

Inspection of Pizza Hut

Inspection dates:

19 to 21 October 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Apprenticeships

Good

Overall effectiveness at previous inspection

Good

Information about this provider

Pizza Hut is a large company within the food and beverage service sector. It has restaurants across the United Kingdom. The head office is based in Borehamwood, Hertfordshire. At the time of the inspection, Pizza Hut had 36 apprentices on standards-based apprenticeships. Eight were on the level 2 hospitality team member standard, five on the level 2 production chef standard, 19 on the level 3 hospitality supervisor standard and four on the level 4 hospitality manager standard. Nine apprentices were below the age of 19, and no apprentices have high needs. Leaders do not have any subcontracted provision.

What is it like to be a learner with this provider?

Apprentices value the opportunity to learn in high-quality one-to-one lessons in the workplace. Apprentices benefit from personalised teaching approaches that provide varied learning and assessment activities. Many apprentices have previously had negative experiences of education. They value the work-based learning model. Young apprentices on the level 2 production chef apprenticeship can work confidently in both the kitchen and front of house by the end of their programme.

Apprentices are proud to work for, and represent, Pizza Hut's brand and high standards. Restaurant managers and trainers use their extensive knowledge of the business to help apprentices apply their learning to work. Apprentices acquire the interpersonal skills required in and out of the workplace. Apprentices at level 2 learn to open and close the restaurant independently, showing confidence in their level of responsibility.

Most apprentices, particularly at levels 3 and 4, are motivated to achieve. Most apprentices who reach the end of their apprenticeship achieve their qualifications and remain employed within the hospitality sector. However, too many apprentices on the level 2 standards leave their programmes early.

Apprentices are treated fairly, in a highly inclusive learning and work environment. Apprentices value this and recognise how this makes their workplace an enjoyable and fair place to work.

Apprentices feel and are safe in the workplace. They value the rapport and positive relationships that they have with their trainers and managers. Apprentices are confident to raise any issues or concerns that they may have, knowing that these will be dealt with effectively and efficiently.

What does the provider do well and what does it need to do better?

Leaders have selected an appropriate curriculum to meet known needs in their own business and the wider hospitality sector. Level 2 standards help to fill shortages in entry level positions, such as production chefs. More recently, leaders have introduced the level 4 hospitality manager standard to improve the skills of those in, or aspiring to, management positions.

Leaders work effectively with managers across Pizza Hut, ensuring that learning is successfully tailored to meet the needs of individual apprentices and the restaurants they work in. Area managers and restaurant managers value apprenticeships and recognise the benefits that apprentices bring to their workforce. Apprentices at level 3 working on costs and sales gain direct responsibility for stock control and implement new processes to improve efficiencies and profits.

Staff design an appropriate curriculum for each standard to ensure that apprentices develop new knowledge, skills and behaviours over time. At level 2, apprentices learn about the hospitality sector, its environmental impact and about the provision of good customer service. At level 3, apprentices deepen their learning through understanding customer satisfaction and are introduced to leadership styles and menu design. At level 4, apprentices gain an understanding of theoretical models of leadership, customer experience, marketing and risk management.

Trainers ensure that apprentices can apply their learning highly effectively to different work contexts. Trainers use coaching techniques and questioning skilfully in one-to-one sessions to check learning. As a result, apprentices retain and secure their knowledge. Trainers help apprentices to understand new terminology, such as compliance risk. Trainers use visual aids and diagrams skilfully to provide clarity to explanations, such as the main features of customer loyalty.

Apprentices improve and develop effective English and mathematics skills. Apprentices learn about cost and profit at each level of study and improve their communication skills. At level 4, apprentices develop good project writing and academic referencing skills. Trainers put in place effective plans for apprentices who require functional skills English and/or mathematics qualifications. As a result, most apprentices are well prepared for their examinations and achieve this element.

Leaders have not ensured that trainers have sufficient skills and knowledge to help those apprentices with learning difficulties or disabilities (LDD). As a result, a significant minority of apprentices with LDD do not receive appropriate help.

Trainers use a variety of assessment methods effectively to improve the quality of apprentices' work. As a result, apprentices' written work and performance in the workplace is at least of an appropriate standard to their level and shows improvement over time. At level 4, apprentices become increasingly fluent in the application and evaluation of theoretical concepts.

Managers' oversight of training in the workplace is effective. Trainers ensure that apprentices have scheduled lessons and protected time within their working hours to complete their studies. Trainers liaise with restaurant managers to ensure that this time is planned in advance and is taking place. As a result, apprentices attend well, enjoy their training sessions and make good progress.

Managers and trainers ensure that apprentices secure a good knowledge and understanding of a breadth of topics, including British values, equality, inclusivity and healthy lifestyles. Apprentices recognise the relevance of these topics in their personal and professional lives. They have a good understanding of the risks associated with where they work and live.

Trainers do not provide apprentices with effective ongoing and impartial careers advice and guidance. Consequently, apprentices are unclear how their learning can help them realise their aspirations beyond Pizza Hut. Apprentices are clear about the

career routes available to them at the company. Most apprentices are prepared effectively for their immediate next stage of employment or training.

Too many apprentices on level 2 leave their programme early. Leaders do not recruit apprentices to level 2 apprenticeship programmes with sufficient rigour. Leaders have a clear aim to recruit those who have previously had a poor experience of education and to increase social mobility through hospitality careers. While leaders identify that too many apprentices at level 2 leave their programmes early, they have not yet taken effective action to sufficiently improve the attrition rate.

Leaders and managers have effective oversight of the quality of teaching and assessment. They seek feedback frequently from apprentices and restaurant managers. Managers use findings from quality assurance to inform development activities for staff. Trainers have in place useful development plans that target their individual needs for improving their skills in teaching and assessment. As a result, leaders ensure that the quality of education is good and continues to improve.

Governance arrangements are effective. Those responsible for governance use their extensive knowledge of the business to select the programmes offered and to inform their content. Managers provide frequent and informative reports to senior leaders, who in turn provide effective challenge to managers. The management team, made up of senior leaders, operational managers, the CEO and board members, intervene directly with restaurants or regions when they identify issues affecting the quality of apprenticeship training, ensuring that it improves promptly.

Safeguarding

The arrangements for safeguarding are effective.

Staff are appropriately trained and qualified in safeguarding and their responsibilities in accordance with the 'Prevent' duty guidance. Staff report safeguarding matters to senior leaders, who monitor apprentices' well-being and intervene appropriately when required to do so. Staff responsible for safeguarding manage disclosures effectively.

Staff responsible for safeguarding maintain their knowledge about current topics and issues at a national level and provide useful regional updates to staff and restaurant managers for discussion with apprentices. Leaders have responded appropriately to the need to educate young apprentices about keeping themselves safe from sexual harassment through revisions to corporate induction, the code of conduct and specific training materials trainers discuss with their apprentices.

What does the provider need to do to improve?

- Leaders must ensure that apprentices at level 2 remain on programme and that apprentices continue to achieve within planned timeframes.
- Leaders must ensure that trainers are able to identify apprentices' potential learning difficulties and disabilities and that they provide appropriate support.
- Leaders must ensure that apprentices receive ongoing, impartial careers advice and guidance. Trainers must ensure that apprentices understand the breadth of careers available to them outside of Pizza Hut to establish their long-term career goals and understand the steps required to achieve them.

Provider details

Unique reference number	59235
Address	Unit 1, Imperial Place, Maxwell Road Borehamwood Hertfordshire WD6 1JN
Contact number	07974 197804
Website	N/A
Principal, CEO or equivalent	Jens Hofma
Provider type	Employer Provider
Date of previous inspection	26 to 28 March 2019
Main subcontractors	N/A

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. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Rebecca Perry, lead inspector	His Majesty's Inspector
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Sarah Benson-Smith	Ofsted Inspector
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