

The revised *Common Inspection Framework for further education and skills*: contextualised for use in the inspection of welfare and duty of care in Armed Services' training

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Part 1. Guide to the inspection process

Introduction

1. Ofsted inspects the impact, quality, effectiveness and management of welfare and duty of care in Armed Services' training establishments. The inspections are commissioned by the Minister of State for the Armed Forces and administered through the Directorate of Training, Education, Skills and Resettlement. Ofsted's remit and scope, and the key aspects to be inspected, are specified in a memorandum of understanding and associated schedule agreed between the Minister for Defence Personnel, Welfare and Veterans (DPWV) and Her Majesty's Chief Inspector of Education, Children's Services and Skills (Ofsted).
2. The main aspects inspected are phase one and phase two training in each of the Services. Phase one is initial training and phase two provides specific trade/professional training. From time to time, the scope of an annual cycle of inspection is varied to include related aspects, such as recruitment and selection. 'Recruit' is the term generally used by Ofsted for those undergoing phase one of training and 'trainee' is used for those undergoing phase two.

Aims of inspection

3. Inspections are carried out in line with the *Common Inspection Framework for further education and skills*.¹ The framework is contextualised to meet the specific demands of the inspection of welfare and duty of care in the Armed Services.
4. As stated in the Common Inspection Framework, the overall aim of inspection is to evaluate the effectiveness and efficiency of the provider in meeting the needs of learners and other users. In the context of the inspection of welfare and duty of care, the three principle themes are:
 - 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 managing and improving the systems for welfare and duty of care Under these themes, Ofsted reports on relevant aspects within and outside of training establishments' direct control. Inspectors must consider the evidence and make judgements on each of the three themes against the grade descriptors. Ofsted's common grading scale will be used to reflect the quality of welfare and duty of care.

¹ *Common Inspection Framework for further education and skills: for use from September 2012* (reference no: 120062), Ofsted, 2012; www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012.

Grade descriptors
Grade 1 – outstanding
Grade 2 – good
Grade 3 – adequate
Grade 4 – inadequate

5. Four grades are awarded, three for the principle themes and one for the overall effectiveness of welfare and duty of care. The three themes are:
- outcomes for recruits and trainees
 - quality of welfare and duty of care
 - effectiveness of leadership and management.

Inspectors take account of these three key theme judgments in order to grade:

- overall effectiveness of welfare and duty of care.

Selecting the establishments to be inspected

6. Ofsted consults the Ministry of Defence (MOD) regarding the selection of establishments to be inspected during an inspection cycle. However, the final decision rests with Ofsted. The establishments to be inspected are selected using a range of criteria which include but are not limited to:
- an assessment of the available evidence about each establishment from previous Ofsted inspection reports
 - establishment reports from internal MOD audit/inspection
 - changes in senior command or establishment
 - resource issues.
7. Overall, a representative proportion of establishments and Services is selected. As the Army is the largest single Service and has the largest number of training establishments, its establishments are always in the majority.

Inspection methodology

8. Ofsted inspectors use the same fundamental approaches to inspection as they would in any remit. This includes triangulation of the evidence that underpins each key finding.
9. Each cycle of inspection is undertaken between April of one year and March of the following year. Ofsted will hold an annual briefing event for nominees and military training personnel. Each training establishment will need to provide their training headquarters and the Director of Training and Education, Skills

and Resettlement in the MOD with a copy of their self-assessment report so it can be made available to inspectors.

10. Each establishment receives no more than 24 hours' notice of inspection. A designated point of contact (the 'nominee'), or the commanding officer or the nearest senior rank available in each establishment, is contacted by the lead inspector by telephone. The lead inspector will ask for a copy of the establishment's self-assessment if this has not already been sent, the quality improvement plan and the Ofsted data sheet to be emailed immediately. The lead inspector will use these documents to prepare a pre-inspection briefing of themes to be investigated by the inspection team whilst on site. The lead inspector will check that the nominee has a copy of the inspection guidance. By 4.20pm the lead inspector will email a copy of a short pre-inspection briefing to the nominee (or equivalent) which confirms the inspection methodology and identifies inspection trails for Ofsted inspectors to follow.
11. The inspection lasts two or three full days and normally involves a team of two or three inspectors, each of whom has appropriate security clearance. The inspection team will normally arrive on site from 8.30am each day. The team will depart when it has completed the evidence gathering required. On the final day, the team will normally leave at or before 5pm. Inspectors are accommodated off-site.
12. At the start of the inspection inspectors require a short briefing, of no more than 20 minutes, which concentrates on the establishment's progress since the previous inspection and is referenced to the three key themes. Inspectors do not require a detailed brief into the purpose and span of military training.
13. Inspectors focus very closely on the experience of recruits and trainees undergoing phase one or two training. They visit recruit/trainee dining facilities and accommodation but do not visit the officers' or non-commissioned officers' messes. As determined in agreement with the MOD, inspectors may inspect welfare and duty of care in officer training establishments. In the course of these inspections inspectors will visit relevant facilities for officer cadets.
14. During inspection, inspectors require unrestricted access to any of the relevant military and civilian staff, recruits, trainees and locations as they require and determine. Ofsted recognises that some staff will not be available. Recruits and trainees are selected for interview by inspectors from nominal rolls. The establishment plays no part in the selection process and facilitates access to the recruit or trainee. Each inspector determines their own schedule for inspection, those who they wish to interview and where the interviews will take place. During inspection, the establishment provides a designated point of contact (the nominee) who acts as a link between establishment staff and the inspectors.
15. At the end of each day of inspection, inspectors feed back their findings in a face-to-face meeting with senior staff. In addition to the nominee, the meeting

may also include the commanding officer and others as agreed with the lead inspector. The final feedback will normally be at 4pm on the last day of the inspection. It is for the establishment to decide who attends the final feedback meeting. Inspectors will leave a written summary of their findings with the establishment.

16. The team may be visited by an Ofsted Managing Inspector whose role will be to quality assure the inspection process and the team. The Managing Inspector will normally attend the final day and will take no direct part in the inspection evidence gathering process, but will wish to talk to the commanding officer and nominee about the establishment's experience of the inspection. The lead inspector will inform the establishment in advance when a visit is planned. The establishment will be asked to complete a post-inspection evaluation so that their views can contribute to the development of the inspection process.

The role of the nominee

17. The nominee will:
 - occupy a rank sufficient to influence the chain of command
 - have a thorough understanding of the workings of the training establishment
 - provide the link between inspectors and establishment staff
 - provide inspectors with a copy of the latest self-assessment report and quality improvement action plan before they arrive on site and other documentation as required
 - be the primary contact for inspectors
 - provide physical evidence as required for inspectors
 - coordinate or plan meetings with staff and recruits or trainees
 - provide comments to Ofsted on the factual accuracy of the establishment's report.

Preparing for inspection

18. Ofsted does not expect the establishment to spend undue time preparing specifically for the inspection. However, there are usually certain people inspectors would like to interview.
19. Ofsted inspectors will meet formally with:
 - recruits/trainees (one-to-one or in small groups)
 - J/SNCOs in training/support teams (one-to-one or in a small group)
 - COs/OCs of training units and sub-units (one-to-one)

- key staff involved in welfare and duty of care, including the unit welfare staff, Women's Voluntary Service WRVS, padre/chaplain, gymnasium and healthcare staff (one-to-one or in a small group)
 - other key staff involved in the welfare and well-being of recruits and trainees.
20. The nominee is not required to produce a formal schedule for inspection. This is determined by each inspector on arrival at the establishment. However, the nominee is requested to identify people's availability, using the form provided by Ofsted, in order to guide the inspectors in creating a workable schedule. Ofsted will be mindful of that availability. Schedules inevitably change for a variety of reasons and this is to be expected. Any change will be communicated to and discussed with the nominee. Most interviews will take place during the working day. In almost all cases, inspectors will spend much of the early stage of the inspection meeting with recruits and trainees selected from nominal rolls.
21. Ofsted normally requires a minimum amount of formal documentation to be available at the beginning of inspection. This includes:
- a map of the establishment
 - recruit/trainee nominal rolls by sub unit
 - self-assessment report (and any associated reports) if not already sent
 - quality improvement plan (open and closed actions) if not already sent
 - data on recruits and trainees
 - commandant's supervisory care directive and risk assessment
 - the week's training plan (one copy only)
 - hard copy of the inspection team briefing on arrival
 - information or data that the establishment believes is immediately pertinent to the focus of inspection
 - details of any complaints reported
 - recruit and trainee survey outcomes from the previous two surveys (response to questions 30 to 40 only).
22. Other documentation, such as records of meetings and logs, may be requested. Inspectors will not be escorted while on establishment premises, unless an inspector specifically requests an escort.

Reporting

23. At the conclusion of each inspection, the establishment receives a written summary of the verbal feedback. This identifies the four overall judgements and includes a bulleted outline of the evidence supporting the strengths, adequate aspects and areas for improvement reported upon.

24. A detailed written report of findings follows after two or three weeks and the establishment is invited to comment on its factual accuracy. The feedback summary and detailed reports are subject to internal moderation by Ofsted.
25. A detailed annual report to the Minister of State for the Armed Forces summarises the key overall findings. It includes an overall tri-Service summary judgement about the quality of, and progress in, welfare and duty of care. This judgement uses Ofsted's grade descriptors. Summary versions of each detailed establishment report are appended to the annual report.

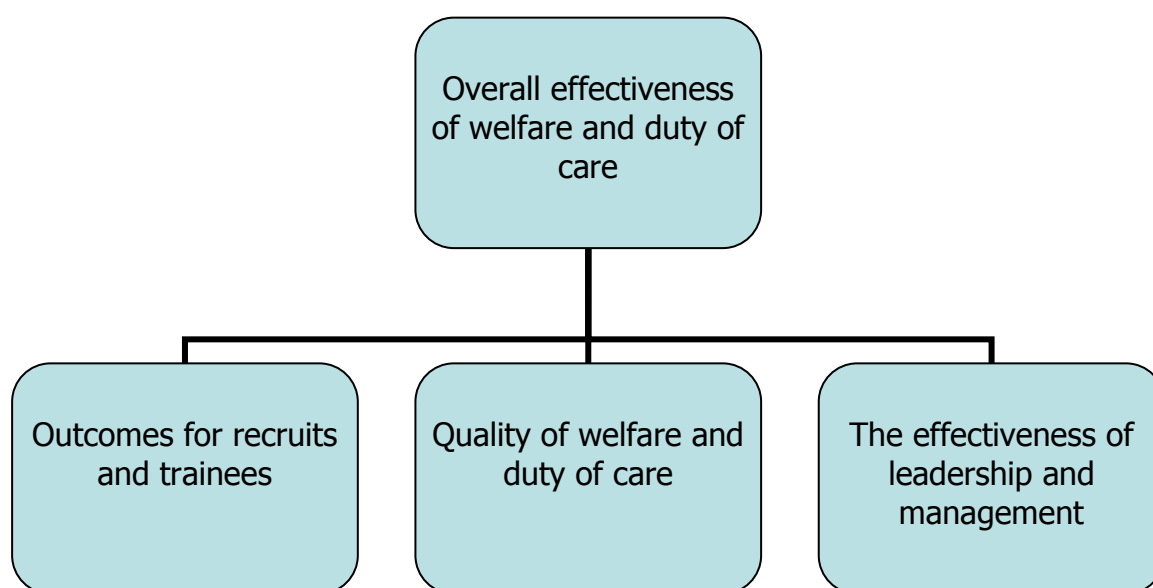
Complaints

26. If an establishment wishes to complain about any aspect of the inspection Ofsted requests that any immediate issue is raised directly with the lead inspector, including any complaints that may be directed at the lead inspector, in order to try and effect a quick resolution. If a managing inspector is attending in a quality assurance role, any issue should be raised with them directly.
27. Wider issues, or those which cannot be resolved during the inspection, should be communicated through the establishment's chain of command and initially to the relevant training headquarters. The training headquarters will raise the issue with the Director of Training, Education, Skills and Resettlement in the MOD, which will liaise with Ofsted to seek a resolution.

Part 2. The process of making judgements

Making judgements

28. In welfare and duty of care inspections, the main judgment on the overall effectiveness of welfare and duty of care is based on the three judgements as illustrated in the diagram below. In reaching these judgements, inspectors will evaluate a range of evidence on appropriate outcomes for recruits and trainees, the quality of welfare and duty of care arrangements and the effectiveness of leadership and management in improving or maintaining high standards of welfare and duty of care.



Outcomes for recruits and trainees

29. This section outlines the main criteria for judging outcomes for recruits and trainees related to the impact and effectiveness of welfare and duty of care arrangements. In making a judgement, inspectors will evaluate the extent to which:

- all recruits and trainees achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of recruits and trainees
- recruits and trainees develop personal, social and employability skills
- recruits and trainees feel safe and are safe from harm, abuse and unfair treatment.

30. In gathering evidence, inspectors may take into account some or all of the following; the list is neither prescriptive nor exhaustive:
- evaluation and analysis of withdrawal rates, rates and types of injury, the extent of back-classing, overall and first-time pass rates
 - any significant variations in the achievement of different groups of recruits and trainees and consideration of trends over time
 - how well recruits and trainees:
 - have been matched to the right Service, trade, branch or level
 - enjoy their courses and complete them within the timeframes expected
 - have developed self-confidence and motivation
 - where relevant, develop English, mathematics and functional skills
 - are supported to achieve personal and professional development, physical fitness and well-being
 - records of bullying and harassment, and the outcomes of interventions
 - analysis and use of the recruit and trainee survey.

Illustrative grade characteristics for outcomes for recruits and trainees

<p>Outstanding</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be outstanding if the cumulative requirements for a good and an adequate judgement are met or exceeded, and the following applies:</p> <ul style="list-style-type: none"> ■ wastage rates are consistently low; overall and first-time pass rates are consistently high over time and there are no significant variations for different groups of recruits or trainees ■ data are used effectively to manage and identify problems associated with recruits who fail to complete training and to promote improvements in training outcomes ■ trainees have all chosen the Service, trade or branch they are in, the level matches their abilities and aptitude closely and trainees are enthusiastic about the development and career opportunities offered ■ recruits and trainees have a skilful and accurate assessment of their current levels of English, mathematics and functional skills, including literacy and numeracy, and, where appropriate, they undertake further accredited training in functional skills which certifies their achievement and raises their performance.
<p>Good</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be good if the cumulative requirements for</p>

	<p>an adequate judgement are met or exceeded and the following apply:</p> <ul style="list-style-type: none"> ■ wastage rates are low and/or significantly reducing; overall and first-time pass rates are continuously improving; any variations between different groups are recognised and being addressed ■ most trainees are placed in their chosen Service, trade or branch at a level that matches their ability ■ where relevant, recruits' and trainees' English, mathematics and functional skills are developed effectively and raised to a higher level ■ recruits and trainees are motivated to meet their set targets, and feel particularly well supported and confident that any issues/incidents raised will be addressed quickly and positively.
<p>Adequate</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be adequate if the following apply:</p> <ul style="list-style-type: none"> ■ wastage rates may be high but effective procedures are reducing them over time; overall and first-time pass rates are adequate; variations may exist between a few groups ■ timely and effective interventions are made to enable recruits and trainees to change Service, trade or branch with the result that, increasingly, more trainees are being well matched to their training opportunities ■ where relevant, recruits' and trainees' English, mathematics and functional skills are developed ■ recruits and trainees feel confident in making declarations and reporting incidents, and are positive about the way incidents are dealt with.
<p>Inadequate</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be inadequate if any of the following apply:</p> <ul style="list-style-type: none"> ■ recruits or trainees are judged to be at actual or potential risk at the time of inspection. <p>Additional contributory factors to inadequacy are likely to include:</p> <ul style="list-style-type: none"> ■ wastage rates are persistently high; overall and first-time pass rates are currently and historically low; there are wide variations in the achievement of different groups, with insufficient action taken to address these issues or action that has had little impact ■ recruit and trainee surveys and/or other reports indicate a high level of dissatisfaction with aspects of fair treatment.

Quality of welfare and duty of care

31. This section outlines the main criteria for judging the quality and effectiveness of the welfare and duty of care arrangements. In making a judgement, inspectors will evaluate the extent to which:
- recruits and trainees benefit from high expectations, engagement, care, support and motivation from staff
 - staff use their skills and expertise to plan and deliver teaching, learning, assessment and support to meet each recruit's and trainee's needs
 - staff are aware of, and address the diverse needs of, recruits' and trainees' health and well-being, including physical, emotional and developmental needs
 - recruits and trainees understand how to improve and develop their health and well-being as a result of frequent, detailed and accurate feedback from staff
 - appropriate and timely information, advice and guidance supports recruits and trainees effectively within, and outside, the chain of command to safeguard welfare.
32. In gathering evidence, inspectors may take into account some or all of the following; the list is neither prescriptive nor exhaustive:
- the structure, balance and coordination of the training programme, including recruits' and trainees' opportunities for study, revision, physical training and leisure
 - how well selection and on-going training of instructors ensures that training, coaching and mentoring inspires and challenges recruits and trainees
 - the quality, resources and staffing levels of academic and professional support, including medical and dental services, for recruits and trainees and ease of access in and out of hours
 - how well military personnel know and respond to recruits' and trainees' personal development and professional requirements
 - the effectiveness of support programmes for those in need of additional help with military skills, course work, physical fitness or rehabilitation from injury
 - the effectiveness of partners and sub-contractors involved in welfare and duty of care arrangements
 - how productively recruits and trainees spend any time when not in training, the effectiveness of transition arrangements between recruitment and selection, phase 1 and phase 2 training, including the quality of communications between establishments, especially for those deemed to be at risk
 - recruits' and trainees' access to physical training in and out of working hours

- the quality of food, leisure facilities, accommodation and maintenance
- how communication within the welfare chain ensures that recruits' and trainees' needs are met while maintaining appropriate levels of confidentiality
- how well recruits' and trainees' emotional needs associated with being away from their homes and families are met and their ability to maintain contact
- the effectiveness of formal arrangements for those under 18 years old
- how well recruits, trainees and staff understand and use the formal complaints system, particularly for allegations of bullying or harassment.

Illustrative grade characteristics for quality of welfare and duty or care

<p>Outstanding</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be outstanding if the cumulative requirements for a good and an adequate judgement are met or exceeded, and the following applies:</p> <ul style="list-style-type: none"> ■ there is substantial evidence of highly effective or innovative practice that makes a significant contribution to ensuring high quality welfare and duty of care for all recruits and trainees.
<p>Good</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be good if the cumulative requirements for an adequate judgement are met or exceeded and the following apply:</p> <ul style="list-style-type: none"> ■ staff within the welfare chain have a good understanding and knowledge of recruits' and trainees' problems, and ensure that recruits and trainees receive appropriate support to develop their academic and professional skills and overcome any personal barriers to achievement ■ most elements of training combine well to support each recruit's and trainee's progress ■ the quality of care, advice, guidance and other support provided for recruits and trainees within and without the chain of command actively safeguards recruits' and trainees' welfare and promotes personal and professional development ■ the assessment and monitoring of recruits and trainees judged at any form of risk is good; supervision and oversight by relevant staff at all levels is proven to be effective ■ recruits and trainees have good access to high-quality food, leisure facilities, accommodation and maintenance.
<p>Adequate</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be adequate if the following apply:</p> <ul style="list-style-type: none"> ■ staff within the welfare chain have an adequate understanding and knowledge of recruit and trainee issues,

	<p>and ensure that recruits and trainees receive appropriate support to develop their academic and professional skills</p> <ul style="list-style-type: none"> ■ most elements of training combine adequately to support each recruit's and trainee's progress ■ the care, advice, guidance and other support provided for recruits and trainees within and without the chain of command adequately safeguard recruits' and trainees' welfare and promote personal and professional development ■ the assessment and monitoring of recruits and trainees judged at any form of risk is adequate, but the underpinning systems may require some improvement and the impact of supervision and monitoring may be hard to identify ■ recruits and trainees have good access, most of the time, to food, leisure facilities, accommodation and maintenance, although quality standards may be variable.
<p>Inadequate</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be inadequate if any of the following apply:</p> <ul style="list-style-type: none"> ■ resources, including staffing, are insufficient to provide consistent levels of welfare and duty of care cover and support ■ the systems for the supervision and monitoring of welfare and duty of care are weak.

The effectiveness of leadership and management

33. This section outlines the main criteria for judging the effectiveness of leadership and management to ensure that the arrangements for welfare and duty of care meet recruits' and trainees' needs and that appropriate systems, including self-assessment and quality improvement action planning, lead to improving standards or to maintaining exceptionally high standards. In making a judgement, inspectors will evaluate the extent to which leadership and management:
- demonstrate an ambitious vision, have high expectations for what recruits and trainees can achieve and attain high standards for welfare and duty of care
 - improve welfare and duty of care through rigorous performance management and appropriate professional development
 - evaluate the quality of welfare and duty of care through robust self-assessment, taking account of users' views
 - successfully use the findings from self-assessment to promote and develop capacity for sustainable improvement
 - actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
 - ensure the safeguarding of all recruits and trainees.
34. In gathering evidence, inspectors may take into account some or all of the following; the list is neither prescriptive nor exhaustive:
- the quality of the support provided by strategic, supervisory or training headquarters to the training establishment, through policy making and the provision of resources to support welfare and duty of care and cross-Service policies
 - the impact of the culture promoted by leaders and managers and their effectiveness at implementing policies to support welfare and duty of care practice
 - the extent to which welfare and duty of care are demonstrable priorities for the establishment and how effectively actions are taken to identify and respond to staff and recruits' and trainees' welfare concerns
 - the management of resources, including staff, accommodation, facilities and technologies, to support recruits and trainees
 - where relevant, the influence and impact of an establishment's external advisory group or links with a local community on recruits' and trainees' welfare and duty of care
 - the impact of reviews and evaluations of the provision by first, second and third party audits

- the analysis and use of data to monitor the effectiveness of welfare and duty of care, for use in the self-assessment process and to measure improvements
- whether quality/continuous improvement action plans arising from self-assessment are well-structured and have clear, ambitious and realistic targets that are implemented and monitored effectively
- the extent to which the establishment uses coherent, coordinated and systematic self-assessment for the effective monitoring and evaluation of performance and tackling areas for improvement/weaknesses
- how well self-assessment reflects the views of a wide range of users including staff, recruits and trainees
- how well self-assessment contributes to continuity of process after command handover(s)
- the formal arrangements for promoting equality and diversity within the establishment
- how well the performance of different groups is monitored and the extent to which action is taken to eliminate underperformance
- the quality and frequency of the recording and management of informal and formal complaints
- recruits', trainees' and staff awareness of what constitutes bullying and harassment
- the effectiveness and impact of recruit and trainee 'at risk' monitoring arrangements
- the timely completion of Criminal Records Bureau (CRB) checks for all relevant staff and whether appropriate arrangements are in place for recruits and trainees under 18 years old
- the effectiveness of the establishment's response in the event of any safeguarding-related incidents or disclosures.

Illustrative grade characteristics for the effectiveness of leadership and management

Outstanding	<p>In the context of welfare and duty of care inspections, the judgement is likely to be outstanding if the cumulative requirements for a good and an adequate judgement are met or exceeded, and the following applies:</p> <ul style="list-style-type: none"> ■ there is substantial evidence of highly effective or innovative practice that makes a significant contribution to ensuring the welfare and duty of care for all recruits and trainees ■ self-assessment and continuous improvement form a coherent, co-ordinated and systemic quality improvement cycle which consistently improves the quality of welfare and
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	duty of care.
Good	<p>In the context of welfare and duty of care inspections, the judgement is likely to be good if the cumulative requirements for an adequate judgement are met or exceeded and the following apply:</p> <ul style="list-style-type: none"> ■ links with training headquarters and/or other organisations actively promote the skills and well-being of recruits and trainees ■ coordination and handover of command is relatively smooth and entails little disruption to key management processes and systems ■ resources are well managed and establishment staff are supportive and clear about their role in securing improvement ■ the establishment has made good progress since the last inspection, although some aspects of improvement may still be work in progress ■ there is good evidence that recruits' and trainees' welfare and duty of care have improved as the result of well-focused self-assessment and action planning ■ self-assessment is good, largely accurate and used to identify and tackle areas for improvement; the views of staff are incorporated and are realistic ■ leaders inspire staff and all recruits and trainees to achieve high standards ■ almost all relevant staff are CRB-checked, the remainder of checks are underway and staff have received appropriate training and updates.
Adequate	<p>In the context of welfare and duty of care inspections, the judgement is likely to be adequate if the following apply:</p> <ul style="list-style-type: none"> ■ links with training headquarters lead to the adequate promotion of and support for staff and recruits' and trainees' welfare and duty of care ■ co-ordination and handover of command is relatively smooth but entails some disruption to key management processes and systems ■ resources are adequate to maintain delivery; the establishment regularly reviews the deployment of resources and takes action on its findings ■ the establishment has made progress since the previous inspection although some progress may be uneven or patchy ■ senior staff are aware of strengths and shortcomings; self-assessment is becoming well-developed and beginning to have a positive impact on improving welfare and duty of care

	<p>for recruits and trainees</p> <ul style="list-style-type: none"> ■ self-assessment is adequate and is starting to be used to identify and tackle areas for improvement; staff are invited to contribute their views ■ there is careful monitoring and evaluation of policies and procedures to promote equality of opportunity in order to ensure that individuals and groups fulfil their potential ■ most relevant staff are CRB-checked, the remainder of checks are underway and most staff have received appropriate training and updates.
<p>Inadequate</p>	<p>In the context of welfare and duty of care inspections, the judgement is likely to be inadequate if any of the following apply:</p> <ul style="list-style-type: none"> ■ senior staff have poor oversight of staff, recruits' and trainees' personal and professional problems ■ the establishment has made insufficient progress or slipped back in one or more key areas of welfare and duty of care since the last inspection ■ there is no rigour in the gathering and evaluation of evidence for self-assessment or continuous improvement action planning ■ safeguarding practice is poor. <p>Additional contributory factors to inadequacy may include:</p> <ul style="list-style-type: none"> ■ the establishment's record in setting and meeting targets for improvement is poor ■ handover of command is not well coordinated; systems and processes are disrupted ■ self-assessment is not embedded; it does not identify the establishment's strengths and areas for improvement; staff have little or no idea what it is or how to undertake it ■ data are not collated or used well to inform self-assessment ■ formal and informal complaints are not managed well ■ links with training headquarters are weak, providing little practical support or resources for improving recruits' and trainees' welfare and duty of care.

Overall effectiveness of welfare and duty of care

35. The judgement on overall effectiveness of welfare and duty of care is an evaluation of how effective and efficient the establishment is in meeting the needs of recruits, trainees and other users, and why. The judgement is based on all the available evidence of:

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

Illustrative grade characteristics for the overall effectiveness of welfare and duty of care

Outstanding	<ul style="list-style-type: none"> ■ Outcomes for recruits and trainees, the quality and management of welfare and duty of care are all likely to be outstanding.
Good	<ul style="list-style-type: none"> ■ Outcomes for recruits and trainees, the quality and management of welfare and duty of care are all likely to be at least good and some aspects may be outstanding.
Adequate	<ul style="list-style-type: none"> ■ Outcomes for recruits and trainees, the quality and management of welfare and duty of care are all likely to be at least adequate, although there may be some good practice.
Inadequate	<p>In the context of welfare and duty of care inspections, the judgement is likely to be inadequate if any of the following apply:</p> <ul style="list-style-type: none"> ■ outcomes for recruits and trainees are inadequate ■ the quality of welfare and duty of care are inadequate ■ the effectiveness of leadership and management is inadequate.