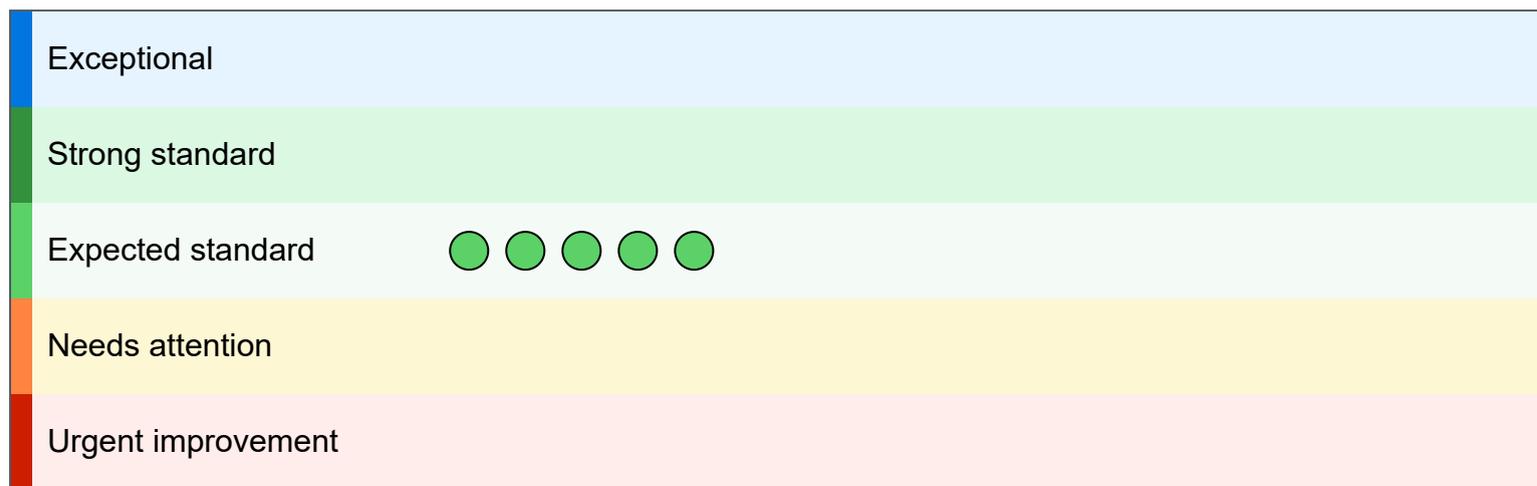


Bellevue Education International Limited

Address: Floor 2 Skyline House, SE1 0LX

Unique reference number (URN): 2791006

Inspection report: 2 December 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard

Inclusion

Expected standard 

Leaders have established and are very committed to a culture, where apprentices from a range of backgrounds and levels of previous educational experience are welcomed and encouraged to study an apprenticeship. Apprentices benefit from plentiful support, encouragement and thoughtful strategies to help them.

Leaders identify apprentices' starting points and any support needs very promptly and thoroughly. Tutors make effective use of a comprehensive range of initial assessments to ensure that apprentices have the support they need in place from the start. They carefully review this over time and make adjustments when necessary. Targeted and sensitive interventions to assist apprentices, who are facing challenges in their personal lives, help these apprentices to remain at work and on their apprenticeship.

Tutors use their training on a range of topics, including coaching skills and mental health awareness, to support apprentices. They share best practice and draw on the expertise of their colleagues. Apprentices are confident to discuss their support needs with their tutors.

Leaders monitor apprentices' progress. They are currently refining their inclusion strategy, including reporting to governors, so that leaders and governors more systematically review the impact of support strategies on apprentices' learning.

Leadership and governance

Expected standard 

Leaders and governors have a clear vision for offering apprenticeship provision, as well as a logical plan to develop apprenticeships over time. They now teach the level 5 specialist teaching assistant apprenticeship as a response to business need and to offer a career progression route for apprentices.

Leaders have a largely accurate understanding of the quality of their provision. They identify appropriate improvement priorities and actions. Tutors benefit from a 'sharing and shaping' initiative, where best practice is shared to shape other curriculums. The early years educator team have shared how they have made changes to prepare apprentices better for the professional discussions included in end-point assessments.

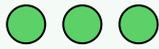
Governors provide an appropriate level of scrutiny. Since the monitoring visit, leaders have made improvements to governance but rightly recognise that they need to improve the rigour of these arrangements. This includes the monitoring by governors of the impact of the support strategies that leaders put in place.

Staff are proud to work at the provider. They appreciate the focus on their wellbeing and workloads. Leaders are alert to new opportunities to manage staff workloads. They are currently working with staff to understand where AI tools can be used to streamline routine tasks.

Staff benefit from a comprehensive range of professional development. The staff team are senior leaders across the schools that the provider works with and bring a wealth of experience to their apprenticeship roles. This is enhanced by additional training. However, the training is not consistently related to the individual needs of the teaching staff.

2. Apprenticeships

Expected standard



Expected standard

Achievement

Expected standard 

Apprentices, including those who are disadvantaged, make appropriate progress from their starting points. In the small number of instances where apprentices have fallen behind with their learning for a range of different reasons, including significant events in their personal lives, staff have put plans in place that help these apprentices to complete the apprenticeship.

Apprentices develop new knowledge, skills and behaviours, which employers value highly. They develop confidence to lead whole class sessions and the resilience to hold challenging conversations with parents. The work that they produce is typically of the standard expected for their level of apprenticeship.

Apprentices develop their literacy and numeracy skills. The small number of apprentices studying functional skills English and/or mathematics pass their qualifications.

Apprentices achieve well. They take on further responsibilities in their jobs or secure promotions in their schools and early years settings.

Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is relevant to the needs in the educational settings where they work. They offer relevant career pathways responding to the skills shortages in the sector. Employers value the curriculum offer, which meets the needs of apprentices well.

Leaders use comprehensive initial assessments to provide apprentices with the support and resources that they need to be successful. They ensure that the curriculum is accessible to learners who are disadvantaged.

Leaders and staff have organised training logically. Apprentices build their knowledge and skills incrementally and securely. They learn new knowledge, skills and behaviours in well-aligned on- and off-the-job training that helps them in their jobs. Early years educator apprentices learn the fundamental knowledge of safeguarding and attachment theory to work in early years before progressing to education theory relevant to their specialism.

Apprentices are typically taught well in online sessions and through reviews. Staff use strategies such as coaching techniques, so apprentices can reflect on their own practice and that of others. For example, level 4 learning and skills mentor apprentices learn about unconscious bias, ethics and boundaries before they begin their mentoring. They use group discussions and reviews to evaluate critically, reflect wisely and remember more.

Staff use their expertise to teach the technical and sector-specific language needed. Apprentices use terminology confidently and accurately.

Staff provide constructive feedback on apprentices' written work. Apprentices value highly the comprehensiveness of this feedback, which helps them work towards achieving a distinction grade.

Participation and development

Expected standard 

Apprentices work and learn in respectful and caring settings. Leaders and employers have high expectations for apprentices' behaviours, attitudes to learning and attendance. Apprentices attend well.

Apprentices have not experienced any incidences of bullying. However, they are confident that staff would address any concerns promptly.

Leaders and employers provide apprentices with opportunities to take part in activities that help prepare them for their futures. For example, apprentices visit other schools to learn about different specialist curriculums and age groups.

Leaders provide apprentices with an appropriate personal development curriculum. Apprentices learn about healthy lifestyles through the nutrition units they study, they learn to maintain their physical health at work through appropriate training, and they understand the risks of radicalisation and extremism through the 'hot topics' that they discuss with staff. They also develop their knowledge and understanding of fundamental British values.

Leaders and employers provide apprentices with advice and guidance about careers and future opportunities. Most apprentices have the information they need to make informed decisions, including how to become primary teachers, childcare setting managers and room leaders. A few apprentices require further guidance to make decisions about their next steps.

What it's like to be a learner and/or an apprentice at this provider

Apprentices develop new knowledge, skills and behaviours, which they apply well at work. This includes their knowledge of positive behaviour management strategies with children to improve classroom behaviours. Apprentices gain the confidence and resilience to teach classes of children and hold challenging conversations with parents.

Apprentices facing barriers to learning are very well supported by skilled and caring staff. They benefit from relevant and personalised support enabling them to succeed on their apprenticeship and thrive at work. Apprentices typically achieve their apprenticeship well. Employers value highly the new knowledge and skills that apprentices bring to their schools and early years settings.

Apprentices enjoy the broader aspects of their training that encourages their personal development. They attend network meetings to discuss special educational needs and/or disabilities and visit other schools to learn from good practice in, for example, teaching physical education. They are reflective when considering their learning about meeting diverse needs and how they can apply this at work and in their personal lives. For example, they develop their skills when working with children whose first language is not English.

Apprentices value highly the respectful and supportive work and learning environments in which staff and their employers prioritise their welfare. They are highly professional at work and are well motivated to complete their academic learning, fulfilling the high expectations that staff set them. Apprentices build positive relationships with their colleagues and are well prepared for promotion and for the additional responsibilities that they take on.

Next steps

- Leaders and governors should continue to review and strengthen governance arrangements to enhance the level of scrutiny, support and challenge provided.
 - Leaders should further develop the careers advice and guidance provided to apprentices so that all apprentices are knowledgeable about the full range of opportunities that their apprenticeship can lead to.
-

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with leaders, governors, employers, staff and apprentices during the inspection.

Bellevue Education International Limited is an independent learning provider based in London. It was established in 2012 to provide a range of education services and provision in the independent sector across England. At the time of the inspection, there were 30 apprentices in training. Apprentices study one of 5 different apprenticeships with the largest numbers studying the level 3 early years educator and the level 5 specialist teaching assistant apprenticeships. All apprentices were over the age of 18. Fewer than 5 apprentices were studying mathematics and/or English qualifications.

Group Education Director: Steven Wade

Lead inspector:

Ann Monaghan, His Majesty's Inspector

Team inspector:

Mark Hillman, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

Number of learners

Total learners

30

Apprenticeships

30

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright