

Inspection of Imedia School

85 Summer Road, Erdington, Birmingham B23 6UT

Inspection dates: 29 November to 1 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils flourish at this school. Most pupils join in Year 11 because they have had problems with their behaviour in their previous schools. They settle in quickly and soon begin to meet leaders' very high expectations. Pupils are incredibly positive about behaviour in the school. They say that leaders respect them. In turn, pupils show this respect to adults and to their peers. Just as importantly, pupils begin to respect themselves. Pupils say that, because they value their peers, bullying does not happen in the school. They are confident that leaders will listen to any concerns they may have.

Pupils benefit from an extensive range of activities, trips and visits. Visiting speakers teach them about relationships and sex education (RSE), online safety and keeping safe. This supports their personal, social and health education (PSHE). Pupils go on visits to support the curriculum, to widen their experiences and to learn about career opportunities. For example, pupils spoke very highly about their recent visit to the National Justice Museum where they learned about the history of the criminal justice system.

Pupils value the education they receive at the school. They are determined to do their best and achieve well. Leaders make sure that pupils realise this ambition.

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

Leaders are resolute that pupils who attend Imedia School will achieve well and move on to positive destinations. The headteacher has developed a curriculum that is highly focused on the subjects that will prepare pupils for their next steps. This is complemented by meaningful experiences of a broad and rich curriculum.

The curriculum in all subjects is well sequenced and identifies the knowledge that pupils need to be successful. Teachers use assessment exceptionally well. They know exactly the knowledge that pupils need and the gaps they have in prior learning. Teachers use highly focused formative assessment to decide what pupils learn in the classroom. Teachers are relentless in challenging pupils to succeed. They know their pupils well and step in as soon as they see pupils are having difficulty in their learning. This means that pupils develop strong knowledge across the curriculum and, as a result, they achieve extremely well during their time at the school.

Leaders have enormously high expectations of pupils' behaviour. The headteacher tracks pupils' behaviour meticulously. Any behaviour that does not meet leaders' high expectations is used as a learning point for the pupil. This is done in a constructive way which builds pupils' understanding of not only how to behave well, but also why. As a result, when pupils start at this school, they quickly learn how to behave well, and they continue to do so.

Attendance and punctuality are non-negotiable. The headteacher works extremely closely with parents to set the expectation that pupils will attend, and in return, pupils receive the education they need. From the point that pupils join the school, their attendance shoots up and remains high.

Pupils' attitudes to learning are exceptional. Pupils join the school disengaged from learning. Here, they learn to attend regularly, work hard, persevere and be resilient. This is because, in this school, they learn the value of education and to understand that learning is a process that takes time and effort.

Leaders are determined that all pupils will be prepared well for their next steps in education. Careers education is a real strength of the school. Pupils learn about the different pathways open to them and are supported to apply for college places and apprenticeships.

The culture of the school is tangible. It is built on positive relationships and mutual respect. Pupils are clear that there is no place for inequality or discrimination. Leaders' approach to building character is deeply effective. The headteacher and staff help pupils to understand right from wrong, to build self-awareness and to understand the impact their actions have on themselves and others. Pupils learn to take full responsibility for their actions. They know that their actions bring consequences and that these can affect them for life. This approach to promoting pupils' personal development prepares pupils extremely well for their future.

Leaders' vision and high ambition for all pupils are embedded in all areas of school life. They make sure that the pupils at Imedia School have the same opportunities as any other pupils. Leaders create a fully inclusive environment. Pupils are welcomed and respected whatever their starting points. Leaders have the same ambition and high expectations for all pupils. They have frequent contact with parents. Leaders from the pupils' home schools speak very highly about the links that leaders from the school maintain with them. Leaders have strong relationships with community organisations, and pupils are encouraged to engage in positive, purposeful activities.

Governance is highly effective. All the school's statutory duties are met through the professional expertise of this small group of governors. They have ensured that the school meets the requirements of The Equality Act 2010 and that the school meets all the independent school standards. Governors hold the headteacher, and themselves, to account well. Leaders' shared vision means that pupils who join the school with poor experiences of education leave committed to their next steps and with a range of suitable qualifications to ensure they realise their ambitions.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is at the heart of the school's work. Leaders are well qualified and work effectively with the pupil's home school when any safeguarding issues arise.

Staff are well trained and are aware of the signs that pupils may be at risk. Because they know the pupils well, staff act promptly on any concerns they may have. Pupils are taught how to keep themselves safe. They are confident that adults will listen to them if they have any worries or if they need help. The headteacher and the chair of governors make sure that all staff are recruited safely.

The school's safeguarding policy is displayed on the school's website. It meets the requirements of the Secretary of State.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

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| Unique reference number | 143040 |
| DfE registration number | 330/6030 |
| Local authority | Birmingham |
| Inspection number | 10238158 |
| Type of school | Other Independent school |
| School category | Independent school |
| Age range of pupils | 14 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 9 |
| Number of part-time pupils | 2 |
| Proprietor | Hassain Al Hassain |
| Chair | Tony McGuire |
| Headteacher | Hassain Al Hassain |
| Annual fees (day pupils) | £9,750 to £13,000 |
| Telephone number | 0121 448 1727 |
| Website | www.imediaschool.co.uk |
| Email address | hussein@imediashool.co.uk |
| Date of previous inspection | 3 to 5 March 2020 |

Information about this school

- Imedia School provides education for pupils between the ages of 14 and 16.
- The school operates from a single site in Erdington, Birmingham.
- Pupils are referred to the school by the local authority and local secondary schools.
- There are nine pupils on roll at the school. They are all dual registered and remain on the roll of their home school.
- Pupils attending the school are at risk of exclusion or have been excluded from school previously.
- No pupils have an education, health and care plan.
- The school does not use any alternative providers.
- The school does not have a specific religious character or denomination.
- The last standard inspection was 3 to 5 March 2020.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher and other staff.
- Inspectors held discussions with the chair of governors and met with two further governors.
- Inspectors carried out deep dives in English, mathematics, citizenship and PSHE. For each of these subjects, inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked samples of pupils' work.
- Inspectors also looked at pupils' science books and spoke to pupils about their experiences in other subject areas.
- Inspectors met with members of staff and spoke to pupils at various points during the inspection.
- There were no responses to staff surveys or Ofsted Parent View.

- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.
- Inspectors had a tour of the premises with the headteacher to ensure that the school building and premises are appropriate and maintained to an acceptable standard.
- Inspectors examined a range of policies and other plans as well as documentation relating to health and safety.

Inspection team

Claire Price, lead inspector

His Majesty's Inspector

Sandy Hayes

His Majesty's Inspector

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Piccadilly Gate
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M1 2WD

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