James Brindley

Think Differently Education Trust

DESTINATION & IMPACT REPORT

GCSE Results Analysis, Post 16 Destination information and impact report of pupil's time at JBA.

August 2025

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This report provides a detailed overview of our pupils' outcomes, their post-16 destinations, and the impact of our graduated levels of support that have helped them reach their goals.

The data within this report demonstrates not only academic success, but also the personal growth and resilience of our learners—many of whom have **overcome barriers** to achieve positive destinations in further education, training, and employment. Alongside the statistics, we have included case studies that bring these achievements to life, showcasing the determination, creativity, and ambition of our pupils, and the skill and dedication of the staff who **Think Differently** to supported them.

The report outlines the breadth of course options available for young people at KS4 and KS5 pupils. It highlights how our curriculum continues to evolve to meet individual needs, foster engagement, and prepare young people for the demands of an ever-changing world.

Finally, the report sets out our next steps for developing the quality of teaching and learning—building on our successes and identifying areas for further improvement. As we look ahead, our focus remains on ensuring every pupil has access to high-quality learning, meaningful opportunities, and the confidence to take their next steps with purpose and pride.



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TEACHING, LEARNING AND CURRICULUM

The 2025 academic year has been one of sustained achievement and meaningful progress across James Brindley Academy. Our pupils have demonstrated remarkable commitment and resilience - reflected in both their oputcomes and the destinations they have secured. This report highlights the data for our year 11 cohort, celebrates key successesss, and outlines the strategic development that continue to shape the quality of education and support we provide.

Achievement across the academy remains strong and consistent: 97% of pupils achieved at least one 9-1 qualification, maintaining parity with national averages. The proportion of pupils acheiving five or more 9-4 passes increased to 24%, and those including Englihs and maths rose to 21%, both notable improvements on 2024.

Functional Skills Level 2 English and English Literature GCSE results were particularly strong, with “Best English” outcomes reaching 39%, up 11% from English Language alone. Creative and vocational subjects excelled, achieving 100% 9-1 pass rates and over 50% level 2 passes in courses such as leadership Through Sport, 3D Design, Fine Art, Photography, and Public Services.

Attendance has also shown improvement. Many Year 11 pupils who were previously classed as severe absentees achieved an average attendance rate of 72.4% in 2025, leading to a clear improvement in engagement and outcomes.



Our curriculum continues to evolve in response to pupil needs and the changing skills landscape:

- Philosophy, Religion and Ethics was introduced at one centre, broadening pupils' opportunities for critical thinking and reflection.

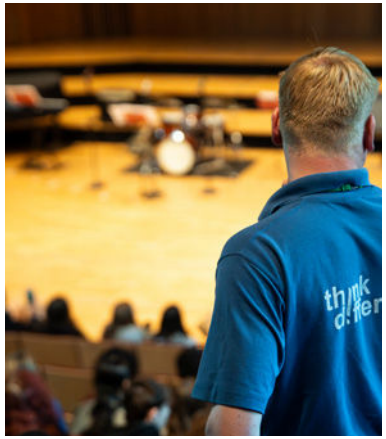
- The Skills for Employment, Training and Personal Development pathway was launched, designed to build practical, transferable skills and prepare learners for life beyond school.

- The appointment of a Careers Coordinator and Careers Advisor/ Employment Engagement Officer has significantly strengthened our transition support, ensuring every young person receives personalised guidance towards post-16 education, training, or employment.

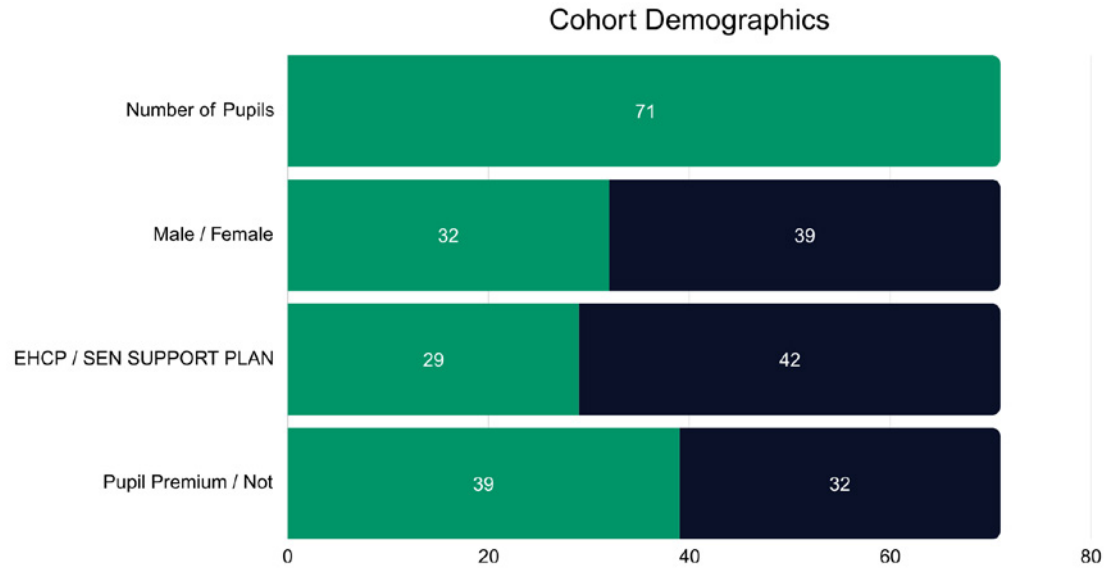
Across all centres, a renewed Quality Assurance programme ensured consistency and accountability in teaching, learning, and curriculum. The Quality Assurance Visits have been further developed to ensure Personal Development, attendance and safeguarding are embedded across the curriculum. Curriculum rPupil Bws continue to be rolled out across all subject areas to maintain high standards and drive continuous improvement.

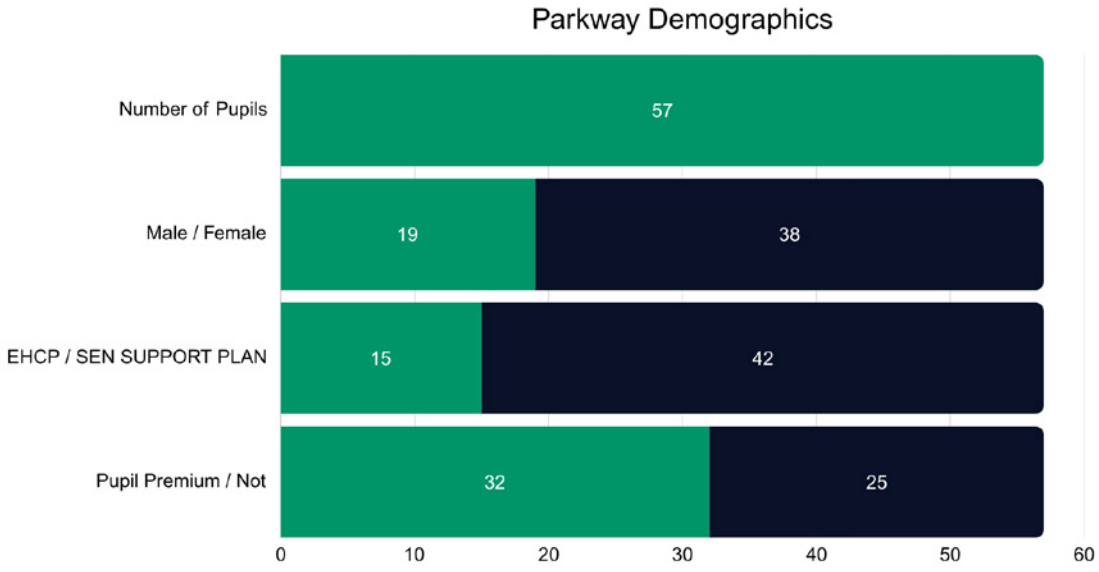


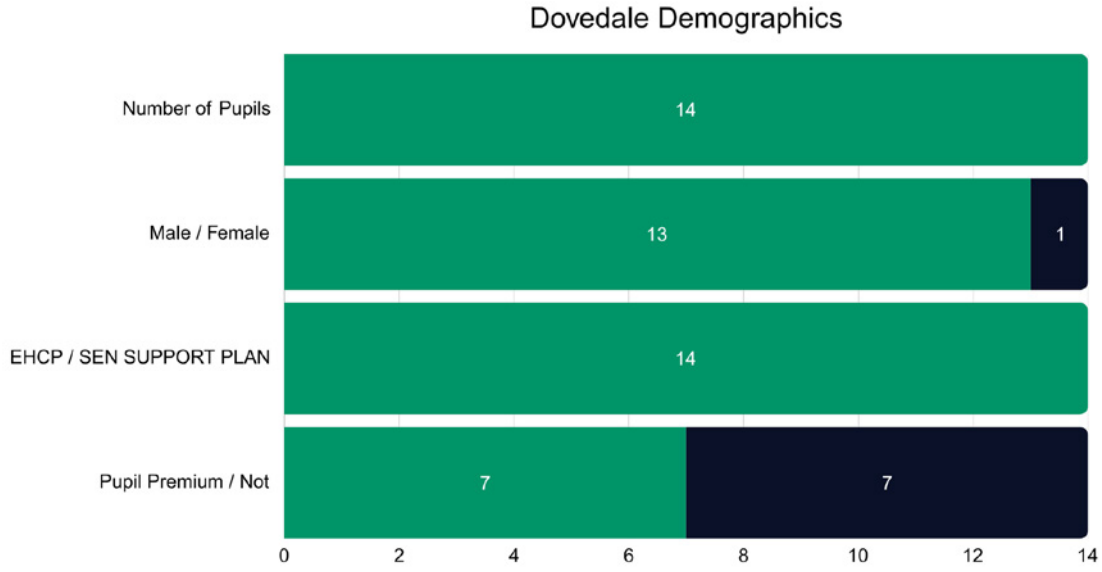




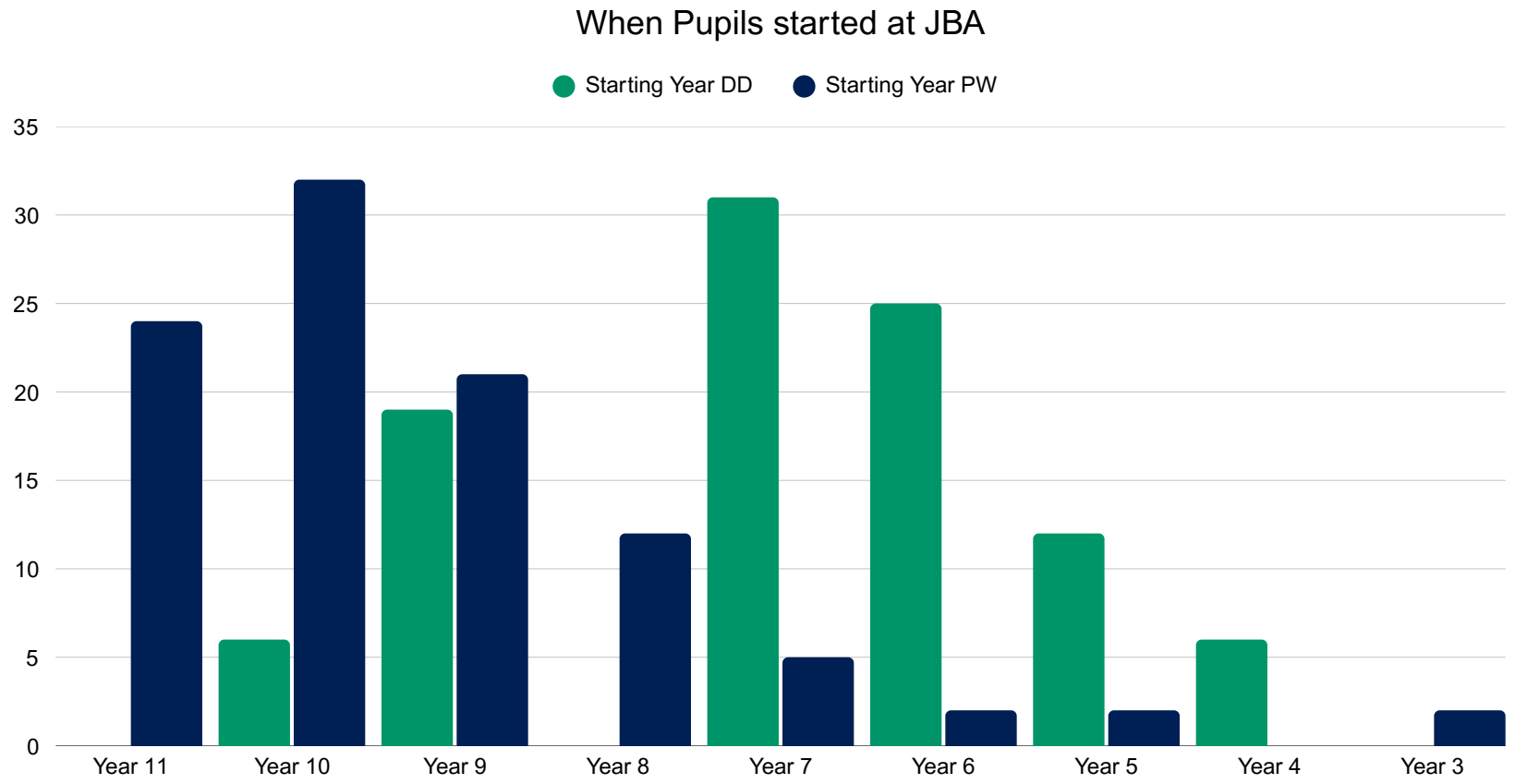
Demographics of Yevar 11 Cohort – Cohort is made up of Parkway and Dovedale Year 11 pupils.







There is distinct difference in when pupils joined the James Brindley. At Dovedale, most pupils joined in the lower year groups, particularly Year 6 & 7 (56%), indicating earlier intervention and longer-term engagement. In contrast, Pupils from Parkway's intake is more heavily weighted towards pupils joining in Year 10 (33%) and Year 11 (24%).



CASE STUDIES

PUPIL A

Ardenleigh

When Pupil A joined his secondary school in year 7, he attended for the first two weeks and had then accessed no education between then and when he started learning in Ardenleigh in the January of Year 11. This was due to high anxiety which resulted in him becoming selectively mute.

In that time, with the support of a highly structured routine, a tailored relational approach from staff and adjustments made for his selective mutism - he was able to gain 100% attendance at the Centre for Learning.

He began making progress in his English and Maths, achieving Entry Level 3 in English and Maths upon discharge. He also achieved a Bronze Arts Award and a Leve 1 Certificate in Skills for Employment, Training and Personal Development.

For Pupil A, knowing that the teachers understood his needs and adapted his lessons so that he could excel made all the difference, and he became an example and support to his peers, culminating in him achieving the “Pupil of the Year” at prom.

A detailed handover was provided along with advice for his starting point so he could continue without losing momentum when he successfully transitioned out of Ardenleigh.



	2025 Number of Pupils	2025 (%)	2024 Number of Pupils	2024 (%)	2023 Number of Pupils	2023 (%)
5 or more 9-4 Passes	17	24%	15	23%	6	13%
5 or more 9-4 Passes	15	21%	12	18%	6	13%

Pupils gaining at least one 9-1 qualification has remained consistent at 97% and in line with national figures- an incredible achievement.

	2025 Number of Pupils	2025 (%)	2024 Number of Pupils	2024 (%)	2023 Number of Pupils	2023 (%)
Pupils with at least 9 - 1 qualifcation	69	97%	63	97%	46	98%

We saw increases in the number of pupils achieving five or more 9-4 passes, also including English & Maths, opening up more next-step opportunities for our young people.

Functional Skills Level 2 English and English Literature GCSE 9-4 passes saw 'Best English' results reach 39%- 11% more than just English Language alone, opening opportunities and removing barriers to further study for these learners.

Young people in Vocational subjects were impressive with 100% 9-1 pass rate AND >50% Level 2 Pass rate in:

- Leadership through sport
- 3D Design
- Fine Art
- Photography
- Public Services

We continue to provide a breadth of study for our young people- with an average of 6 qualification entries, and young people with Support Plans gaining on average six 9-1 qualifications and those with an EHCP five 9-1 qualifications.

“Young People continue to access a breadth of study - with an average of 6 qualification entries”

Subject comparisons to last year

Green > Increase from previous years' results
Red> Decrease from previous years' results
Beige> Decrease from previous years' results

	2024 - 2025			2023 - 2024		2022 - 2023	
All GCSE Qualifications	Entries	9-1 Pass (%)	9-4 Pass (%)	9-1 Pass (%)	9-4 Pass (%)	9-1 Pass (%)	9-4 Pass (%)
GCSE English Language	69	91%	28%	92%	36%	86%	26%
GCSE English Literature	25	96%	52%	91%	55%	85%	31%
Maths	70	86%	28%	95%	36%	83%	19%
Science	70*	96%	35%	98%	53%	96%	44%
Computing	9	78%	11%	78%	11%	83%	50%
Fine Art	16	100%	63%	100%	92%	100%	63%
Photography	6	100%	83%	100%	100%		
History	12	54%	23%	93%	50%	76%	13%
3D Design	4	100%	75%	100%	100%	100%	0
Geography	10	90%	40%	93%	7%	100%	50%
H&SC	13	62%	8%	100%	0%	100%	0
IMedia	13	93%	31%	84%	17%	100%	27%
Leadership through Sport	17	100%	100%	100%	100%	100%	100%
Rock School	14	64%	64%	100%	100%	100%	100%
Public Services	8	100%	75%	43%	57%		-

> “Forecasts for the cohort had predicted a dip in passes for traditionally academic qualifications, this was balanced by the outcomes in creative and vocational courses.”

Attendence

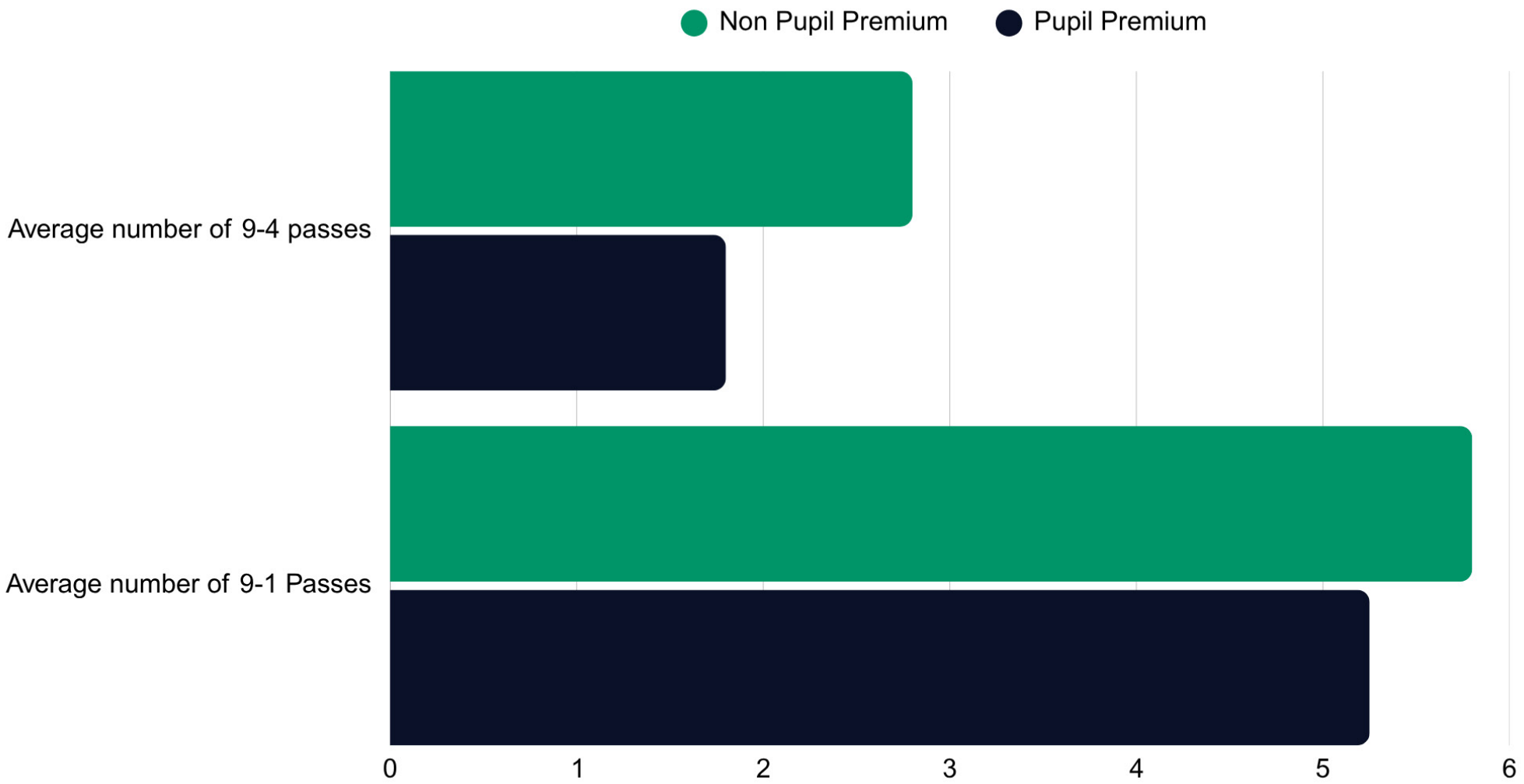
All Y11 pupils present in the Summer 2025 exam series who were severe absentees in their previous settings increased their attendance at Parkway. Previous setting attendance for these pupils ranged from 0-45%. For the 2024-25 academic year this had changed to 22-99% soaring to an average attendance of 72.4%. An incredible achievement, with a profound impact for these young people, transforming engagement and futures.

JBA continues to empower every learner—academic, creative, and vocational—to achieve beyond expectations.

PUPIL PREMIUM ATTAINMENT

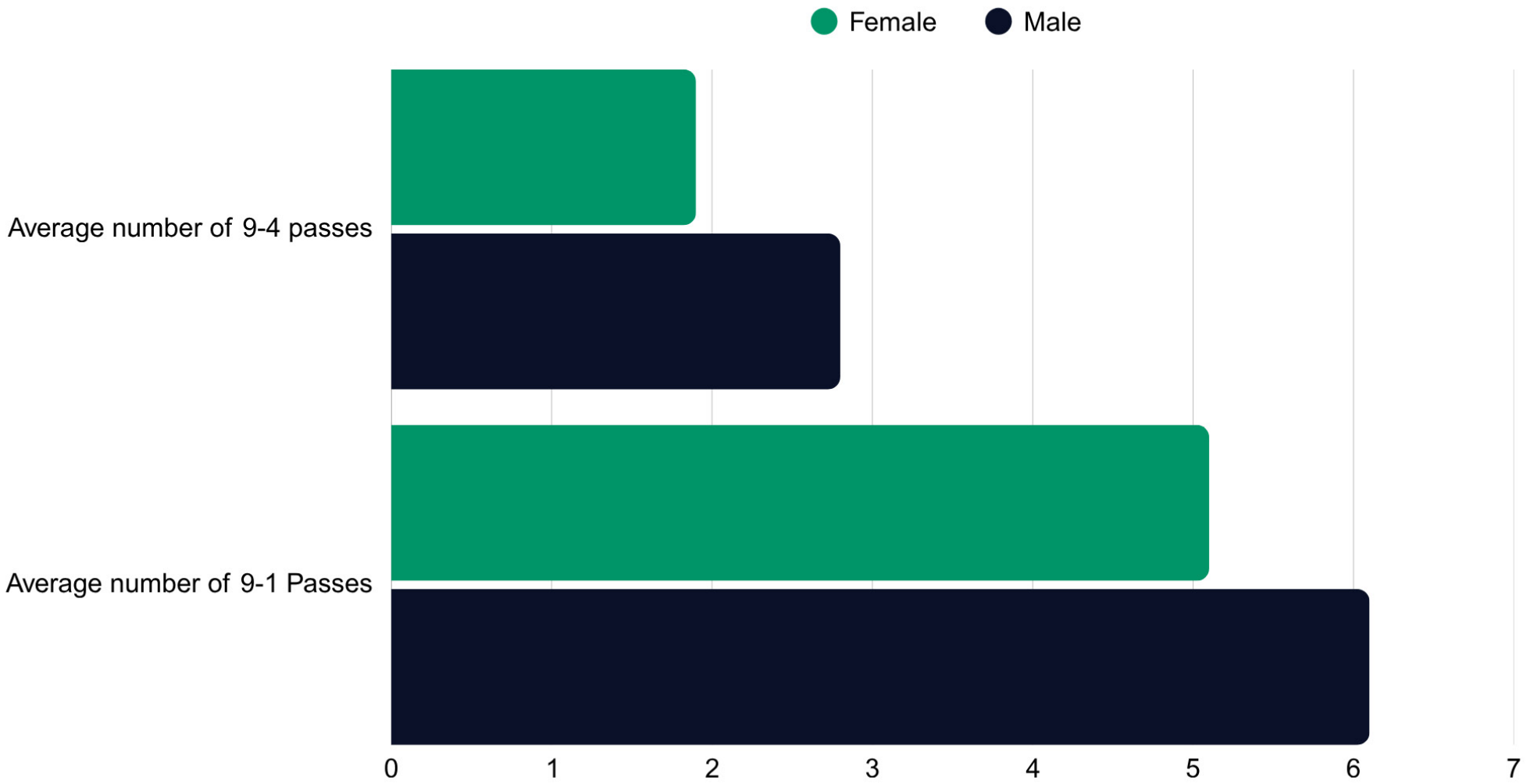
Our PP learners are still outperformed by their non PP peers. Area for continued focus. Action:

- RPupil Bw offer and raise profile of these pupils with teachers and intervention leads.



ATTAINMENT BY SEX

Through a slight difference between male + female. There are a number of individual pupils with significant challenges that meant this data presents as slightly different.



CASE STUDIES

PUPIL B

SHORT TERM PROVISION - PARKWAY

Pupil B joined STP in July 2023 at the beginning of Year 10, after being unable to settle in three different secondary schools with 0% attendance. When she first arrived, she was extremely anxious in James Brindley Academy and found it very difficult to engage. With gentle encouragement and consistent support, her confidence began to grow. She built positive and trusting relationships with her Attendance Officer, who worked closely with her through regular intervention sessions.

Staff also tailored her lessons to include her personal interest in becoming a paramedic. She received English interventions sessions as well as 1:1 careers support. Alongside this, regular communication with home and opportunities such as Envirohort gave her the chance to explore her interests and passions in a supportive environment.

Over time, Pupil B made huge steps forward. She was able to take her core GCSEs at home with the support of her tutor, which was a significant achievement given her starting point. Her confidence continued to grow, and she even attended the Year 11 Prom and, with staff support, entered Parkway for the leavers' assembly and to collect her results in person. Staff worked closely with her family and external professionals to support her successful EHCP application, ensuring she would continue to receive the right provision moving forward.

We supported her through her through her GCSE examinations in English Language (Grade 2), Combined Science Trilogy (Grade 2-2) & Mathematics (Grade 1). With the EHCP in place, she secured a conditional place at a mainstream college. She is now working on English, Maths and Science, with plans to move on to Health and Social Care next year, keeping her ambition of becoming a paramedic firmly in focus.



PROGRESS

With our transient cohort a measure of progress can't be taken from Key Stage 2 data or one single point of a baseline. We have taken those pupils who were with James Brindley Academy in Year 7 and completed qualifications this summer. We have also taken those pupils who were with us at the beginning of Year 10 and completed qualifications this summer. Making a comparison of their forecast grades to their action grades.

Year 7 to Year 11 Progress - On average pupils in core made one additional grade of progress above and beyond their forecast grade in Year 7 which were based on GL Assessments.

Examples:

- *Pupils completed a GL Assessment in Year 7 which generated a forecast grade for their GCSE examinations.*
- *Pupil A was forecast a Grade 5 in Maths. He achieved a Grade 5 in Year 11. He made expected progress.*
- *Pupil B was forecast Entry Level 3 in Maths. He achieved a Grade 3 in Year 11. He made better than progress by three grades.*
- *Pupil C was forecast to achieve a Grade 2 in English. She achieved a Grade 3 in Year 11. She made better than progress by one grade.*

Year 10 to Year 11 Progress – On average pupils in core made expected progress when comparing their forecast grades in Year 10 which were based on GL Assessment.

Examples:

Pupils completed a baseline assessment in Year 10 and this generated their forecast grade for the end of Year 11.

- *Pupil D was forecast a Grade 4 in English by the end of Year 11. He achieved a Grade 3. He made less than expected progress.*
- *Pupil E was forecast a Grade 2 in Maths by the end of year 11. She achieved a Grade 4. She made two more Grades of progress than expected.*
- *Pupil F was forecast a Grade 2 in English by the end of year 11. They achieved a Grade 2. She made expected progress.*

COMPARISON WITH FORECAST GRADES

Analysis of teachers' forecast grades shows that roughly one-third of grades were accurate, one-third were below the pupils' final outcomes, and one-third were above. This pattern indicates a lack of consistency in assessment accuracy and suggests variability in how staff interpret grading criteria, assess progress, and predict performance.

Examples:

- Some teachers may be underestimating pupils, which could limit expectations and impact learners' motivation or access to targeted stretch and challenge.
- Others may be overestimating, which could lead to insufficient intervention or overconfidence in progress.
- The even split suggests that standardisation and moderation processes may not be robust enough, and that assessment judgements are not yet fully aligned across staff.

Actions

Moderation: Training for Heads of Curriculum about the effective collaborative moderation sessions using exemplars and grade boundary comparisons to align judgements.

Training and CPD: Provide focused CPD on interpreting assessment criteria, use of mark schemes, and consistent application of grading descriptors.

Data Reflection: Department time for teachers to rPupil Bw historical accuracy of their forecasts to identify personal trends (e.g., consistently over- or under-grading).

CASE STUDIES

PUPIL C
DOVEDALE

Before Pupil C joined the school in Year 10, his attendance at his mainstream home school was very low. Pupil C has been diagnosed with Autism in reception but still coped with attending school during reception. He started to struggle with mental health in Year 5 where he started to refuse to attend school. Pupil C's sensory needs increased to include challenges with wearing school uniforms and continued to refuse to attend school or arrived after registration has closed.

In Year 6 his mental health declined further due to Covid. Pupil C's EHCP was finalised in Year 7 where he managed to complete the 1st week of secondary school. Due to school closing again due to Covid family taught Pupil C at home, when school reopened Pupil C struggled to attend.

Pupil C was named to Dovedale and started 11th December 2023 part way through Year 10. He was very reluctant to come to school, initially the family did not think Dovedale was a suitable provision. Safe and well checks in the home were completed until the Spring term of 2024. Pupil C were supported to come to school twice a week so he could be seen, this started with staff meeting them at the park near school then staff would see Pupil C in mum's car in the school's car park, this increased to them driving to school and walking to the school main doors.



INTERVENTIONS IMPACT

The following shows some examples of interventions that took place last year:

- Exam skills workshop and masterclasses held at MakeUK, supported young people in their preparation for examinations.
- Incremental mock exam period for year 11 increased the number of papers and length of examinations to ensure pupils built exam resilience.
- After school revision sessions, introduction of sensory circuits to support with exam stress.
- 1-1 interventions to cover the higher topics that were highlighted as areas for improvement through mock exam analysis.
- Maths revision sessions during wellbeing Wednesday, all of whom went on to achieve or exceed their forecast- 3 achieving grade 5s.
- In English pupils at Dovedale were targeted for one period during Wellbeing Wednesday afternoons, from October until March. This resulted in pupils achieving a minimum of one grade higher than their mock exam results.
- Question Level Analysis supported pupils to improve their performance on specific questions, particularly in terms of choosing the appropriate writing question suited for them.
- Across the curriculum key pupil were targeted for coursework focus days to ensure incomplete coursework was finished.
- Practical exam preparation workshops were delivered to Y11 pupils focusing on exam technique, time management, and anxiety reduction strategies

NEXT STEPS

To further improve attainment, progress and attendance we will focus on the following areas:

Challenge

- Earlier identification of pupils with potential to reach higher grades (5+) especially in subjects where there are different tiers of entry, ensure pathways to achieve potential are open.
- Trial of CAT 4 tests to provide external, non- knowledge-based diagnostics including forecasts, to ensure high expectations of all learners.
- Development of Long-term plans to enhance teaching in areas of specifications where pupils performed lesson well.

Assessment

- Development of in-class assessment using exam style questions to support resilience of pupils.
- Staff CPD in Non-Exam Assessments, including moderation processes, following some lower than forecast results in Health & Social Care
- NEA subjects to liaise with other schools, seek visiting lead moderators from exam boards for CPD.

Independence & resilience

- Continued structured programme of mock examinations across KS4 to prepare learners for the demands of external examinations- increased opportunity for practical subjects e.g. DT to conduct mock exams which mirror the terminal exam.
- Increased provision of home-learning opportunities, balancing the mental health needs of learners with nurturing independence for future success Post 16.
- Development of Writing stamina – continue to increase opportunities for writing, including the use of AI to support reluctant or struggling writers. English Long-Term Plans to embed strategies like ‘inhale reading’ and ‘exhale writing’ so that pupils take inspiration from their reading and learning to build their writing skills.

NEXT STEPS

Literacy

- Whole school Literacy policy to be explicitly linked to demands of exam of exam questions, as evidenced for example in Maths where questions requiring explanation were poorly answered.
- Literacy and Oracy is being embedded into MTP in all curriculum areas.
- Appointment of Curriculum, Communication and Literacy Lead to ensure implementation.
- Expand vocabulary teaching for pupils to understand command words in exam and tier three vocabulary to ensure pupils are, for example, writing like a historian.

Adaptive Teaching

- Development of professional learning communities that focus on developing teachers knowledge of teaching young people with particular conditions such as dyslexia, dyscalculia
- Continue embedding emotional regulation strategies across the curriculum to reduce exam stress and maximise performance.
- CPD linked to scaffolding of exam style questions to support young people in the development of their responses. Including the use of Live modelling to support visualisation of the correct response.
- Exploration of on-line afterschool revision sessions, given the difficulties with after-school transport.



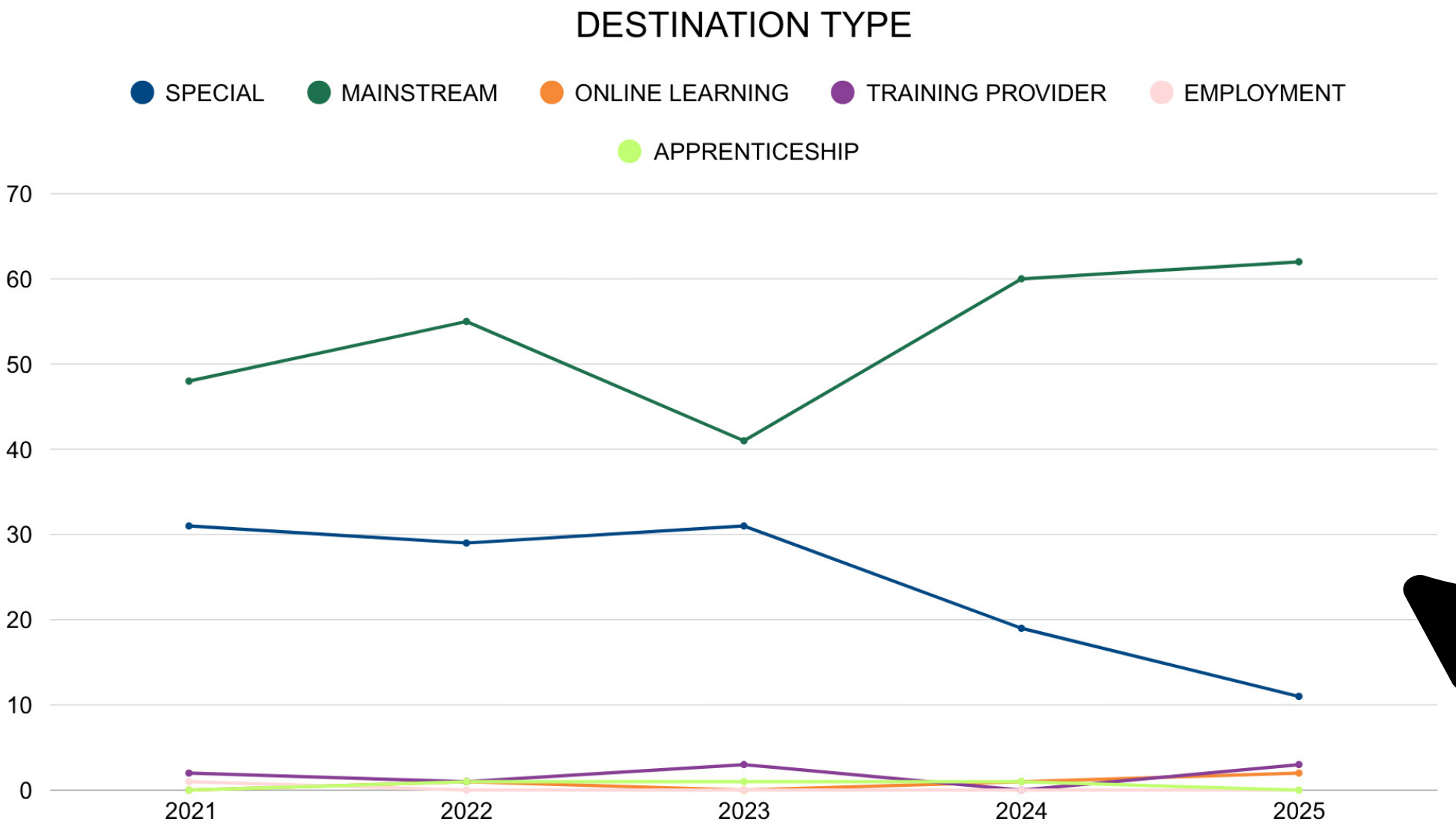
DESTINATION DATA

This report provides an analysis of the destination data for Year 11 pupils transitioning to post-16 pathways. It examines the range of destinations pursued, including further education, apprenticeships, and other training or employment routes, and evaluates how effectively pupils have progressed into sustained and appropriate placements. The report also explores trends over time, identifies any patterns in pupil outcomes, and considers the implications for careers education, advice and guidance (CEIAG) within the school. The findings will inform ongoing improvements to transition planning and ensure alignment with statutory guidance on post-16 participation.

DESTINATION DATA

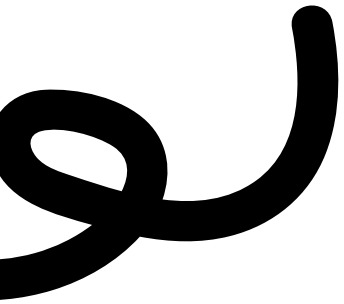
The 2025 destination data highlights a positive and stable post-16 progression picture. Key trends include:

- High levels of mainstream progression (64%), reflecting improved readiness and inclusion.
- Balanced distribution across Levels 1–3, showing both academic growth and appropriate support for lower-level learners.
- Sustained dominance of vocational study, complemented by small increases in academic and technical (T Level) participation.
- Overall, the 2025 cohort evidences strong progression outcomes and continued effectiveness of the school's careers education, information, advice, and guidance (CEIAG) in supporting young people into positive, sustained destinations aligned with their individual strengths and needs.


DESTINATION TYPE
SPECIAL
MAINSTREAM
ONLINE LEARNING
TRAINING PROVIDER
EMPLOYMENT
APPRENTICESHIP
70
60
50
40
30
20
10
0
2021
2022
2023
2024
2025

DESTINATION DATA

- The majority of pupils (64%) transitioned into mainstream colleges or sixth forms, continuing the upward trend from 59% in 2024 and 41% in 2023. This reflects improved confidence, independence, and readiness for larger, less specialised environments.
- Specialist provision decreased again to 12%, suggesting that more learners are able to access mainstream post-16 routes with appropriate support. Small but increasing numbers have engaged with training providers (4%) and online lear (3%), reflecting flexible approaches to meeting individual needs.
- This reflects National Picture / SENAR approach for naming mainstream education for pupils with EHCPs.



MAIN POST-16 PROVIDERS OUR PUPILS TRANSITION TO

Halesowen College

QUEEN ALEXANDRA COLLEGE BIRMINGHAM

cadbury COLLEGE

SOUTH & CITY COLLEGE BIRMINGHAM

MAIN POST-16 PROVIDERS OUR PUPILS TRANSITION TO

Halesowen College	**9**	Baskerville at Bournville	**1**
Cadbury College Sixth Form	**8**	BMET - James Warr	**1**
Queen Alexandra College	**4**	BOA	**1**
Crackerjack Training	**3**	James Brindley Academy	**1**
Riverside Farm	**3**	Oxford Home Schooling	**1**
Solihull College	**3**	NISAI On-linew	**1**
BMET - Sutton Coldfield	**3**	Queensbury College	**1**
British Creative Institute	**2**	Sandwell College	**1**
Joseph Chamberlain College	**2**	Smart Education	**1**
Aston University Mathematics School	**1**	South Staffordshire college	**1**
Awaiting SENAR placement	**1**		

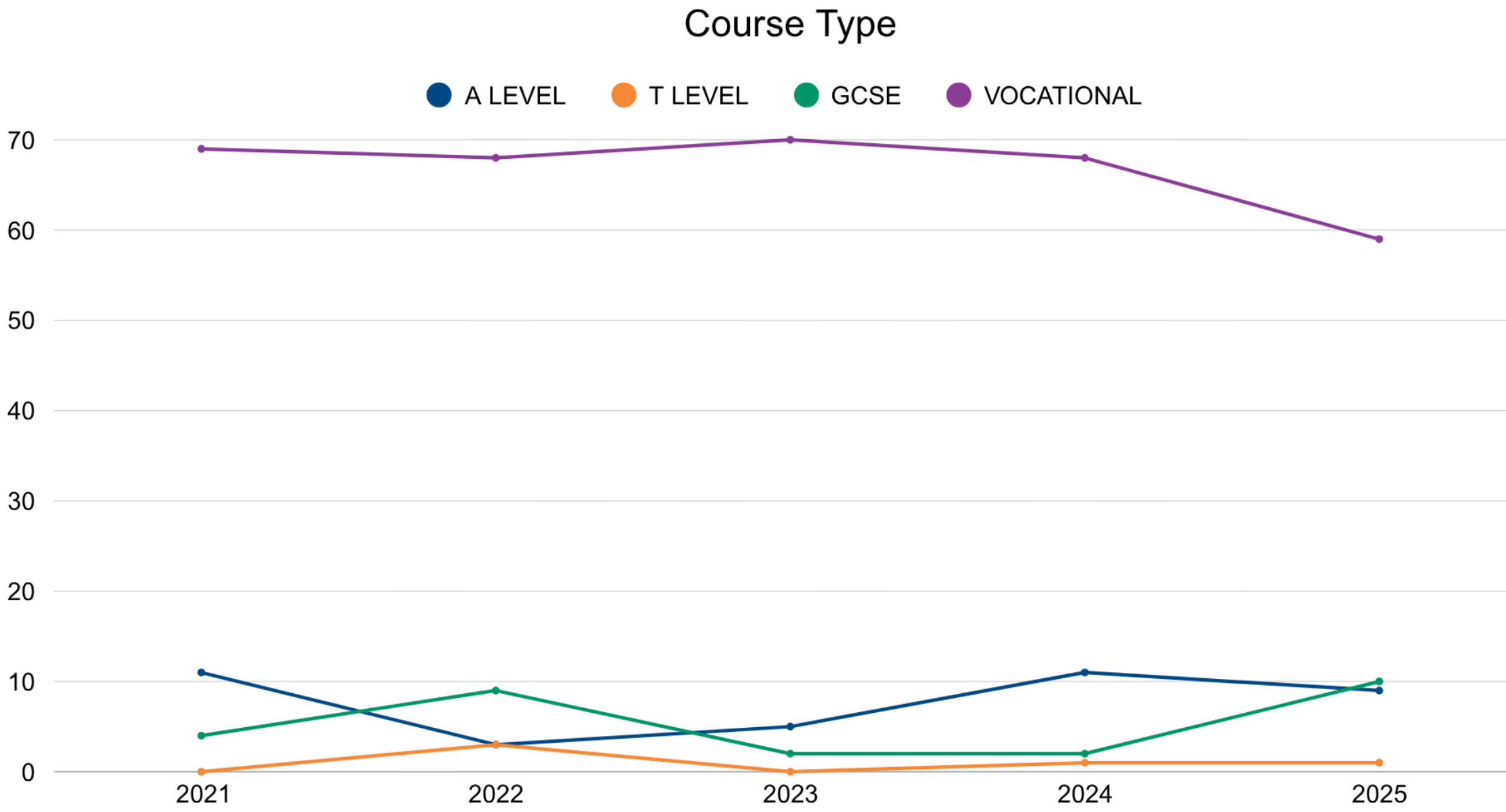
COURSE TYPE

Vocational courses remain the most common destination (57%), although this represents a slight decline from 68% in 2024. This continues to align with learners' strengths in practical, skills-based subjects such as Health, Animal Care, Hair & Beauty, and Sports.

Academic options show gradual diversification, with A Levels (8%), T Levels (3%), and **GCSE resit or foundation programmes (9%)** all increasing slightly. This suggests a **broadening post-16 offer** and improved suitability of pathways for a range of learner profiles and aspirations.

Summary Insight

- The most common pathways were practical, vocational, and creative subjects such as Health, Animal Care, Hair & Beauty, Sports, and Computing.
- There was a smaller proportion pursuing academic A Level subjects (e.g., Psychology, Maths, Science).
- Several pupils are studying GCSE resits or vocational foundation courses, suggesting a focus on gaining qualifications to access Level 3 qualifications or those pupils unable to gain Level 2 in Maths and English continuing to gain these qualifications.


Course Type
A LEVEL
T LEVEL
GCSE
VOCATIONAL
70
60
50
40
30
20
10
0
2021
2022
2023
2024
2025

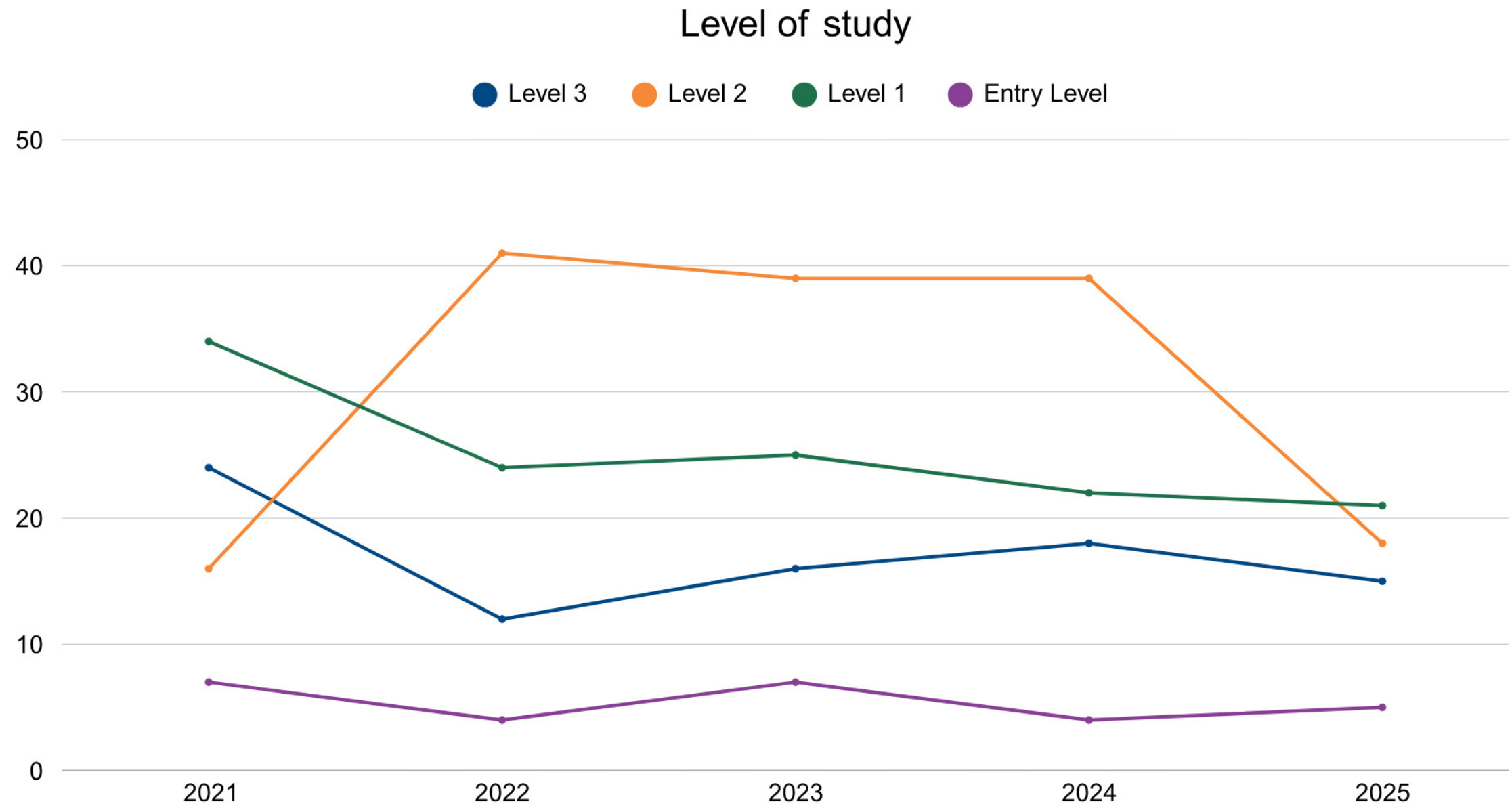
LEVEL OF STUDY

	Total	A Level	T Level	GCSE	Vocational
Entry Level	**5**				**5**
Level 1	**16**				**36**
Level 2	**8**			**7**	**1**
Level 3	**11**	**6**	**2**		**3**

Vocational subjects include some element of work related learning including: BTECs, Cambridge Nationals, Cambridge Technicals and other accredited courses.

Most Common Subject Areas

- Animal Care – 5 pupils
- Hair & Beauty – 5 pupils
- Health – 6 pupils
- Sports – 5 pupils
- Computing – 4 pupils
- Child Care – 2 pupils
- Art – 2 pupils
- Construction– 2 pupils
- Music – 4 pupils
- GCSE Resit or Foundation – 4 pupils


Level of study
Level 3
Level 2
Level 1
Entry Level
50
40
30
20
10
0
2021
2022
2023
2024
2025

A Level	T Levels	Vocational
Level 3 A Level Advanced Maths, Maths, Chemistry & Physics	T Level 3 Health	Level 3 Stage & Screen - Broadcast, Film & Content Creation
A Level - Psychology, Criminology & Sociology	T Level Early Years	Level 3 IT Design
A Level: Ancient History, History, English Lang, GCSE Maths		Level 3 BTEC Sports Coaching & Development
A Levels - Music, Performing Arts, Psychology		Level 3 Animal Management
A Level - Psychology, Criminology & Sociology		Level 3 Animal Management
Engineering, Music Production, Electronics		BTEC Applied Science
Level 3 Animal Management		Sports Leadership
		Level 3 Fine Art
		Level 3 Music

NEET/ NALM

2025 – only year with 2 pupils who are NALM

The NEET/NALM rate remained stable at 12%, consistent with 2024 but significantly lower than 18% in 2021. This indicates ongoing effectiveness of transition support, careers guidance, and multi-agency planning in reducing the number of young people disengaged from education or training.

