

# Pizza Hut

Employer provider

**Inspection dates**

26–28 March 2019

| <b>Overall effectiveness</b>                 |             | <b>Good</b>                 |
|--|-------------|-----------------------------|
| Effectiveness of leadership and management   | <b>Good</b> | Apprenticeships <b>Good</b> |
| Quality of teaching, learning and assessment | <b>Good</b> |                             |
| Personal development, behaviour and welfare  | <b>Good</b> |                             |
| Outcomes for apprentices                     | <b>Good</b> |                             |
| Overall effectiveness at previous inspection |             | Requires improvement        |

## Summary of key findings

### This is a good provider

- Senior leaders, managers and staff are ambitious and have set high expectations for apprentices. They monitor progress closely, which motivates apprentices well to be successful in their learning and working lives.
- Senior leaders have acted swiftly and effectively to increase the proportion of apprentices who complete their apprenticeship successfully.
- Apprentices make good progress because of the high-quality coaching, support and mentoring they receive from their employers and assessors.
- Apprentices benefit from helpful and comprehensive careers advice and guidance. Staff match this to apprentices' aspirations well at the start of, and during, their apprenticeship.
- Apprentices develop good technical and front-of-house skills, which they use confidently when working. Their employers greatly appreciate the value they bring to the business.
- Apprentices have a good understanding of diversity, especially in terms of the differing needs of customers from other cultures and different groups.
- Apprentices benefit from coaching in a range of additional qualifications and skills, which enables them to do their jobs well.
- The proportion of apprentices who gain employment, additional responsibility or promotion following their training is high.
- Although the proportion who stay on their apprenticeship is rising markedly, too many apprentices leave before they complete their course.
- Apprentices do not receive enough help to improve their wider written English skills.
- Leaders' checks to evaluate improvements in the quality of teaching and the impact of staff development do not focus closely enough on the quality of learning and learners' progress.

## Full report

### Information about the provider

- Pizza Hut (UK) Ltd (Pizza Hut) is a large company within the hospitality and catering sector. It employs around 10,000 people in over 250 restaurants across the United Kingdom. The head office is based in Borehamwood, Hertfordshire.
- Pizza Hut currently has 40 apprentices following intermediate and advanced apprenticeships in the hospitality and catering sector. Most apprentices follow intermediate programmes. Many were previously unemployed prior to starting their apprenticeship. Pizza Hut works with one subcontractor, which provides the off-the-job training and assessments to Pizza Hut apprentices.

### What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by putting in place actions to ensure that:
  - apprentices receive good help to improve their written English skills
  - leaders focus on learning and learners' progress when reviewing the quality and effectiveness of teaching.
- Reduce the proportion of apprentices who leave their programme early by ensuring that assessors plan learning to be relevant to individual apprentices and their work settings.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders have taken effective action to improve the weaknesses identified at the previous inspection. Good arrangements are now in place to monitor and hold their subcontractor partner to account for the quality of learning and apprentices' achievement.
- Clear and effective systems are in place to monitor apprentices' progress. The chief executive and senior leaders maintain a detailed knowledge of the progress of each apprentice.
- Leaders and managers are ambitious for what apprentices can achieve. Staff and apprentices share a culture of ambition and high expectations. This helps apprentices achieve their qualifications within the time planned and move into sustained employment and promotion.
- Quality improvement arrangements are thorough. Leaders use information well from a wide range of sources to inform the development of the self-assessment report. The report is clear, detailed and evaluative. Leaders focus appropriately on the experience of the apprentices. The associated action plan similarly focuses on improving the apprentice experience.
- Assessors monitor apprentices' long-term career progression closely. For example, they follow up on what apprentices are doing 12 months after completing their apprenticeship. They develop detailed case studies of what happens to apprentices following their apprenticeship. As a result, leaders have a very good knowledge of the proportion of apprentices who stay with the company and the impact of the programme on improved business efficiency.
- Leaders use performance data and information effectively to analyse the performance of individual apprentices. They have taken effective action to reduce the differences in achievement between groups of apprentices, such as male and female apprentices.
- Apprentices receive timely and appropriate careers advice and guidance, both at the start of their course and during it. Apprentices' aspirations sometimes change during their studies, and assessors respond appropriately to this with suitable additional guidance.
- Most employers have a good understanding of the apprenticeship programme. Leaders ensure that employers receive effective training from the apprenticeship team to help them understand the content of the programme and leaders' expectations of them. Most employers are closely involved in monthly discussions with assessors and, together with apprentices, reset targets and training plans for the next month.
- Leaders observe teaching, learning and assessment systematically and jointly with subcontractor staff and provide feedback on how to improve their performance. Subcontractor staff welcome the feedback received as a result of observations of their teaching and learning sessions. However, leaders focus too closely on what the tutor is doing rather than on the learning that is taking place.
- Arrangements for the continuing professional development of assessors are good. Development focuses effectively on both professional and educational skills. However,

managers do not routinely assess and record the impact of this training on the apprentice experience.

### **The governance of the provider**

- Governance is good. Senior leaders hold the subcontractor closely to account. They set clear expectations for the quality of the apprentice experience, the training they receive and whether apprentices secure promotion within Pizza Hut.
- Senior leaders use their detailed knowledge and understanding of the hospitality and catering industry to good effect, supporting the development of appropriate training. They have taken increased responsibility for the improvements needed to raise the quality of teaching, learning and assessment, which is now good.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding policies and procedures are updated annually. Leaders ensure that comprehensive staff and subcontractor staff checks are completed on staff's suitability to work with young people.
- Leaders investigate safeguarding concerns fully. They take measured and appropriate action to resolve any instances raised with them appropriately and well.
- Apprentices have a good understanding of the 'Prevent' duty and understand how to protect themselves and customers from threats posed by extremism. For example, apprentices have training in the restaurants' procedures for identifying and responding to an imminent threat of a terrorist attack.
- Apprentices report that they are safe and feel safe in the workplace. They describe in detail the arrangements which ensure their safety at work. For example, apprentices in busy city restaurants know how the high-profile police presence nearby can be called on to deal with a range of potentially dangerous situations. Apprentices know how to raise concerns should any arise.

### **Quality of teaching, learning and assessment**

**Good**

- Apprentices benefit from good off-the-job learning. Employers link the training they provide in their restaurants very effectively to the training given by their subcontractor partner. Apprentices are very clear about how the theoretical concepts they learn link to their everyday work and workplace activities.
- Apprentices benefit from frequent and effectively planned visits from their assessors. Assessors check that apprentices are making good progress in developing their technical food service skills, and the knowledge and behaviours their employers expect from them.
- Employers and assessors establish clearly what apprentices know and what they can do when they start the programme. The few apprentices with additional learning needs are helped appropriately. Apprentices are positive about their experience on the apprenticeship programme and the help they receive from their assessors and employers.
- Assessors have good subject knowledge and suitable industry experience. They use their

skills well to provide apprentices with individual coaching on topics such as food production skills, health and safety and customer service.

- Assessors prepare apprentices effectively for their final external assessments. Apprentices have a good, detailed understanding of their programme and the range of knowledge and skills they need to develop. They understand how they will be assessed.
- Apprentices who are nearing the end of the programme discuss the business project they are in the process of completing. One apprentice is developing a project to provide restaurant staff with incentives to encourage staff to 'upsell' within the restaurant, bringing a clear benefit to the business.
- Apprentices work confidently to meet the needs of a diverse range of customers. They can provide for customers' dietary requirements. For example, they know to offer vegetarian and vegan alternatives. Assessors and apprentices discuss these matters well during off-the-job training sessions. As a result, apprentices develop a good understanding of equality and diversity.
- Apprentices work safely and pay good attention to health and safety and hygiene regulations. They follow good-practice guidelines in the restaurant.
- At times, assessors do not adapt planned learning to ensure that it is relevant to their individual apprentices and their work settings.

## **Personal development, behaviour and welfare**

**Good**

- Apprentices take pride in their work and in their new skills and knowledge. They develop improved confidence, which is recognised by employers and leads to the allocation of more responsible tasks in the workplace.
- Apprentices enjoy their learning and take pleasure in quickly making a valued contribution as an active team member within their restaurant. They learn to work very cooperatively with other team members and develop productive working relationships with their colleagues and supervisors.
- Apprentices develop good personal and social skills, and good skills for working life. They appreciate the need for good punctuality and attendance. For example, they report to managers when unexpected delays are likely to make them late for work. Apprentices' increased confidence and improved communication skills help them to provide a good service when dealing with customers in the restaurants.
- Apprentices develop very good customer service skills. Their good knowledge of the menu and the ingredients helps them to provide appropriate advice and guidance for customers, particularly for those with allergies, when selecting meals.
- Most apprentices have high aspirations regarding their next steps. Many aspire to further and higher apprenticeships and to become deputy managers. Most have a good understanding of the available career paths within the company. Many apprentices report having greater aspirations for their future careers as a result of being on the apprenticeship.
- Apprentices have an appropriate understanding of safeguarding, fundamental British values and the 'Prevent' duty. They say they feel safe. They know how to raise concerns if

needed and have confidence in the arrangements in place to protect them.

- Apprentices do not receive enough help in developing their written skills in English. Assessors' marking of work does not focus sufficiently on correcting errors to ensure that apprentices improve the accuracy and clarity of their written communication.

## Outcomes for apprentices

## Good

- Apprentices make good progress from their starting points, and there are no significant differences between groups of apprentices, such as those from minority ethnic backgrounds. Assessors make good use of information about what apprentices have previously studied to ensure that apprentices are on programmes that challenge them to improve their skills.
- Pass rates are improving and are good. In the current year, most apprentices completed their qualification within the time planned. Apprentices develop their skills, knowledge and behaviours quickly. Effective help is in place for the few apprentices who fall behind in their learning. However, while reducing, the proportion of apprentices who leave the programme early is still too high.
- Most apprentices gain employment, increase their levels of responsibilities or gain immediate promotion following their apprenticeship. Many enter Pizza Hut's higher apprenticeship programme.
- Apprentices gain good practical hospitality and catering skills and use these confidently in the workplace. Apprentices develop good spoken English skills. This is particularly helpful when explaining to customers how dishes are prepared, their contents and any food allergens. The proportions of apprentices who pass their English and mathematics functional skills courses are high.
- Apprentices benefit from additional skills training and qualifications which develop their restaurant food service and customer service skills well. Through their on- and off-the-job training, apprentices gain a sound understanding of food and consumer legislation, food hygiene, stock control, first aid, customer care and restaurant security.
- Apprentices are well prepared for the tests they complete at the end of their apprenticeship. Those who recently completed their apprenticeship display very good knowledge and skills, with around half gaining distinction grades.

## Provider details

|  |                               |
|--|-------------------------------|
| Unique reference number  | 59235                         |
| Type of provider   | Employer provider             |
| Age range of apprentices   | 16–18/19+                     |
| Approximate number of all apprentices over the previous full contract year | 130                           |
| Principal/CEO  | Jens Hofma                    |
| Telephone number   | 07974 197 804                 |
| Website  | www.pizzahutrestaurants.co.uk |

## Provider information at the time of the inspection

| Main course or learning programme level   | Level 1 or below           |     | Level 2  |     | Level 3 |     | Level 4 or above |     |
|---|----------------------------|-----|----------|-----|---------|-----|------------------|-----|
|   | 16–18                      | 19+ | 16–18    | 19+ | 16–18   | 19+ | 16–18            | 19+ |
| Total number of apprentices (excluding apprenticeships)                                   | -                          | -   | -        | -   | -       | -   | -                | -   |
| Number of apprentices by apprenticeship level and age                                     | Intermediate               |     | Advanced |     | Higher  |     |                  |     |
|   | 16–18                      | 19+ | 16–18    | 19+ | 16–18   | 19+ |                  |     |
|   | 19                         | 10  | 3        | 8   | -       | -   |                  |     |
| Number of traineeships  | 16–19                      |     | 19+      |     | Total   |     |                  |     |
|   | -                          |     | -        |     | -       |     |                  |     |
| Number of apprentices aged 14 to 16   | None                       |     |          |     |         |     |                  |     |
| Number of apprentices for which the provider receives high-needs funding                  | None                       |     |          |     |         |     |                  |     |
| At the time of inspection, the provider contracts with the following main subcontractors: | Performance Learning Group |     |          |     |         |     |                  |     |

## Information about this inspection

The inspection team was assisted by the education programme manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

|                                |                  |
|--------------------------------|------------------|
| Martin Bennett, lead inspector | Ofsted Inspector |
| Stephen Masterson              | Ofsted Inspector |
| Bob Busby                      | Ofsted Inspector |



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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