

Inspection of Immedia School

85 Summer Road, Erdington, Birmingham B23 6UT

Inspection dates: 17 to 19 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils come to this school because of difficulties managing their behaviour in other schools. From the start, pupils are extremely well supported to understand the school's high expectations for their attendance, behaviour and learning. This helps them to settle in and re-engage with education effectively.

The school teaches pupils to take responsibility for their behaviour. The approach is firm and fair. Staff explain the reasons behind rules and help pupils understand the impact of negative behaviour on themselves and others. There is a carefully planned programme of rewards for positive behaviour and regular attendance. Pupils respond exceptionally well to this. Their attendance and behaviour improve considerably. Pupils are respectful and attentive in lessons. They value what the school does for them.

Classrooms are calm places where pupils feel safe and content. Teaching is clear and effective. It is pitched at just the right level for pupils' needs. Consequently, pupils soon feel successful with their learning. This spurs them on to work hard towards qualifications that will help them with future learning and jobs.

This school gives pupils a new direction and the tools they need to plan for their futures. This boosts their self-esteem, sense of purpose and lifts their aspirations.

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

The school is very effective at getting pupils back on track with their behaviour and learning. Many have had poor attendance in the past or a disrupted education. This school changes that. It gives pupils the knowledge and self-belief they need to make the most of their education.

The school's work to improve pupils' attendance and behaviour is exemplary. The school sets high expectations and keeps careful records. It holds pupils to account for their actions. In addition, lots of constructive feedback to pupils, and their parents and carers, supports pupils to make rapid changes for the better. The marked improvements in pupils' attitudes to school mean that everyone can get on with their learning and achieve well.

The curriculum has a successful focus on English, mathematics and science. In these core subjects, the school makes precise checks on what pupils know. This includes how well they can read. Capable staff use this information to target the curriculum at exactly the right things. This helps pupils to catch up with any lost learning and to secure the knowledge and reading fluency they need to succeed. Pupils gain relevant qualifications that enable them to proceed to further education, training or employment.

The curriculum for pupils' physical and creative education provides pupils with worthwhile experiences. For example, pupils visit a leisure centre, an art gallery and

can gain a qualification in art and design. However, due to the high focus on core subjects, the curriculum in these areas is not as strongly developed as it could be.

The school has an established personal, social, health and economic education programme. This supports the teaching of citizenship and guides pupils to know the difference between right and wrong. Adults in school are optimistic role models. They build respectful, caring relationships with pupils. Pupils value this, and it shows in their positive attitudes to staff and to their peers. They learn how to stay safe and why rules, effort and courtesy are important. This helps pupils to manage social situations and to make responsible choices. Together with their academic achievements and informed careers guidance, this prepares them well for their next steps.

The school offers educational trips that support the curriculum. For example, a visit to a justice museum helps pupils to learn about the law. It also helps them learn about the freedoms and responsibilities that come with living in Britain. Nevertheless, there is room to strengthen the range of extra opportunities that broaden pupils' horizons and stimulate their interests.

As part of the admission process, the school makes careful checks on pupils' needs, including whether they have any special educational needs and/or disabilities (SEND). This is to make sure that the school is the right setting for a pupil. If a SEND diagnosis is identified after a pupil has started, then the school liaises with the home school and families about appropriate support and next steps.

Staff like working at the school and feel supported and valued in their work. They understand their safeguarding and pastoral duties and how to report any concerns. The safeguarding policy and other required policies are up to date and published on the school's website. Pupils are well supervised by adults throughout the school day.

Governors understand their role and continue to be highly effective. Together with the proprietor, governors ensure compliance with the independent school standards and other statutory duties, including the Equality Act 2010. They are attentive to health and safety regulations and make regular checks on the building.

As noted by the previous inspection, leadership at all levels is excellent, with a proven commitment to do the very best for pupils. This exceptional leadership ensures the school has a strong moral purpose where pupils can overcome difficulties and achieve.

Plans for ongoing school developments are informed and relevant to pupils' needs. This is indicative of a culture and ambition that puts pupils' interests first. Year after year, this school gives pupils new hope and new futures.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The physical and creative education curriculums are not as well developed as other subjects. Consequently, pupils' experiences and progress through these areas of learning are not as strong as they could be. The school should strengthen these aspects of the curriculum.
- The range of enrichment activities beyond the taught curriculum is quite narrow. Currently, pupils do not broaden their interests as well as they might. The school should press on with its plans to strengthen the range of enrichment activities.

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

Unique reference number	143040
DfE registration number	330/6030
Local authority	Birmingham
Inspection number	10391774
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	13
Number of part-time pupils	1
Proprietor	Hassain Al Hassain
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	info@imediaschool.co.uk
Dates of previous inspection	29 November to 1 December 2022

Information about this school

- The school operates from a single site in Erdington, Birmingham. It provides education for pupils in Years 10 and 11 who are at risk of exclusion from school.
- Pupils are referred to the school by the local authority and local secondary schools. All pupils are dual registered and remain on the roll of their home school.
- No pupils have an education, health and care plan.
- The school does not have a specific religious character or denomination. It does not use any alternative provision.
- The last standard inspection took place between 29 November and 1 December 2022.

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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met and talked with the headteacher, staff and pupils. The lead inspector spoke with two governors.
- Inspectors carried out deep dives in these subjects: English, mathematics and citizenship. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited classrooms, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. They also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed staff and pupil interactions. They observed pupils' behaviour in lessons and at other times during the day.
- Inspectors reviewed a range of documentation published on the school's website. They checked the premises and looked at documents and records kept in school.

Inspection team

Martin Pye, lead inspector

Ofsted Inspector

Mike Onyon

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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