regular recruits is too brief and is therefore not generating the kinds of benefits to each group that senior staff expect, such as a common military understanding and team building.

134. Communication between RTS and Reserve squadrons (RS) requires improvement. RS are not routinely alerting staff at RAF Halton about individuals' personal or pastoral support needs in advance. Further, trainers are not communicating detailed information to the RS about Reserve recruits' improvement areas following completion of the part 2 course. Health declaration forms are clear and encourage Reserve recruits to declare recent medical problems.
135. RS do not provide sufficient theoretical training for Reserve recruits before the part 2 course. This could be built on at RAF Halton and would allow more time for practical training. As a result, too few Reserve recruits are adequately prepared, physically or mentally, before the course starts.
136. Accommodation is not fit for purpose in a number of areas. Too many areas have been poorly maintained, with accommodation blocks sometimes having no hot water and leaks in the roof. Food is generally adequate, but the sub-contractor's slow service at breakfast delays Reserve recruits.
137. Quality improvement processes are well established and continuous improvement is managed well. Staff review each training course and make good use of Reserve recruits' feedback. Although the station commander's supervisory care directive is comprehensive, it is no longer a practical working document and the overall risk assessment requires review.
138. The number of Reserve recruits completing their training is well below the targets set for the RAF. Many Reserve recruits complain about poor communications, customer service and slow processes by the recruitment agency, Capita.

Recommendations

- Ensure that the Reserve squadrons prepare Reserve recruits more effectively, both mentally and physically, for part 2 training, and that they provide more theoretical training.
- Rationalise the supervisory care directive so that it is specific, succinct and practical, and focuses appropriately on Reserve recruits.
- Review the commander's risk assessment so that it also relates to Reserve recruits and is linked more closely to the quality improvement process.
- Manage the food contractor so that service and efficiency at breakfast meet the needs of Reserve and regular recruits.

- Review the effectiveness of contractual arrangements for maintenance and repairs and, where possible, allow station staff to take greater control over repairs, maintenance and refurbishment work.
- Encourage Reserve recruits to reflect on and review their progress, and identify any development areas as a result of training, so that their Reserve squadrons can deal with these.

Army Training Unit Wessex Reserve Training

Overall effectiveness of welfare and duty of care: good

139. The Army Training Unit, Wessex (ATU (Wx)) is an Army phase 1 and phase 3 training establishment based at Wyvern Barracks close to the centre of Exeter. A number of Reserve and cadet units, including ATU (Wx), 6 Rifles, Exeter UOTC and 243 Field Hospital use the barracks. ATU (Wx) comprises two companies: Initial Company and Specialist Company, and a headquarters support unit. Each unit has its own officer commanding. Initial Company is responsible for the delivery of Reserve phase 1 Alpha training (ph1 (A)).
140. Reserve recruits join the Reserve forces and are placed in Field Army parent units. Once attested in the parent unit, they begin phase zero training in their parent unit before progressing to phase 1 (A) courses. Individual parent units then bid through the Army Recruiting and Training Division for places on phase 1 Bravo courses, which are not delivered by ATU (Wx).
141. In the 2014–15 training year, 71 Reserve recruits started phase 1 (A) training at ATU (Wx). The majority of Reserve recruits have been infantry (6 Rifles), hence few recruits have been female. During this weekend inspection, the following modular training course was running:
- phase 1 (A) 15/07 course (the seventh course of 2015): weekend one.
142. Nine recruits were booked to attend. Eight attended, from a broad mix of cap badges. One Reserve recruit was female. This was the first Ofsted inspection of Reserve recruit training at ATU (Wx).

Overall effectiveness of welfare and duty of care

143. The overall effectiveness of welfare and care arrangements at ATU (Wx) is good. The quality, leadership and management of welfare and care for Reserve trainees are good.
144. Senior officers pay good attention to ensuring that Reserve recruits train and learn well in a training environment that secures their safety and welfare. Quality improvement arrangements are good. However, the commanding officer's supervisory care directive, risk assessment (SCD) and the current self-assessment report are not linked effectively.
145. A good proportion of Reserve recruits in 2014–15 passed their phase 1 (A) modular training course first time. Too few Reserve recruits attend each modular phase 1 (A) training course, although low numbers enable useful one-to-one coaching to take place. Recruits' military skills improve during the weekend.

146. Reserve recruits have good recall of information from their initial briefing, including information about welfare and care options. Reserve recruits are comfortable using the chain of command for any concerns about welfare. The support and training provided by trainers are good. The vast majority of them are fully qualified trainers and the few who are not are supervised.
147. Physical training staff provide good coaching and instruction during the modular weekend sessions, but Reserve recruits' levels of fitness are not always adequate for the demands of training. Parent units do too little to help improve or sustain Reserve recruits' fitness or prepare them well enough before the training weekend.
148. Training staff at ATU (Wx) rely too much on gathering information about Reserve recruits after they arrive for training: parent units provide none beforehand. Parent units do not have the means to communicate formally all relevant information about the welfare and skills needs of Reserve recruits before, during and after recruits complete a phase 1A course. The self-declaration arrangements used to identify Reserve recruits' medical and health status require improvement.
149. Too many trainers are concerned that a training job in the Reserves is career limiting and diminishes their chances of promotion. Efforts to counter this concern are at an early stage.

Recommendations

- Improve arrangements urgently to gather health and medical information about Reserve recruits before and on their arrival at ATU (Wx) so that detailed, accurate and up-to-date information is held about them.
- Improve parent units' training, support for and preparation of Reserve recruits so that these recruits are more likely to succeed in phase 1 (A) and subsequently.
- Ensure that parent units have the means to communicate formally all relevant information about the welfare and skills needs of Reserve recruits before, during and after they complete a phase 1 (A) course.
- Improve quality improvement action planning by linking it seamlessly with the commander's risk assessment, the supervisory care directive and the annual self-assessment process. The outcomes of departmental self-assessment should inform unit self-assessment better.

ATU (NW) – Phase 1 Alpha Training (Reserves)

Overall effectiveness of welfare and duty of care: good

150. ATU (NW) is located in Altcar Training Camp, a 620-acre site north of Liverpool. The unit is responsible for the delivery of Army Reserve phase 1 and phase 3 courses and has the capacity to train 600 phase 1 recruits and 467 phase 3 students each year. This inspection focused on the phase 1 Army reservist forces. Phase 3 courses were not inspected. ATU (NW) has an establishment of six permanent, 35 Reserve and three civilian staff.
151. ATU (NW) has a small headquarters and two training companies. Initial Company (I Coy) delivers phase 1 training in accordance with an authorised Core Training Programme (CTP), using the 'Common military syllabus (recruit)'. Since January 2015, the CTP has been delivered over four weekends (modular) and 7.5 days (consolidated). I Coy delivers 10 modular, two consolidated and 10 refresher training courses each year. Specialist Company delivers phase 3 training courses.

Overall effectiveness of welfare and duty of care

152. Overall effectiveness of welfare and duty of care arrangements at ATU (NW) during this Reserve training is good. The quality, leadership and management of welfare and care for Reserve trainees are good.
153. Pass rates on modular and consolidated courses are good. The establishment conducts good recording and analysis of reasons for non-attendance or dropouts from courses where these are known. However, staff do not collect or analyse any data to ascertain the relative performance of different groups in training, for example, by ethnicity, region or educational background. Reserve recruits progress well and develop a good range of military and personal skills. However, ITG does not provide a breakdown of success in phase 1 (Bravo) to enable it to evaluate the quality and effectiveness of its delivery in promoting trainees' success through the whole 'pipeline'.
154. The collection of current medical information about recruits requires improvement so that those who may have sustained injury, become unwell or begun taking medication since their initial medical assessment are prevented from attending. Joining instructions from ATU (NW) for Reserve recruits are clear and concise. However, not all parent units provide recruits with adequate and timely access to these joining instructions or with guidance about how they can obtain them.
155. Recruits develop good levels of confidence in a short time, recognising and valuing the good coaching and the support they receive in training sessions and during downtime. The ATU (NW) Training Officer provides parent units with appropriate feedback via email about recruits' development or progress needs immediately after each modular course. However, recruits themselves do not

receive any written feedback and some are uncertain about what information their parent unit has received about them. Because the ITG learning journal is no longer used, a chronological account of progress is not available.

156. Accommodation is basic, but generally well maintained. However, individual, secure lockers are not available for every recruit and, without this, recruits cannot develop good locker and kit storage habits early in their training. Most parent units provide Reserve recruits with all the equipment they need for training. However, not all the female recruits who required them received short-backed Bergens or correct boots. In such cases, ATU (NW) staff make up for shortfalls and ensure that recruits have the correct, properly fitting kit. A small number of male recruits at the course inspected had not been issued with MoD running shoes by their parent units.
157. Food is appropriate for the high-intensity training. However, hygiene arrangements at the entrance to the cookhouse require improvement. There are no hand-cleaning facilities in the lobby or outside the building.
158. The strategic management of welfare and care for recruits is good. However, too many recruits are subject to unreasonable inefficiencies in the management of their recruitment, selection, and passage into training. Management of recruitment and selection processes is poor, with many recruits suffering frustrating and demoralising delays and uncertainties.
159. The self-assessment report is insufficiently evaluative and therefore not useful in identifying strengths and areas for improvement in the provision across each training year. It does not make a clear judgement on the quality or effectiveness of training at ATU (NW). Too many items in the quality improvement action plan are identified as 'ongoing', indicating that the processes of improvement have stalled. Target dates and milestones for assessing progress are insufficiently precise and challenging. The plan is not adequately driven by, or sufficiently responsive to, the outcomes of the annual self-assessment.

Recommendations

- Ensure that parent units take more responsibility for making sure that Reserve recruits are fully equipped, medically fit, and suitably prepared to complete all aspects of modular and consolidated training.
- Establish practicable and effective hand-cleaning controls at the cookhouse entrance.
- Improve the communication of information about recruits' progress, performance and progression to inform quality assurance and the evaluation of the effectiveness of training at all ATUs.

- Encourage and support recruits to review and record their progress and to gain support, coaching or both from their parent units between modular training courses.
- Improve the processes of self-assessment and quality improvement action planning so that they reflect the strengths, weaknesses and priorities for training more accurately.

266 (Southampton) Port Squadron RLC – Southampton (Blighmont Army Reserve Centre)

Overall effectiveness of welfare and duty of care: good

160. 266 Port Squadron is a part of 165 Port Regiment RLC, whose role is to support its regular counterparts, 17 Port and Maritime Regiment RLC, in establishing, maintaining and operating port facilities. Staff in 266 Port Squadron RLC provide the administration and chain of command to support an Isle of Wight Troop of 165 Port and Maritime Regiment RLC, providing the only Army Reserve unit on the Isle of Wight. Around 105 Reserve recruits train across two sites, managed by two permanent staff.
161. After completing basic soldier training, members of 266 Sqn. RLC can train in their trade. Individuals can gain qualifications such as Royal Yachting Association (RYA) level 4, large goods vehicle (LGV) licences, mobile crane licences and a rough-terrain container handling licence.
162. 266 Port Squadron RLC trains one evening a week and up to two weekends a month. Training opportunities include port operating, marine engineering and seamanship skills. Between six and 16 Reserve recruits attend most evening sessions.

Overall effectiveness of welfare and duty of care

163. 266 Squadron RLC data shows a 100% success rate for Reserve recruits attending both phase 1 Alpha and Bravo. This success derives from extensive preparation before Reserve recruits are released to attend the ATUs.
164. The permanent staff organise and manage transport to the ATUs for training effectively. They take time to check that Reserve recruits are well prepared for the courses they attend. The permanent staff take care to settle recruits and monitor their progress, for example by escorting Reserve recruits to their bed spaces at the start of the course and discussing their progress with the training teams at the end of the course.
165. The chain of command for 266 Squadron RLC does not maintain risk registers or personal records relating to performance on Alpha and Bravo courses. Although staff record attendance, they do not record any risk factors that may make Reserve recruits vulnerable to failing.
166. Reserve recruits seen during the visit were participating in physical training with a PTI, but all were wearing their own clothing: none had been provided with Army issue clothing. The equipment issued to Reserve recruits in 266 Squadron RLC often falls short of what is required during phase 1 Alpha and Bravo courses, and many were short of jackets, trousers, and training shoes.

167. Several Reserve recruits had not yet completed any medicals. A number of Reserve recruits said that PTIs were often regular soldiers who expected more than many of the older Reserve recruits were able to give during physical training sessions. Course reports provided by the ATUs are insufficiently detailed and do not provide the squadron with enough information to help recruits accurately identify weaknesses or improve their skills.
168. Too many Reserve recruits experience frustrating delays and inefficiencies in the Reserve recruiting process. Particular frustrations relate to the length of time it takes for initial applications and medical forms to be processed. A number of Reserve recruits in their early 50s had been taken on by the squadron and were awaiting confirmation of dispensation for their age. However, getting this information had taken too long. Several Reserve recruits have been involved with the squadron since January 2015 but are still waiting processing by the National Recruiting Centre.
169. Adult Reserve recruits attending the National Recruiting Centre in Whittington Barracks in Lichfield share rooms with other Reserve recruits who may be under 18, but no security or suitability checks are completed.

Recommendations

- Use data more effectively to analyse trends in recruitment against wastage rates on both the Isle of Wight and the mainland.
- Develop a broad risk register as a priority to identify and record factors that may affect Reserve recruits' success in training. Provide the commanding officer with a chronological record of these factors and any support provided to individuals.

Annex A. Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections.

Regular establishments	Service	Overall effectiveness	Outcomes for recruits and trainees	Quality of welfare and duty of care	The effectiveness of leadership and management
Army Training Regiment Winchester (ATR (W))	Army	1	1	1	1
Royal School of Military Engineering	Army	2	1	2	2
RAF Halton	RAF	2	2	2	2
Officer and Aircrew Cadet Training Unit (OACTU), RAF Cranwell	RAF	1	1	1	1
Defence College of Health Education and Training (DCHET), Defence Medical Services, Whittington DMS	Army	2	2	2	2
Commando Training Centre Royal Marines (CTCRM)	Royal Navy	2	2	2	2
Reserve establishments					
Army Training Centre (Pirbright) Reserve Training	Army	2	2	2	2
Army Training Unit North East Reserve Training	Army	2	2	2	2
Royal Naval Reserves - Initial Naval Training, HMS Raleigh	Royal Navy	2	2	2	2
Royal Air Force Reserves, Basic Recruit Training Course (R), Part 2, RAF Halton	Royal Air Force	2	2	2	2
Army Training Unit Wessex Reserve Training	Army	2	2	2	2
ATU (NW) – Phase 1 Alpha Training (Reserves)	Army	2	2	2	2
266 (Southampton) Port Squadron RLC – Southampton (Blighmont Army Reserve Centre)	Army	ungraded			

Annex B. Inspection dates

Welfare and duty of care, regular and Reserve Forces

Regular establishments	Inspection end dates
Army Training Regiment Winchester (ATR(W))	16 September 2015
Royal School of Military Engineering	1 October 2015
Recruit Training Squadron, RAF Halton	5 November 2015
Officer and Aircrew Cadet Training Unit (OACTU), RAF Cranwell	9 December 2015
Defence College of Health Education and Training (DCHET), Defence Medical Services, Whittington DMS (W)	14 January 2016
Commando Training Centre Royal Marines (CTCRM)	13 January 2016
Reserve establishments	
Army Training Centre (Pirbright) D Company Army Reserve Training	11 October 2015
Army Training Unit North East Reserve Training	31 October 2015
Royal Naval Reserves – Initial Naval Training, HMS Raleigh	1 November 2015
Royal Air Force Reserves – Basic Recruit Training Course (R), Part 2, RAF Halton	5 November 2015
Army Training Unit Wessex Reserve Training	29 November 2015
ATU (NW) – Phase 1 Alpha Training (Reserves)	6 February 2016
266 (Southampton) Port Squadron RLC – Southampton (Blighmont Army Reserve Centre)	17 February 2016

Annex C. Ofsted's terms of reference

Ofsted 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, Recruitment and Resettlement (TESRR) as priorities
- liaise with TESRR on the schedule of visits to optimise inspection effectiveness
- provide a bi-monthly oral progress report on inspection outcomes to TESRR
- 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 that 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 that 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 organisations 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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