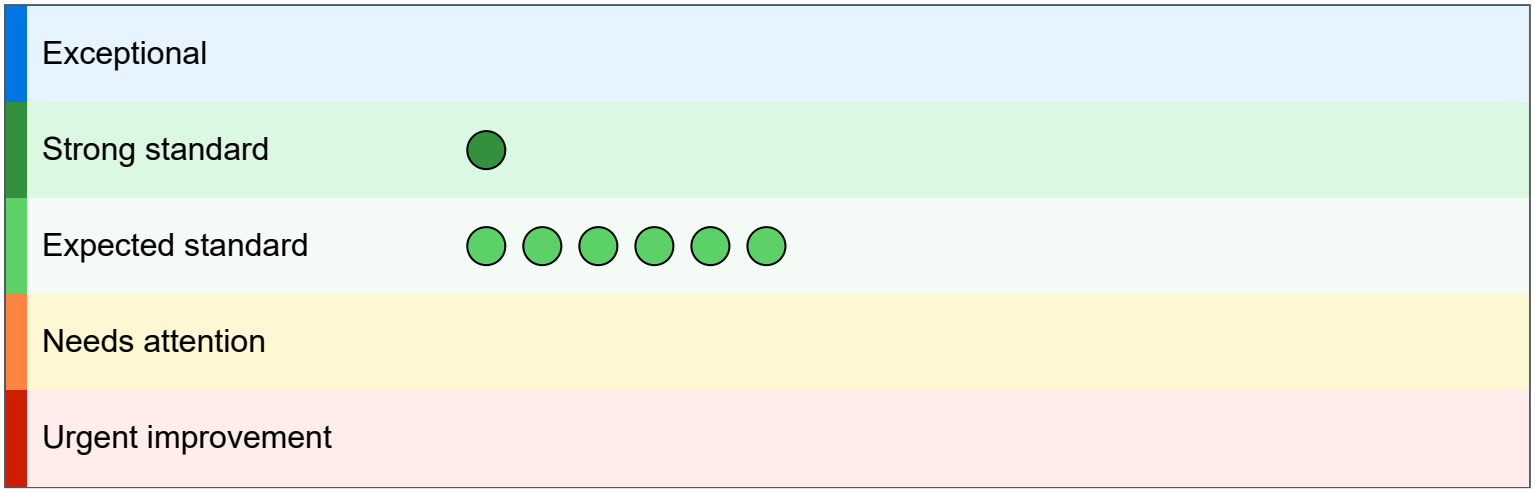
Harper Bell Seventh-day Adventist School

Address: 29 Ravenhurst Street, Camp Hill, Birmingham, West Midlands, B12 0EJ

Unique reference number (URN): 136440

Inspection report: 13 October 2026



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, pupils are made safer and feel safe.

How we evaluate safeguarding

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

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

Strong standard

Attendance and behaviour

Strong standard

Attendance is a significant strength of the school. Leaders establish clear systems that identify concerns quickly and provide support at the earliest opportunity. Attendance has improved substantially over time. It is in line with national averages and compares favourably with that of similar schools. Persistent absence reduces because leaders work closely with families and provide tailored support that removes barriers to attendance. As a result, pupils attend regularly, arrive punctually and begin learning positively each day.

Behaviour is highly positive throughout the school. Pupils understand routines and expectations and contribute to a calm and orderly environment. Learning is rarely disrupted because staff implement behaviour systems consistently and pupils respond positively. Relationships between staff and pupils support positive attitudes throughout the school day. Bullying and discriminatory behaviour are extremely rare. When incidents occur, staff address them swiftly and effectively, and leaders take appropriate action to ensure pupils feel safe and supported.

The school's work to develop self-regulation has a positive impact, particularly for pupils who need additional support. Pupils behave respectfully in lessons, during social times and when moving around school. They demonstrate kindness and respect towards others and show a deep appreciation of diversity. Leaders create a culture that enables pupils to feel safe, valued and ready to learn. This positive culture supports both pupils' wellbeing and success in school.

Expected standard

Achievement

Expected standard

Pupils’ achievement continues to improve. Pupils generally make positive progress through the curriculum and develop secure knowledge, skills and understanding across a range of subjects. Published outcomes in national assessments for reading, writing and grammar show improvement and are broadly in line with national averages. Leaders implement a clear and focused approach to improving mathematics, which leads to sustained improvements in pupils' outcomes. Mathematics remains a key priority for further development. However, leaders' actions increasingly strengthen pupils' achievement. Outcomes in the phonics screening check in Year 1 and the multiplication check in Year 4 also continue to improve over time.

Pupils develop the foundational knowledge and skills they need for the next stage of education. They explain how feedback, targets and additional support help them improve their work and make progress over time. Pupils revisit and apply prior learning, which strengthens their understanding and helps them remember what they have learned. Targeted interventions help many pupils overcome barriers to learning and improve outcomes for most pupils with special educational needs and/or disabilities. Overall, pupils

learn successfully, achieve well across many subjects and are increasingly well prepared for future learning.

Curriculum and teaching

Expected standard

Leaders develop an ambitious and well-sequenced curriculum that identifies the knowledge, skills and vocabulary pupils need to learn over time. The curriculum places a clear emphasis on reading, writing and mathematics while ensuring that pupils access a broad range of subjects. Leaders understand the curriculum's strengths and provide carefully tailored support to develop staff's subject expertise.

Teachers generally demonstrate secure subject knowledge and follow agreed approaches consistently. They explain learning clearly, introduce new vocabulary effectively and encourage pupils to discuss their ideas. Classroom routines create calm environments in which pupils focus well on their learning. Teachers teach phonics effectively. Pupils who need extra help to learn to read receive appropriate support and develop their fluency, accuracy and understanding.

Teachers increasingly use assessment to identify misconceptions and plan future learning. Retrieval activities and opportunities to revisit previous learning help pupils strengthen their understanding over time. Teachers adapt learning appropriately for most pupils with special educational needs and/or disabilities and for those who are in the early stages of learning to speak English. As a result, these pupils participate successfully in learning alongside their peers.

Early years

Expected standard

Children make a positive start in the early years. Leaders provide a well-sequenced curriculum that supports children to develop the knowledge and skills they need for future learning. Staff accurately identify children's starting points and use this information to plan learning that meets their needs. As a result, children settle quickly, establish routines and engage enthusiastically in learning.

Staff place a clear emphasis on communication, language and early literacy. Staff teach phonics effectively through structured sessions and reinforce it throughout the day. Children develop early reading knowledge successfully and apply this during learning activities. Staff interactions generally support language development well and help children extend their vocabulary and understanding. Staff ensure that children who need additional support receive the help they need to learn well alongside their peers.

The learning environment supports exploration, curiosity and independence. Children select resources confidently, sustain engagement in activities and develop important personal and social skills. Indoor and outdoor provision supports learning across different areas of the curriculum and helps children develop their physical skills.

Parents and carers are valued partners in children's learning, and staff maintain positive communication with families. Children make positive progress from their starting points and become increasingly well prepared for Year 1.

Inclusion

Expected standard

Leaders promote an inclusive culture and ensure that pupils' needs are identified and supported effectively. Staff know pupils well and use assessment information to identify barriers to learning and wellbeing. Leaders use assessment and screening to strengthen the early identification of needs for Reception children, newly arrived pupils and those new to the country. This helps staff establish accurate starting points and provide appropriate support.

Leaders monitor pupils' progress carefully and evaluate the impact of support. Interventions generally meet pupils' needs and help them develop confidence, engagement, independence and readiness to learn. Leaders prioritise language development and high-quality classroom practice. Regular staff training develops staff expertise in responding to the growing range of needs within the school community.

Most pupils with special educational needs and/or disabilities (SEND) and pupils who may be disadvantaged access the curriculum successfully alongside their peers. Targeted support and additional funding help pupils overcome barriers to learning. The 'Beacon' provision supports pupils' learning and wellbeing. Leaders work effectively with parents, carers and external agencies to secure specialist support when required.

Leaders' work has improved pupils' confidence, engagement and self-regulation. However, staff do not yet implement communication strategies consistently, and some targets for pupils with SEND lack precision. Leaders recognise the need to develop staff expertise further to ensure that provision for pupils with the most complex needs is equally effective across the school.

Leadership and governance

Expected standard

Leaders secure rapid and notable improvement across the school. They demonstrate a clear understanding of the school's strengths and priorities and maintain a relentless focus on improving opportunities and experiences for all pupils. Pupils remain at the centre of decision-making. Leaders carefully consider how changes will improve pupils' education, personal development and future success. Their work has led to significant improvements in attendance, behaviour, curriculum development and the quality of teaching.

Leaders provide clear and determined direction and successfully drive the pace of improvement. They establish high expectations and communicate these consistently to staff, pupils and families. Professional development, coaching and support strengthen staff's classroom practice and help them embed agreed approaches. Leaders create a culture of collaboration in which staff work together to improve outcomes for pupils. They consistently consider workload and wellbeing during a period of substantial change. Staff appreciate this support, recognise the improvements leaders have secured and express pride in working at the school.

Leaders know pupils and families well and respond proactively to emerging needs. They build positive relationships with parents and carers and communicate effectively with them. Parents recognise and value the significant improvements which leaders have made and the ambitious vision for the school.

Governance is highly effective. Members of the interim executive board provide both support and challenge and maintain appropriate oversight of statutory responsibilities. They understand the school's priorities, evaluate leaders' work carefully and hold leaders to account for the quality of education and pupils' outcomes.

Despite the significant progress achieved, leadership capacity beyond the senior leadership team is still developing. Leaders recognise this and continue to strengthen middle leadership to embed and sustain recent improvements over time.

Personal development and wellbeing

Expected standard

Leaders provide a broad and carefully tailored programme that supports pupils' personal development and wellbeing. Pupils develop confidence, resilience, responsibility and ambition through the opportunities available to them. Clubs, educational visits, sporting events, leadership roles and wider enrichment activities broaden pupils' horizons and help prepare them for life beyond school.

The school's values underpin daily life and contribute positively to pupils' wellbeing. Pupils learn how to stay safe, build healthy relationships and seek help when they need it. They understand the importance of treating others with respect and demonstrate positive attitudes towards diversity and inclusion. Pupils know that their views are valued and speak confidently about how they can influence aspects of school life.

Leaders deliver a coherent programme of personal, social, health and relationships education. Pupils learn about important aspects of life in modern Britain, including online safety, healthy lifestyles and citizenship. They remember and understand what they have learned, particularly when important content is revisited and reinforced over time. Pupils draw on this knowledge when discussing and reflecting on important issues. A consistent focus on oracy develops pupils' speaking skills and helps them to debate and challenge each other's views maturely and respectfully.

Leaders understand the barriers some pupils face and increasingly tailor the curriculum and wider opportunities to meet individual needs. For example, leadership roles and responsibilities help pupils develop confidence, communication skills and independence. Leaders also raise pupils' aspirations. Pupils speak positively about future careers and discuss ambitions such as becoming scientists, lawyers and pilots.

Cultural experiences, including theatre visits, musical opportunities, sporting competitions and dance, broaden pupils' understanding of the world and support their future success.

Leaders have secured significant improvements in personal development and wellbeing in a short period of time. However, some aspects of the programme are relatively new.

What it's like to be a pupil at this school

Pupils are happy, safe and valued at this rapidly improving school. They benefit from positive relationships with staff who know them well and provide effective support when needed.

Pupils learn in calm, purposeful classrooms where routines are clear and consistent. They settle quickly to learning, concentrate well and understand what adults expect. Teachers help pupils develop their knowledge, skills and vocabulary across the curriculum. Pupils discuss their learning confidently and understand how feedback, editing and improvement help them strengthen their work and achieve well.

The school is inclusive. Staff identify pupils' needs more accurately than in the past and provide support that helps many overcome barriers to learning. Most pupils with special educational needs and/or disabilities learn successfully alongside their peers and develop confidence, independence and readiness to learn. The school's 'Beacon' provision offers valuable support for pupils with additional needs and helps them engage more successfully in school life.

Attendance is a strength. Pupils attend regularly, arrive on time and start the day positively. Behaviour is highly positive. Pupils are respectful, courteous and considerate. They value the diverse nature of their school and show deep respect for difference. Learning is rarely interrupted because pupils understand routines and respond well to staff guidance.

Pupils learn how to keep themselves safe, including online. They know who to speak to if they have concerns and trust staff to address them. As a result, bullying and discriminatory behaviour are extremely rare, and pupils are confident that staff deal with any incidents effectively.

Children in the early years make a positive start. They settle quickly, enjoy learning and become increasingly independent. Across the school, pupils benefit from a wide range of clubs, visits, sporting opportunities and leadership roles that broaden experiences and raise aspirations.

Leaders have secured rapid improvements across many aspects of school life, and pupils already benefit from these changes. However, some developments are recent, and leaders continue to ensure that improvements become securely embedded and sustained over time.

Next steps

- Leaders should ensure that staff consistently use effective specialist approaches and adaptations so that pupils with the most complex communication and interaction difficulties engage fully and achieve well.
- Leaders should continue to develop staff expertise and strengthen distributed leadership so that teaching, curriculum leadership and support for pupils with SEND are consistently effective across the school.

About this inspection

The chair of the interim executive board of governors is Richard Beamish.

Inspectors carried out this inspection under section 8 of the Education Act 2005. Inspectors decided to deem the inspection as a full inspection under section 5 of the same act. As a full inspection requires more time to complete than a monitoring inspection, we continued on 14 October 2026 to complete the full inspection which concluded on this date.

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.

Inspectors spoke with the headteacher and other senior leaders. They spoke with representatives from the interim executive board of governors and the local authority. They also spoke with pupils, staff and parents.

In accordance with section 12 (4) of The Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The inspectors confirmed the following information about the school:

Harper Bell Seventh-day Adventist School is a local authority maintained voluntary aided school working with the North England Conference of Seventh-day Adventists. The school's most recent section 48 inspection took place in July 2022.

The school currently uses no alternative provision.

The school operates a breakfast club.

The school has undergone a significant change since the last inspection with the appointment of a new headteacher, deputy headteacher and assistant headteacher as well as the appointment of an interim executive board of governors.

Headteacher: Susan Sidhu

Lead inspector:
Catherine Young, His Majesty's Inspector

Team inspector:
Helen Forrest, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

138
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

218
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

34.78%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.17%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

18.12%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	62%	Below
2023/24 (final)	20%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	56%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	20%	72%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	74%	Below
2023/24 (final)	40%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	42%	47%	Close to average
2023/24 (final)	8%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	33%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	8%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	61%	Close to average
2023/24 (final)	25%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	42%	69%	-27 pp
2023/24 (final)	8%	67%	-59 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	33%	80%	-46 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	8%	78%	-69 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	81%	-28 pp
2023/24 (final)	25%	79%	-54 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	4.5%	5.1%	Close to average
2024/25 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	6.0%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	11.8%	14.4%	Close to average
2024/25 (3 term)	7.1%	13.0%	Below
2023/24 (3 term)	21.2%	14.6%	Above

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

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