

Pizza Hut (UK) Ltd

Employer provider

Inspection dates

6–9 June 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Apprenticeships	Requires improvement
Quality of teaching, learning and assessment	Requires improvement		
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is a provider that requires improvement

- Too many apprentices did not achieve their qualifications in 2015/16 and, although current apprentices make the progress expected of them, too many have left their programmes early in 2016/17.
- Leaders do not self-assess the quality of their apprenticeship provision effectively, particularly with their subcontracted provision. As a result, improvement planning and intervention have been too slow.
- Leaders and managers have placed insufficient focus on developing apprentices' English and mathematics skills and, as a result, too many apprentices make slow progress in acquiring these skills and achieving their qualifications.
- Trainer/assessors do not accurately assess apprentices' starting points, and consequently do not plan and execute apprentices' learning effectively. As a result, not enough apprentices excel in their studies.
- The majority of apprentices enrolled in 2016/17 have not remained on their programmes, due to an insufficient understanding of the commitment required to complete their programmes.
- Leaders and managers do not quality assure robustly the apprenticeship programmes to enable them to take swift action to mitigate weaknesses.

The provider has the following strengths

- The large majority of apprentices gain good practical hospitality and catering skills, which they use effectively and confidently at work.
- The vast majority of apprentices develop good technical skills, which they use assuredly in their teams. Their employers greatly appreciate the value they bring to the business.
- The apprentices enrolled on the new standards apprenticeship programme make good progress because of high-quality coaching and mentoring from their employers and trainer/assessors. They gain good practical skills and theoretical competence.

Full report

Information about the provider

- Pizza Hut (UK) Ltd is a large company working within the hospitality and catering sector. It employs up to 10,000 people in over 260 restaurants across the United Kingdom. The head office is based in Borehamwood, Hertfordshire.
- Pizza Hut (UK) Ltd currently has around 60 apprentices following intermediate and advanced apprenticeships in the hospitality and catering sector. The majority of apprentices following intermediate programmes have not been in employment for a significant period of time prior to their apprenticeship. Almost two-thirds of apprentices follow intermediate-level programmes, with a third following advanced-level programmes. A very small number are following programmes offering the new apprenticeships standards. Pizza Hut (UK) Ltd work with one subcontractor, who provides the assessments and the off-the-job training to Pizza Hut apprentices.

What does the provider need to do to improve further?

- Establish accurate and incisive self-assessment that takes into account all aspects of the provision and informs improvements in the quality of teaching, learning and assessment, leading to good outcomes for apprentices.
- Put in place effective improvement planning with subcontractor managers to secure rapid improvements in off-the-job apprenticeship provision.
- Urgently ensure that managers plan the teaching of English and mathematics early in apprentices' programmes. Ensure that trainer/assessors improve apprentices' English and mathematics skills.
- Improve the quality of teaching, learning and assessment by putting in place actions to:
 - ensure that trainer/assessors take apprentices' starting points into account when planning their learning, so that apprentices are suitably stretched
 - make certain that trainer/assessors use high-quality resources to motivate apprentices to make good progress and excel in their learning
 - ensure that assessors and restaurant managers challenge apprentices to make the progress of which they are capable.
- Take swift action to reduce significantly the number of apprentices who leave their programme and ensure that:
 - all apprentices understand fully the demands of their apprenticeship programmes
 - restaurant managers and trainer/assessors plan effectively apprentices' off-the-job training and assessments to allow apprentices enough time to complete their work
 - trainer/assessors and restaurant managers swiftly identify those apprentices at risk of leaving their programme early and put in place effective support to enable them to stay on track.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders do not ensure that the quality of the apprenticeship provision is of a high standard. They do not make certain that the quality of teaching, learning and assessment is of high quality to ensure good outcomes for apprentices.
- Leaders have not planned and coordinated the on- and off-the-job training sufficiently to enable leaders, managers and assessors to take into account apprentices' overall progress. For example, restaurant managers and trainer/assessors do not work collaboratively and, as a result, the plans for apprentices' learning lack coherence.
- Leaders and managers do not place enough importance on the development of apprentices' English and mathematics skills and do not ensure that restaurant managers and managers within subcontracted provision promote the importance of these skills within training and assessment sessions.
- Leaders and managers do not collect or use data effectively to ensure that they have an accurate understanding of the apprenticeship provision. As a result, their self-assessment report is overly optimistic. Leaders did not halt the decline in achievements in the previous year, and consequently the actions and interventions they put in place were too late.
- Leaders and managers do not monitor the progress of different groups of apprentices and, as a result, are not aware of gaps in the achievement of different groups. They do not collect and monitor the progress of apprentices who have learning difficulties and/or disabilities. At the time of inspection there were no apprentices who had declared a learning difficulty and/or disability.
- Managers have recently started to monitor current apprentices' progress to meet the minimum requirements of the qualifications. As a result, leaders and managers have helped to increase significantly the proportion of apprentices who stay on programme to achieve within the agreed, planned timescales.
- Leaders and managers have recently begun to work in collaboration with subcontractor managers, to effectively plan apprentices' training and assessments using the new apprenticeships standards. Leaders, managers and trainer/assessors demonstrate a good understanding of the requirements of the new standards. They plan well to enable the small proportion of apprentices enrolled on this programme to make good progress.
- Leaders and managers have begun to successfully tackle underperformance in response to the poor achievements of apprentices in 2015/16. Recent changes in staff roles have resulted in more-frequent reviews and assessments for current apprentices and this has helped lead to the majority of apprentices who stayed on programme in 2016/17 achieving in the time allocated.
- Leaders and managers successfully promote an inclusive and respectful ethos across the organisation; as a consequence, staff and apprentices work considerately together. Apprentices gain a good understanding of the principles of equality and high-quality customer service and they apply their understanding of the diverse needs of their customers well in the workplace.

The governance of the provider

- Governance requires improvement. Senior leaders in the company hold leaders responsible for training to account for apprentices' progress against the minimum completion of their programmes. However, they do not challenge leaders on the quality of the provision.
- Senior leaders do not set a sufficiently high priority for the development of apprentices' English and mathematics skills.
- Senior leaders have recently identified some of the existing weaknesses within the apprenticeships provision. For example, they have ceased placing apprentices in underperforming restaurants. However, this has yet to raise the quality of the apprenticeship programmes.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that staff understand fully their safeguarding policies and procedures. As a result, staff articulate confidently the expectations of them and others. For example, restaurant managers effectively complete risk assessments for lone workers and young people working in their restaurants to minimise the risk posed to them.
- All staff complete effective safeguarding training. Trainer/assessors regularly check and report any safeguarding concerns. The designated safeguarding lead takes decisive action to follow up any concerns to full resolution, including referrals to external agencies.
- Managers within the subcontracted provision carry out comprehensive recruitment checks on trainer/assessors and keep up-to-date records to ensure suitability.
- Apprentices must complete comprehensive online training for their safe use of online resources, including the virtual learning environment. Most apprentices complete effective health and safety training within the workplace, such as 'lockdown' procedures, that are mandatory prior to their employment.

Quality of teaching, learning and assessment

Requires improvement

- Staff do not assess apprentices' starting points effectively. Trainer/assessors conduct assessments of apprentices' level of English and mathematics too late into their apprenticeship. Most apprentices do not undertake assessments to measure their prior vocational skills and knowledge to determine their existing skills. As a result, trainer/assessors do not have a comprehensive understanding of the needs of apprentices to enable them to plan effective learning.
- Most trainer/assessors have good subject knowledge and suitable industry experience. They use their skills well to provide apprentices with one-to-one coaching on topics such as food production skills, health and safety and customer service. Most apprentices develop good work-related skills. For example, apprentices who work in the kitchens produce food to a good standard. 'Front of house' apprentices learn to slice a pizza correctly and how best to present food to their customers. An apprentice following a food

production programme gained effective 'front of house' skills by learning how to present starters and main meals and suggested healthy new combinations within the salad section of the restaurant.

- The teaching of English and mathematics functional skills is not well planned. For example, the resources that most trainer/assessors use are of poor quality and are unattractive. English and mathematics materials do not take into account the vocational subjects and job-related tasks and activities to help apprentices' understanding. As a result, apprentices do not appreciate the importance of good skills in English and mathematics at work, and consequently make slow progress in their learning.
- Almost all apprentices complete online learning modules that provide them with good knowledge of key job activities such as service of drinks and desserts, and understanding of food production and allergens contained within food items.
- Most trainer/assessors do not plan suitable learning activities to enhance apprentices' understanding of theoretical concepts. Most apprentices do not deepen and extend their knowledge and skills beyond the minimum requirements of the qualifications.
- Trainer/assessors ensure that assessment of apprentices' practical skills meets the required standards. They enable apprentices to demonstrate sufficient knowledge to the correct standards. For example, most 'front of house' apprentices demonstrate good skills in working the tills, knowledge of food products and stock payment handling. Most trainer/assessors provide good-quality verbal feedback to apprentices and enable them to understand how to improve the standards of their work. However, written feedback lacks sufficient detail to ensure that they can improve their work.
- Managers and trainer/assessors review apprentices' progress regularly but only towards the minimum requirements of the qualifications. As a result, apprentices understand well the progress they make towards their qualifications. However, the targets that trainer/assessors set apprentices focus solely on the completion of units and assessments and do not challenge apprentices to excel.
- Most trainer/assessors and restaurant managers do not work collaboratively to coordinate apprentices' on- and off-the-job training. Most restaurant managers assess effectively apprentices' competence in these skills. However, this job-related learning and assessment does not inform the evaluation of apprentices' progress during reviews or set actions for further improvement.

Personal development, behaviour and welfare

Requires improvement

- Too many apprentices either do not understand or are not well enough prepared for the demands of their apprenticeship programmes or the requirements for the on- and off-the-job training. Apprentices do not develop the necessary resilience to complete their programmes.
- Most apprentices are confident and demonstrate effectively their technical skills and abilities. They articulate eloquently their responsibilities, their role within their teams and perform tasks adeptly to add value to their employers' business. The vast majority of apprentices behave well, are polite and demonstrate high levels of professional occupational standards when working with members of their team and customers. Most apprentices attend regularly and are punctual to work.

- Apprentices work well as team members and contribute effectively to the business. They frequently suggest new ideas and participate in team meetings. Most apprentices take up a wide range of responsibilities in both 'front of house' and in the kitchens. This allows them to cover staff absences and acquire a broad range of skills to help them contribute to all aspects of work within restaurants. A few apprentices take on extra responsibilities, for example an apprentice was responsible for promoting the restaurant online application to customers.
- Apprentices feel safe and are safe. They know whom to contact should they wish to raise any safety or welfare concerns.

Outcomes for learners

Requires improvement

- Most apprentices who remain on programme make good progress and develop good job-related skills. However, in 2015/16, the very large majority of apprentices did not achieve their qualifications and left their apprenticeship early.
- The large majority of apprentices who stayed on their programmes, and were due to complete in 2016/17, have done so within their allocated time. Most apprentices who complete their programme remain with the company. The small minority who completed in 2015/16 and left the company, have gained full-time employment within the hospitality sector.
- The standard of practical work is generally good. Apprentices gain good practical hospitality and catering skills and apply these confidently in the workplace. Apprentices' theoretical work, on the other hand, is little more than the satisfactory level needed to meet the standards required for their qualifications.
- Too few apprentices achieved their English and mathematics qualifications last year, and current apprentices make slow progress in advancing their skills and knowledge.
- Through their on-the-job training, most apprentices gain a sound understanding of food and consumer legislation, food hygiene, stock control and time management. However, a minority of apprentices, who already work for the company and then take up an apprenticeship, are not challenged to develop their skills and deepen their knowledge further.
- Leaders and managers have recently introduced programmes that adhere to the new standards for apprenticeships. The small proportion of apprentices following these programmes are making good progress and produce good standards of practical skills and theoretical work.
- The majority of apprentices following intermediate and advanced programmes demonstrate good practical skills. However, their theoretical work is no more than the requirements of the qualification.
- Most apprentices demonstrate good understanding of operating in a diverse workplace, with high levels of tolerance, respect and professional occupational standards. For example, they understand the needs of those who require prayer facilities at work and how to provide good customer service when serving people who have disabilities.

Provider details

Unique reference number	59235
Type of provider	Employer provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	130
Principal/CEO	Jens Hofma
Telephone number	07974 197804
Website	www.pizzahurestaurants.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 learners (excluding apprenticeships)	–	–	–	–	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	24	16	3	16				
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16								
Number of learners for whom the provider receives high-needs funding								
Funding received from:	Education & Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Performance Learning Group Davic House Unit 3 The Maltings, Station Road Sawbridgeworth CM21 9JE							

Information about this inspection

The inspection team was assisted by the learning and development 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 learners 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

Harpreet Nagra, lead inspector	Her Majesty's Inspector
Gary Adkins	Ofsted Inspector
Barbara Hughes	Ofsted Inspector

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