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.


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# WELCOME



## HARDIP BISSELL

CEO/ Principal

This Impact Report provides a detailed overview of our pupils' outcomes, their Post-16 destinations, and the impact of the graduated support we provide to help every young person achieve their individual ambitions. The information presented reflects not only academic success, but also the personal growth, resilience, and determination demonstrated by our pupils as they overcome challenges and progress to positive destinations in further education, training, and employment.

Alongside the data, we have included a range of case studies that bring these outcomes to life. These stories illustrate the aspirations and achievements of our pupils, as well as the skill, dedication, and commitment of our staff, who continue to embody our ethos of Thinking Differently to ensure that every learner receives the support they need to succeed.

This report also highlights the breadth of curriculum pathways and learning opportunities available to pupils across Key Stages 4 and 5. As identified within our Self Evaluation Framework (SEF), we continue to build on our strengths while responding to the changing needs of our pupils and communities. Our curriculum is continually reviewed and refined to promote engagement, develop independence, and equip young people with the knowledge, skills, and experiences they need for their future lives.

The findings within this report contribute to our ongoing self-evaluation and inform the priorities set out within our Development Plan. They demonstrate the progress we have made towards our strategic objectives, while also identifying areas where we can continue to improve. As we look ahead, our focus remains firmly on securing excellent outcomes for all pupils through high-quality teaching, effective support, and meaningful opportunities that enable every young person to move forward with confidence, purpose, and pride.



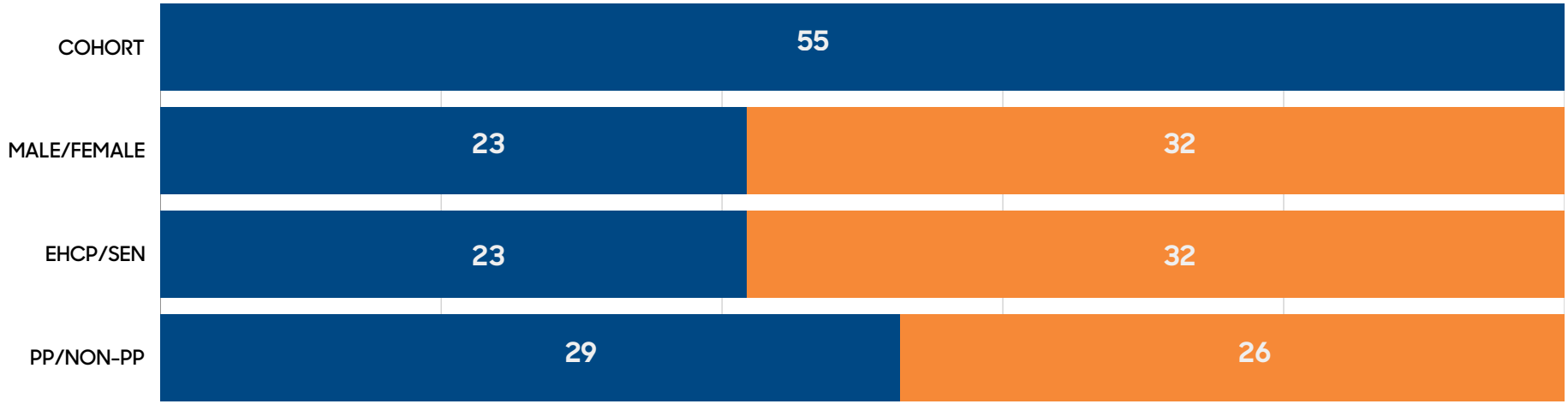
# CONTENT

## DESTINATION & IMPACT REPORT

# DEMOGRAPHICS

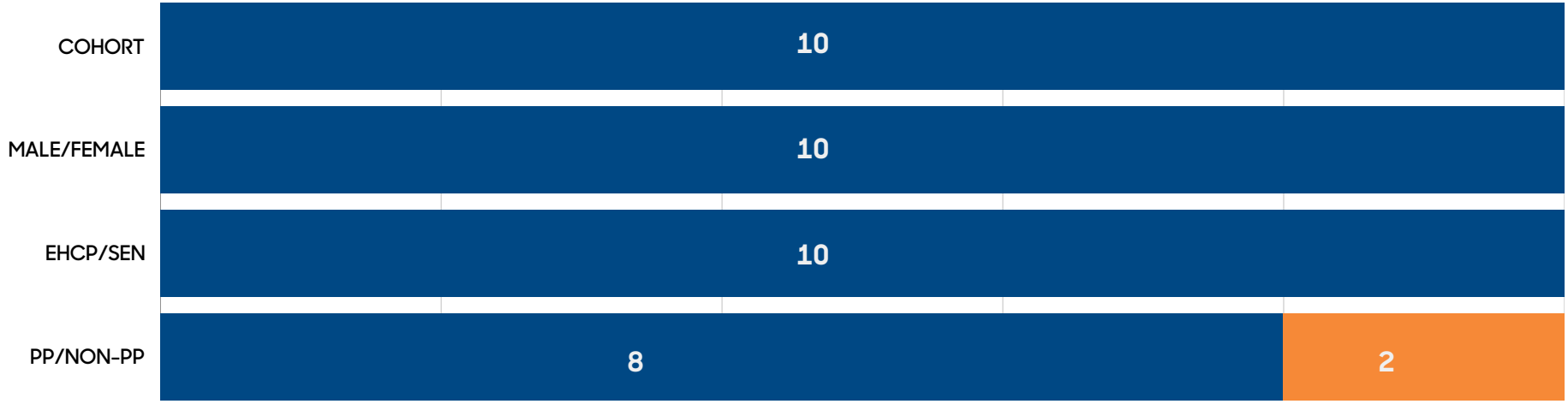
## COHORT DEMOGRAPHICS

Based on the 55 Year 11 students entered by JBA for examinations in the Summer 2026 Series. C




## DOVEDALE DEMOGRAPHICS

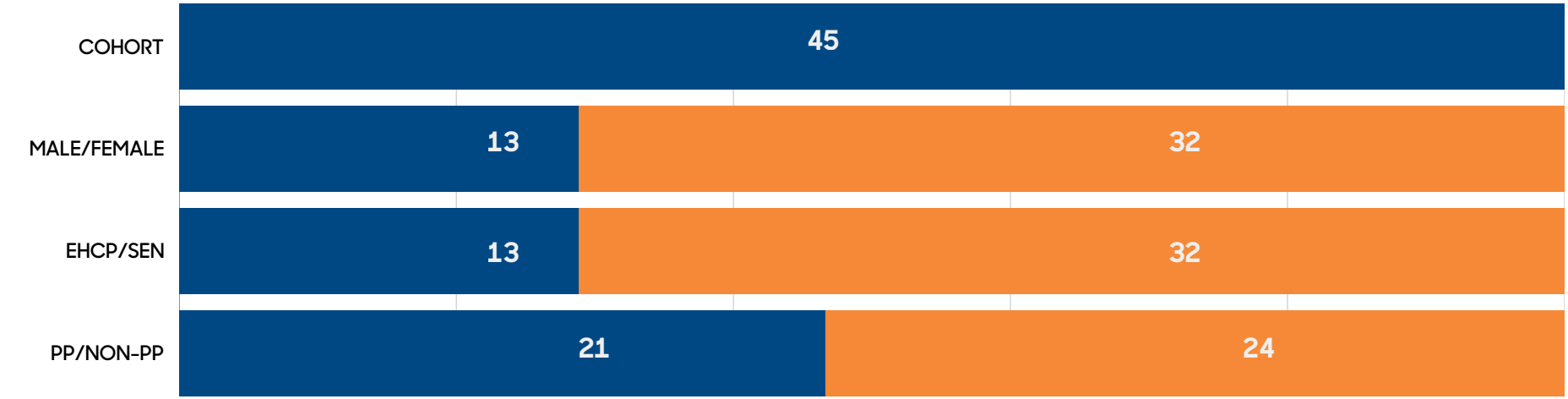
Based on the 10 Year 11 students entered by JBA for examinations in the Summer 2026 Series



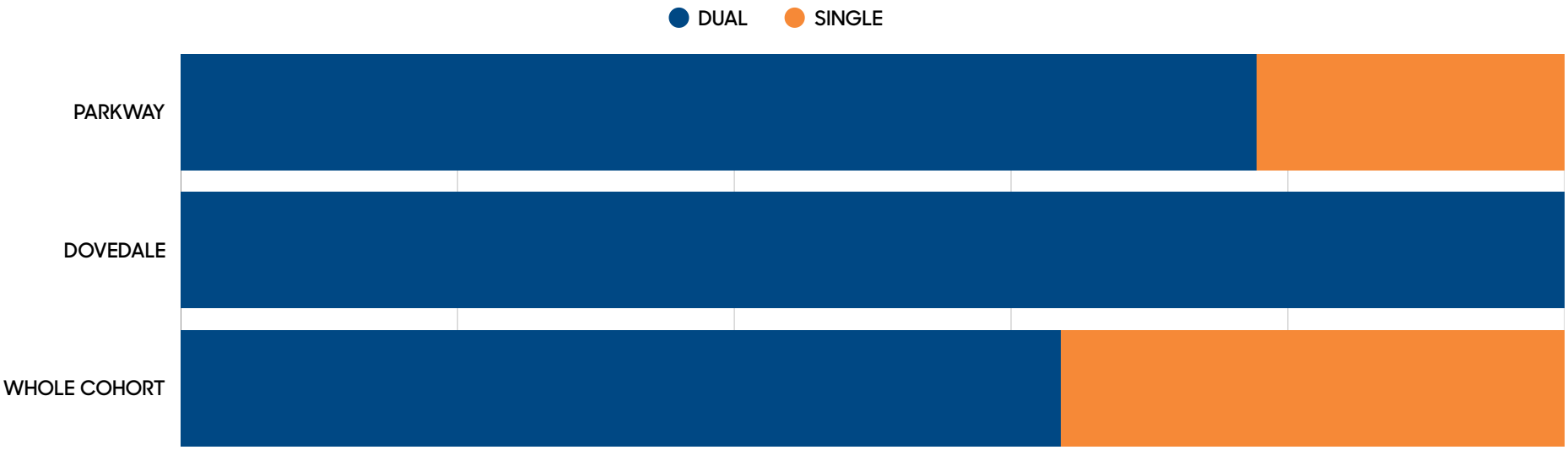
# DEMOGRAPHICS

## PARKWAY DEMOGRAPHICS

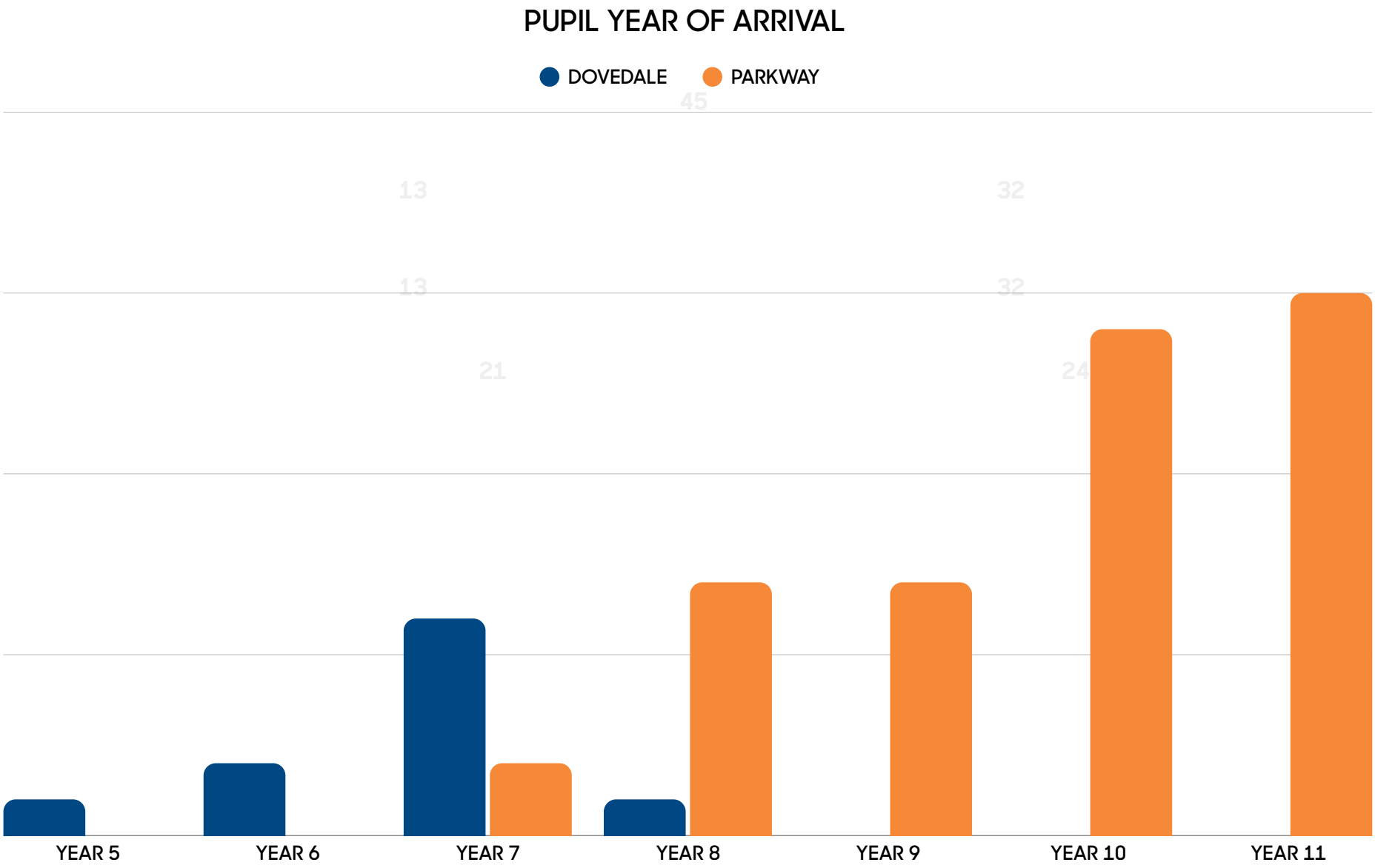
Based on the 45 Year 11 Parkway students entered by JBA for examinations in the Summer 2026 Series




## ENROLMENT MODE BY CENTRE



# DEMOGRAPHICS



# TEACHING, LEARNING AND CURRICULUM

The 2026 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 outcomes and the destinations they have secured.

This report highlights the data for our year 11 cohort, celebrates key successes, 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: 89% of pupils achieved at least 9-1 GCSE Qualification.
The proportion of pupils achieving five or more 9-4 passes was 22% (12 pupils), and those including English and maths was 15% (8 pupils), broadly in line with previous years' results.



# TEACHING, LEARNING AND CURRICULUM

| | Whole Cohort size 55 | | Whole Cohort size 71 | | Whole Cohort size 65 | |
|---|---|---|---|---|---|---|
| | 2026 Number of Pupils | 2026 (%) | 2025 Number of Pupils | 2025(%) | 2024 Number of Pupils | 2024% |
| Pupils with at least one 9 -1 qualification | 50 | 91% of Whole Cohort | 69 | 97% | 63 | 97 |
| Single Registered (20 pupils) 1+ 9-1 qualification | 19 | 95% of Whole Cohort | | | | |
| Dual Registered (35 pupils) 1+ 9-1 qualification | 31 | 89% of Dual Registered Pupils | | | | |

# TEACHING, LEARNING AND CURRICULUM

| | Whole Cohort size 55 | | Whole Cohort size 71 | | Whole Cohort size 65 | |
|---|---|---|---|---|---|---|
| | 2026 Number of Pupils | 2025 Number of Pupils | 2025 Number of Pupils | 2025(%) | 2024 Number of Pupils | 2024% |
| 5+ 9-4 Passes | 12 | 22% of Whole Cohort | 69 | 97% | 63 | 97 |
| Single Registered (20 pupils) 5+ 9 -4 Passes | 3 | 15% of Single Registered pupils | | | | |
| Dual Single Registered (20 pupils) 5+ 9-4 passes | 11 | 31% of Dual Registered Pupils | | | | |
| 5+ 9-4 passes with EngMa | 8 | 15% of Whole Cohort | 15 | 21% | 12 | 18% |
| Single Registered (20 pupils) 5+ 9-4 passes with EnGMa | 2 | 10% of Single Registered pupils | | | | |
| Dual Registered (20 pupils) 5+ 9-4 passes with EnGMa | 8 | 23% of Dual Registered Pupils | | | | |

# TEACHING, LEARNING AND CURRICULUM

With the increased complexities of pupils needs, there was a small number of pupils who benefited from non-GCSE qualifications such as entry level or Functional skills to gain a Maths or English qualification. This is forecast to increase over coming years as pupils SEND needs increase.

4 pupils gained their "Best English" outcomes from GCSE English Literature.

There was an increase in pupils who achieved no qualification, 5 pupils, an increase in previous years. With SEMH needs increasing at the time of examinations alongside poor attendance being the main contributing factors.

| 2025-2026 | Dovedale (10 Pupils) | Parkway (45 Pupils) |
|---|---|---|
| 1+9-1 (oe) pass | 9 (90%) | 41 (91%) |
| 5+ 9-1 (oe) pass | 6 (60%) | 26 (58%) |
| 5+ 9-4 (oe) passes | 1 (10%) | 12 (27%) |
| 5+ 9-4 (oe) passes incl. Engma | 1 (10%) | 9 (20%) |

Subject Performance by Centre

| | 2025- 2026 | | | | 2024-2025 | | 2023 - 2024 | |
|---|---|---|---|---|---|---|---|---|
| Subject | Cohort Size | Gaining a qualificaiton | 09-01 | 09-04 | 09-01 | 09-04 | 09-01 | 09-04 |
| **GCSE** | | | | | | | | |
| English Language | 55 | 80% | 80% | 29% | 91% | 28% | 92% | 36% |
| English Literature | 17 | 94% | 94% | 82% | 96% | 52% | 91% | 55% |
| Maths | 55 | 80% | 80% | 27% | 86% | 28% | 95% | 36% |
| Science | 52 | 77% | 85% | 36% | 96% | 35% | 98% | 53% |
| Art (Fine Art/Crafts) | 18 | 100% | 100% | 22% | 100% | 63% | 100% | 92% |
| Textiles | 1 | 100% | 100% | 0% | | | | |
| Photography | 1 | 100% | 100% | 100% | 100% | 83% | 100% | 100% |
| 3 Dimensional Design | 2 | 100% | 100% | 0% | 100% | 75% | 100% | 100% |
| Computer Science | 3 | 100% | 100% | 0% | 78% | 11% | 78% | 11% |
| Geography | 5 | 60% | 60% | 20% | 90% | 40% | 93% | 7% |
| History | 11 | 82% | 82% | 73% | 54% | 23% | 93% | 50% |
| Religious Studies | 2 | 100% | 100% | 50% | | | | |
| Business Studies | 1 | 100% | 100% | 100% | | | | |
| **Vocational** | | | | | | | | |
| SETPD L1 Certificate | 1 | 0% | 0% | 0% | | | | |
| Hosp & Catering | 5 | 100% | 100% | 100% | | | | |
| Leadership through Sport | 9 | 89% | 89% | 89% | 100% | 100% | 100% | 100% |
| Music Practitioner | 4 | 100% | 100% | 100% | 64% | 64% | 100% | 100% |
| Public Services | 4 | 75% | 75% | 75% | 100% | 75% | 44% | 57% |
| Health And Social Care | 2 | 100% | 100% | 0% | 62% | 8% | 100% | 0% |
| Creative iMedia | 9 | 89% | 89% | 33% | 93% | 31% | 84% | 17% |

Blue> Increase from previous years' results Orange> Decrease from previous years' results

Particularly strong performances were observed in The Arts , including Art, Photography, Textiles and Music where 100% of pupils studying towards a qualification achieved a 9-1 pass, and also in Hospitality and catering, English Literature, History, Public Services and Leadership through sports – which all had a 9-4 pass rate of over 70%.

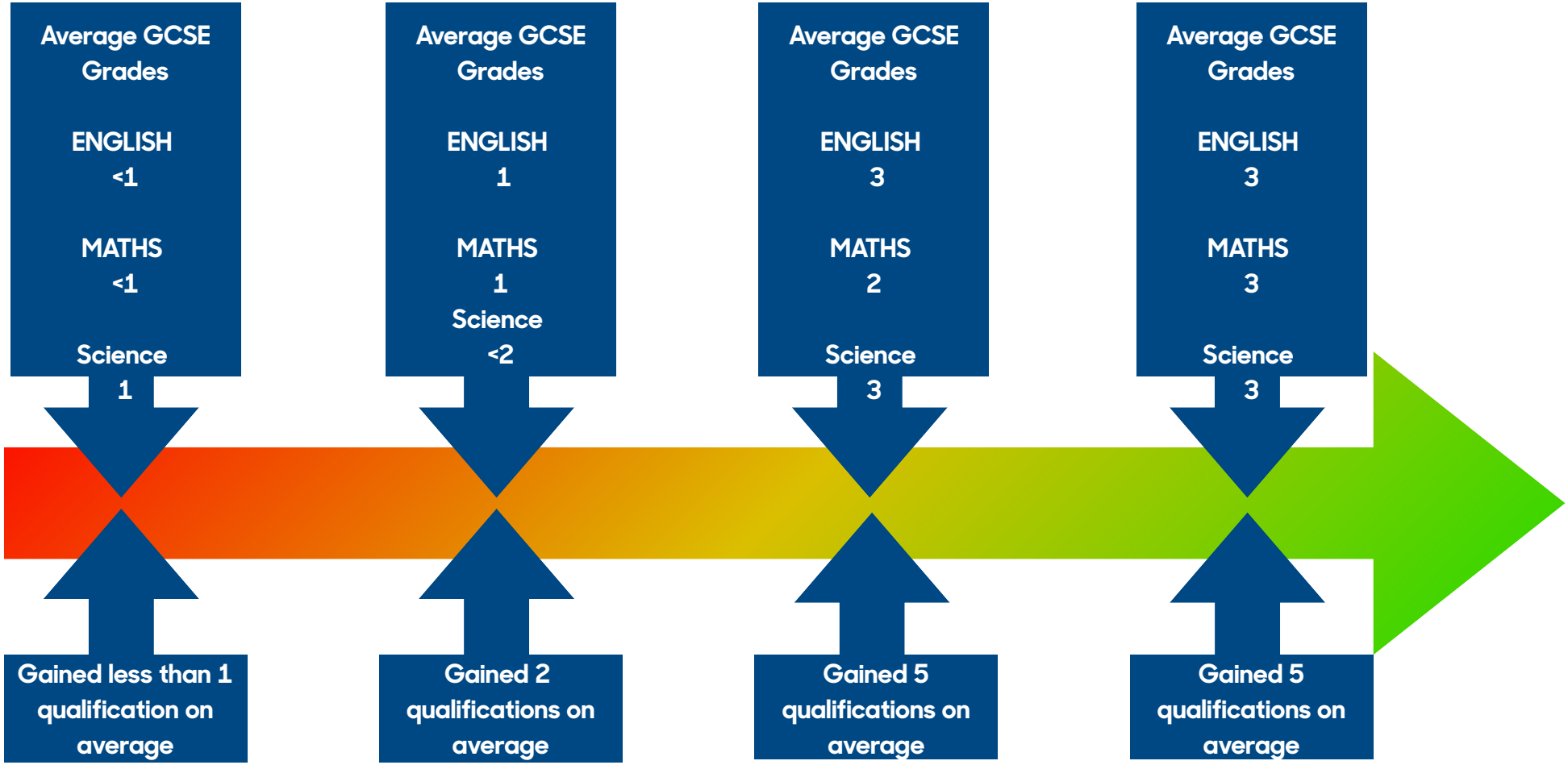
Maths, English Language and Science all saw falls in 9-1 pass rate, however this was in line with teacher forecasts. Next year will be the first year we will have CAT 4 data for atrial group (20) of our Y11 cohort to support more rigorous progress and attainment analysis.

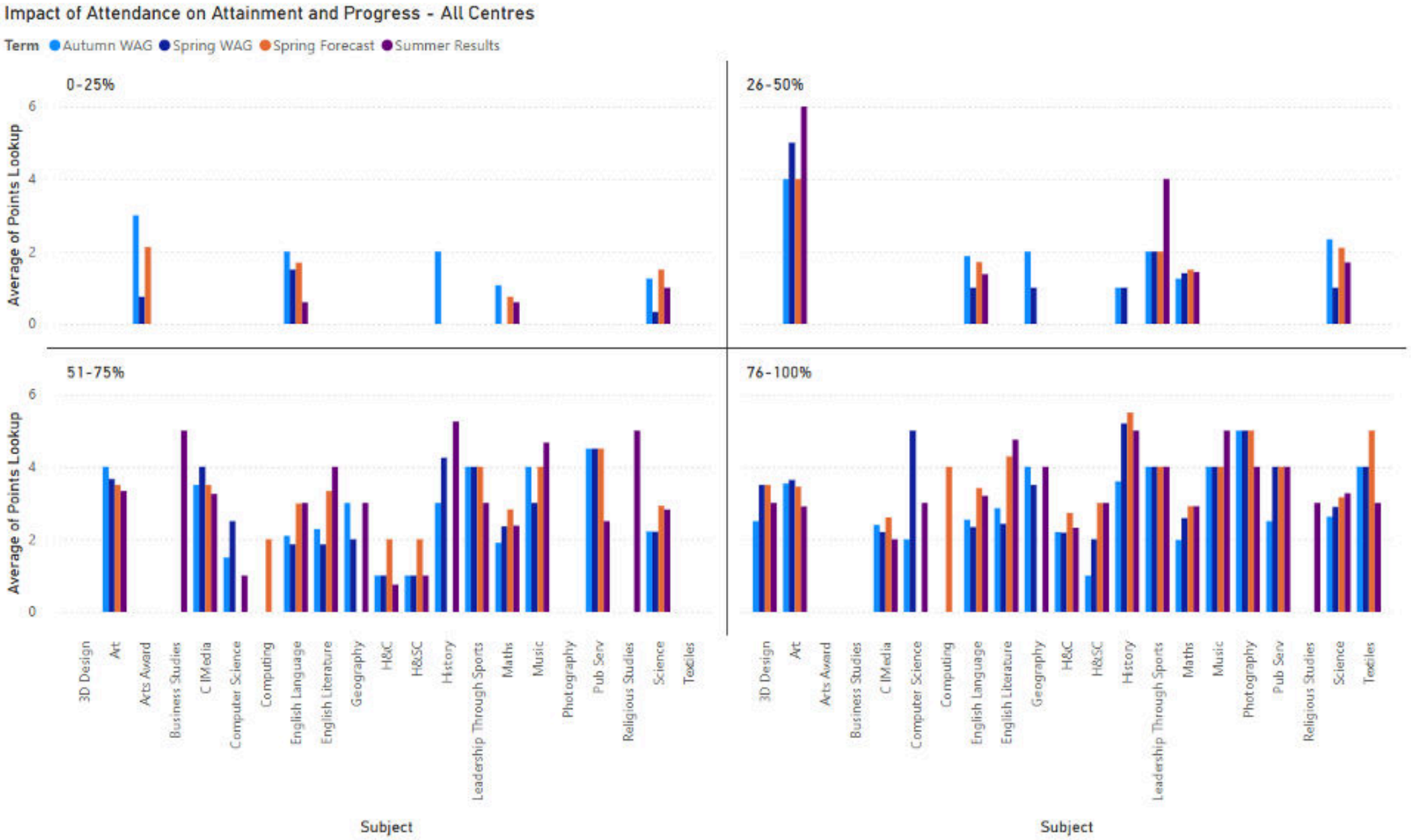
Subject Performance by Centre

| | PARKWAY | | | DOVEDALE | | |
|---|---|---|---|---|---|---|
| | Cohort size | 9-1 | 9-4 | Cohort Size | 9-1 | 9-4 |
| **GCSE Art** | 15 | (15) **100 %** | (4) **27%** | 3 | (3) **100%** | (0) **0%** |
| **Textiles** | 1 | (1) 10**0%** | (0) **0%** | | | |
| **Photography** | 1 | (1)**100%** | (1) **100%** | | | |
| **3DD** | | | | 2 | (2) **100%** | (0) **0%** |
| **Computer Science GCSE** | 3 | (3) **100%** | (0) **0%** | | | |
| **Creative Imedia** | 6 | (6) **100%** | (3) **50%** | 3 | (2) **67%** | (0) **0%** |
| **English Language** | 45 | (35) **78%** | (14) **31%** | 10 | (9) **90%** | (2) **20%** |
| **English Literature** | 16 | (15) **94%** | (13) **81%** | 1 | (1) **100%** | (1) **100%** |
| **Geography GCSE** | 5 | (3) **60%** | (1) **20%** | | | |
| **Health And Social Care** | 2 | (2) **100%** | (0) **0%** | | | |
| **History GCSE** | 9 | (7) **78%** | (6) **67%** | 2 | (2) **100%** | (2) **100%** |
| **Maths** | 45 | (35) **78%** | (13) **29%** | 10 | (9) **90%** | (2) **20%** |
| **Music L2 Cerificate** | 4 | (4) **100%** | (4) **100%** | | | |
| **Public Services** | 4 | (3) **75%** | (3) **75%** | | | |
| **Leadership through Sport** | 5 | (5) **100%** | (5) **100%** | 4 | (3) **75%** | (3) **75%** |
| **Religious Studies** | 2 | (2) **100%** | (1) **50%** | | | |
| **Science 1** | 38 | (32) **84%** | (14) **37%** | 9 | (8) **89%** | (3) **33%** |
| **Science 2** | 26 | (24) **92%** | (12) **46%** | 4 | (4) **100%** | (1) **25%** |
| **Entry Level Science** | 7 | 7 students achieved an EL Science qualification | | 5 | 5 students achieved an EL Science qualification | |
| **SETPD L1 Certificate** | 1 | (0) **0%** | (0) **0%** | | | |
| **Home Cooking Skills L2 Award** | 2 | (0) **0%** | (0) **0%** | 5 | (0) **0%** | (0) **0%** |
| **Hosp & Catering** | 3 | (3) **100%** | (3) **100%** | 2 | (2) **100%** | (2) **100%** |
| **Business Studies GCSE** | 1 | (1) **100%** | (1) **100%** | | | |

# Attendance and it's impact on outcomes

| Attendance Band | 0-25% | 26-50% | 51-75% | 76-100% | Total |
|---|---|---|---|---|---|
| Dovedale | 0 | 0 | 1 | 9 | 10 |
| Parkway | 5 | 7 | 17 | 16 | 45 |
| Total | 5 | 7 | 18 | 25 | 55 |






Poor attendance remains the biggest barrier to gaining qualifications and whilst an aspiration for all students to have excellent attendance is expected, we can see from the data that moving students from <50% into >50% will have the biggest impact.

CASE STUDY

**BCH**

Pupil B transitioned from primary to secondary school in 2025. Pupil B receives treatment at Birmingham Children's Hospital twice a week and has one English and one Maths lesson a week from James Brindley staff. Pupil B's attendance to school was steady but they struggled with academic confidence and maintaining friendships due to periods away from school.

The Key Worker for Pupil B contacted subject leaders and the Head of Year 7 to open the stream of communication. Home school provided Pupil B with a laptop to complete work at the hospital and encouraged Pupil B to communicate if they were finding the work too difficult, but Pupil B struggled with this due to confidence.

Home school also provided clear schemes of work and work booklets to James Brindley staff, to ensure staff at the hospital were adaptive in their teaching to plug gaps and build independence for the pupil. At the end of the year, Pupil B was awarded an engraved award from home school for their improvements in their English work and won an amazing attitude award for Art



# Progress made in Maths and English since start point at James Brindley.

**Key Findings**

- Across all 55 Year 11 pupils, average progress was +1.1 grades in English and +0.9 grades in Maths from their starting points.
- Pupils who joined the school in Key Stage 3 made average progress of +1.7 grades in English and +1.2 grades in Maths
- The data shows attendance is the most significant driver of achievement:
  - Pupils attending at least 75% of sessions made approximately five times more progress in English and eight times more progress in Maths than those attending below 50%.
  - Low-attendance pupils who joined at the beginning of Key Stage 4 recorded the poorest outcomes, with average progress of-1.3 grades in both English and Maths.
  - Higher-attendance groups consistently outperformed lower-attendance groups regardless of starting point.

The evidence suggests that Starting Points and Attendance demonstrates two critical success factors: early engagement with the school and sustained attendance.

Pupils who joined in Key Stage 3 and maintained attendance above 75% in Y11 achieved the strongest academic gains, while persistent absence was closely associated with limited progress or regression. These findings reinforce the importance of attendance improvement strategies as a key lever for raising outcomes in both English and Maths.



# Whole Cohort Progress Data - With attendance Impact

| | | Average Grades of ENGLISH progress | | | | Average Grades of MATHS progress | | | |
|---|---|---|---|---|---|---|---|---|---|
| **ATTENDANCE BAND-Total Pupils in each** | | **ALL** (55 Pupils) | **<50%** (12 Pupils) | **50%+** (43 Pupils) | **75%+** (26 Pupils) | **ALL** (55 Pupils) | **<50%** (12 Pupils) | **50%+** (43 Pupils) | **75%+** (26 Pupils) |
| **Joined in Key Stage 3** | 10 pupils (18%) | 1.7 | 0 | 2.1 | 2.4 | 1.2 | 0.5 | 1.4 | 1.9 |
| **Joined at start of Key Stage 4** | 28 pupils (51%) | 1 | -1.3 | 1.2 | 1.9 | 0.9 | -1.3 | 1.1 | 1.6 |
| **Joined in KS4** | 17 pupils (31%) | 1.1 | -0.1 | 2 | 1.8 | 0.9 | 0.7 | 1 | 1 |
| **All starting points** | **55 pupils (100%)** | **1.1** | **-0.4** | **1.6** | **2** | **0.9** | **0.2** | **1.1** | **1.6** |

Looking at our Single/ Dual registered pupils separately, our Single Registered pupils with over 50% attendance made 0.6 and 0.7 MORE grades of progress in English and Maths respectively than Dual registered pupils. With over 50% attendance 0.4 and 0.9 MORE grades of progress in English and Maths respectively.

This gives context when looking at attainment data in previous tables: our Single registered pupils (by that fact likely more complex needs) score lower attainment than Dual registered pupils but do in fact make more progress from starting point.

# SINGLE REGISTRATION Pupil Progress Data- with Attendance Impact

| | | Average Grades of ENGLISH progress | | | | Average Grades of MATHS progress | | | |
|---|---|---|---|---|---|---|---|---|---|
| ATTENDANCE BAND-Total Pupils in each band | | ALL (20 Pupils) | <50% (3 Pupils) | 50%+ (17 Pupils) | 75%+ (14 Pupils) | ALL (20 Pupils) | <50% (3 Pupils) | 50%+ (17 Pupils) | 75%+ (14Pupils) |
| Single registration Pupils | 20 Pupils (36% of whole cohort) | 1.5 | -1.3 | 1.9 | 2.2 | 1.3 | -0.3 | 1.5 | 2 |

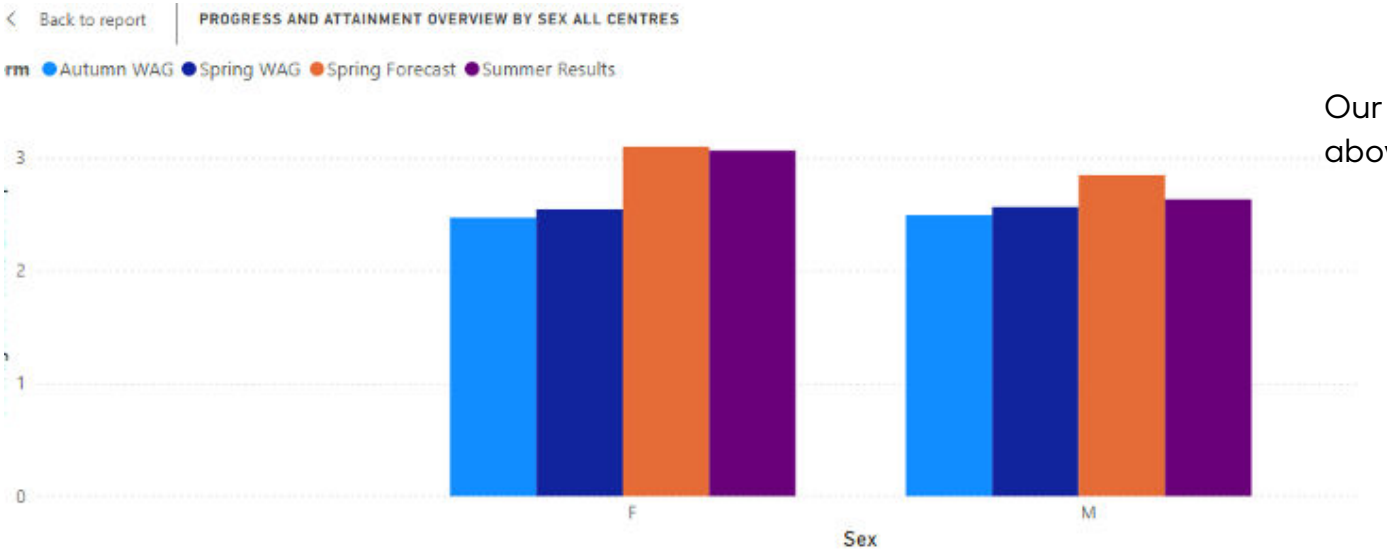
# DUAL REGISTRATION Pupil Progress Data- with Attendance Impact

| | | Average Grades of ENGLISH progress | | | | Average Grades of MATHS progress | | | |
|---|---|---|---|---|---|---|---|---|---|
| ATTENDANCE BAND-Total Pupils in each band | | ALL (35 Pupils) | <50% (9 Pupils) | 50%+ (26 Pupils) | 75%+ (12 Pupils) | ALL (55 Pupils) | <50% (12 Pupils) | 50%+ (43 Pupils) | 75%+ (26 Pupils) |
| Dual Registered Pupils | 35 Pupils (64% of whole cohort) | 1 | -0.1 | 1.3 | 1.8 | 0.7 | 0.3 | 0.8 | 1.1 |

# Demographics Spotlight

| | Autumn WAG | Spring WAG | Spring Forecast | Summer Results |
|---|---|---|---|---|
| Female 58% (32) | 2.47 | 2.54 | 3.1 | 3.06 |
| Male 42% (23) | 2.49 | 2.56 | 2.85 | 2.63 |
| | Autumn WAG | Spring WAG | Spring Forecast | Summer Results |

Figures adjacent show average working at grades and average GCSE grade result gained in Summer 2026

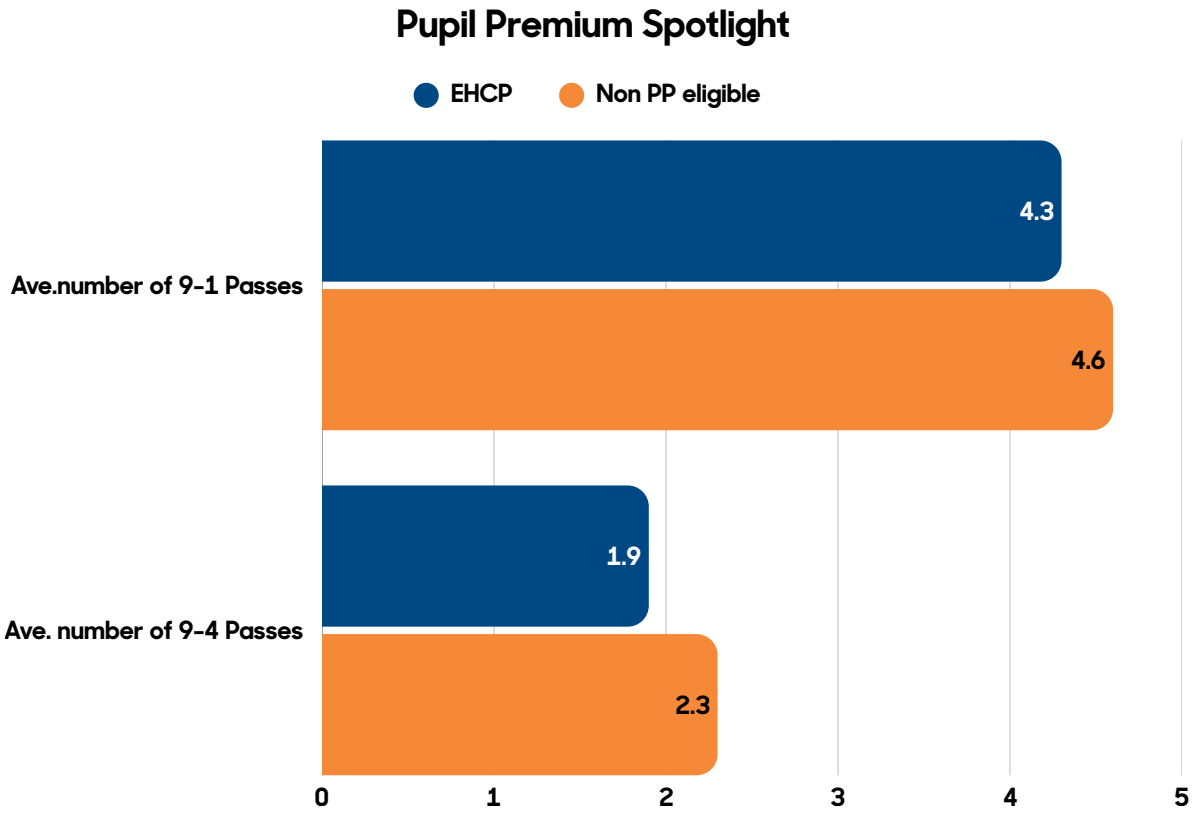



Our girls' average point score was 0.43 above our boys.

# Demographics Spotlight

| | Autumn WAG | Spring WAG | Spring Forecast | Summer Results |
|---|---|---|---|---|
| Non PP Eligible 47% (26 pupils) | 2.5 | 2.7 | 3.3 | 3.1 |
| PP Eligible 53% (29 Pupils) | 2.5 | 2.4 | 2.8 | 2.7 |
| | Autumn WAG | Spring WAG | Spring Forecast | Summer Results |

Overall, pupil premium pupils achieved an average grade 0.4 below their non-PP peers.




PP eligible pupils gained slightly less qualifications than their non eligible peers both 9-1 and 9-4

# Demographics Spotlight

| | | **Female** | **Male** |
|---|---|---|---|
| **Non PP Eligible 47% (26 pupils)** | **NOT PP Eligible** | 18 (33%) **HIGHEST** ATTAINING GROUP<br><br>Average Grade 3.2 | 8 (15%)<br><br>Average Grade 2.9 |
| **PP Eligible 53% (29 Pupils)** | **PP Eligible** | 14 (25%)<br><br>Average Grade 2.9 | 15 (27%) **LOWEST** ATTAINING GROUP<br><br>Average Grade 2.5 |

Our highest overall attaining group with an average attainment grade of 3.2 was Non-Pupil Premium eligible Females.

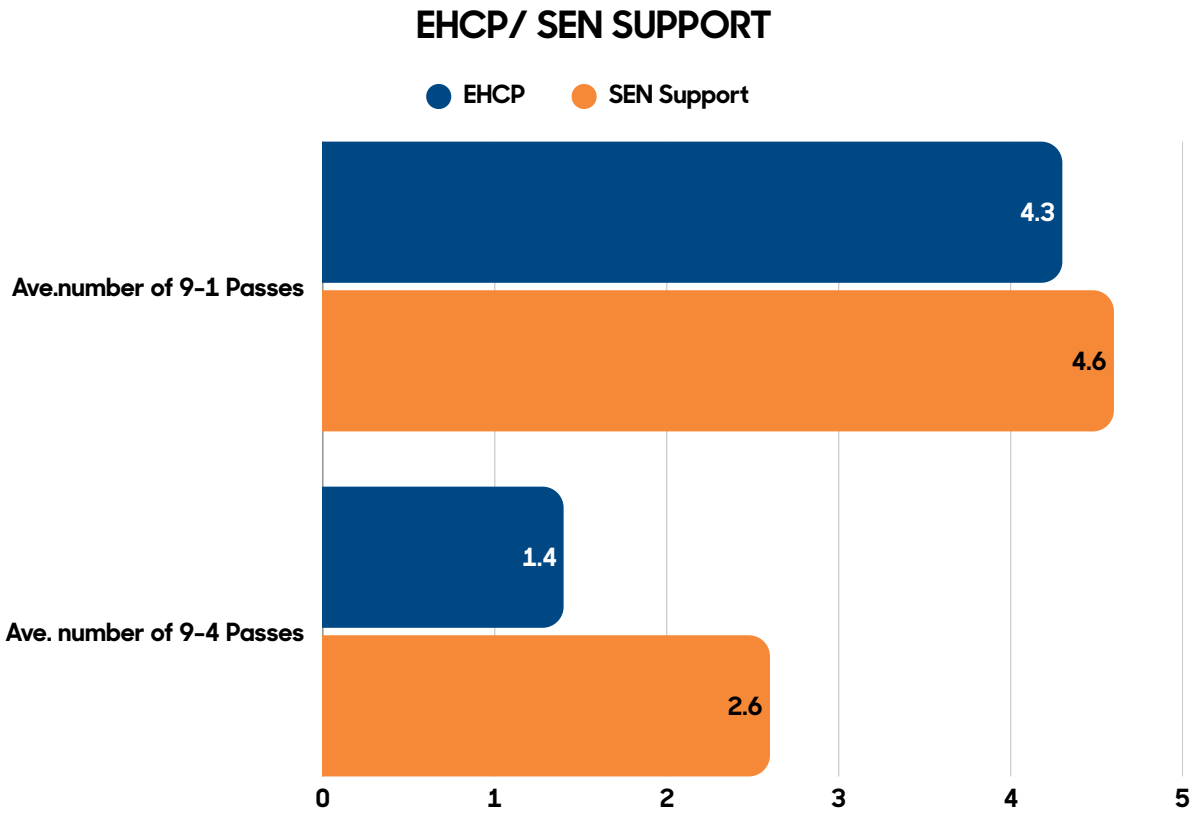
Our lowest overall attaining group with an average attainment grade of 2.5 was our Pupil Premium eligible Males.

# SEND STATUS

Our EHCP students (42% of cohort-23 Pupils) achieved a broadly similar number of qualifications to their SEN Support peers (58% of cohort-32 Pupils)- a fantastic achievement considering the differing level of need.

As might be expected due to the increased complexity of SEND for our EHCP pupils they gained less level 2 qualifications than those without an EHCP. This could be an area for intervention, ensuring potential for level 2 attainment is matched with level 2 expectation and instruction, specifically at Dovedale, where there is a smaller Y11 cohort and less opportunity for 'top set' provision. CAT 4 results could be a driver for this.

Individual interventions and offers of tuition outside of school hours could be deployed- as was successful with MD Y11 this year at Dovedale in Maths where his Autumn Y10 Maths WAG :2, with Y11 weekly intervention and online tuition offer resulting in Grade 6 summer result.

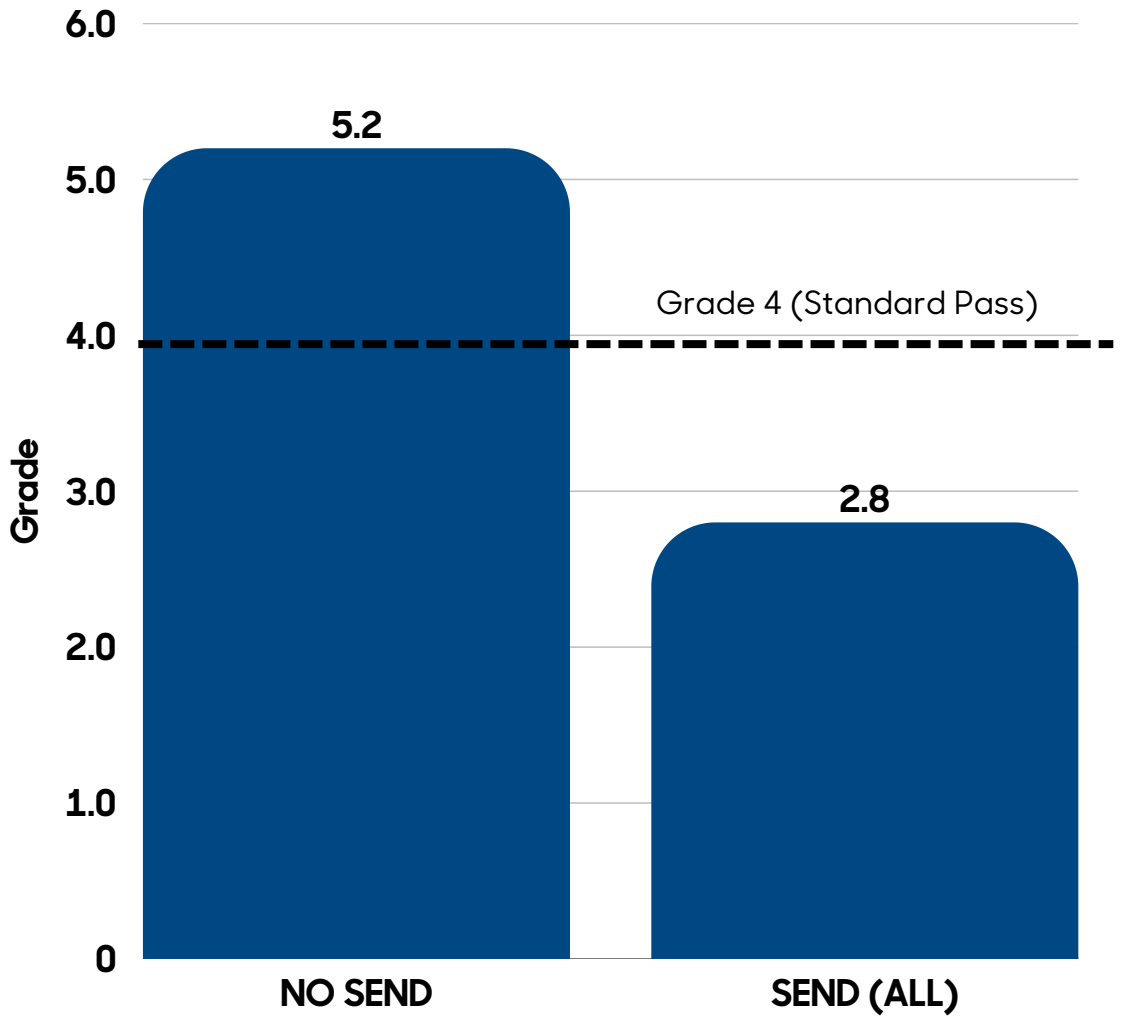



2 of our 23 EHCP pupils passed English and maths at 9-5 (8.7%) which is above the most recently published national figures of 7.6% in 2024-25.

Nationally around 22% of SEND pupils have an EHCP, the figure for this JBA cohort was 42%.

Nationally in English and Maths, Average grade for all SEND students:

# the SEND Attainment Gap




Bearing this in mind the following figures should be celebrated:

JBA: All Pupils  Average English Grade: 2.8
Average Maths Grade: 2.3

Source: DfE: GCSE outcomes for pupils with EHCPs: mainstream versus special school settings summary report special school settings summary report Feb 2026

# Key Achievements

Leaders across James Brindley Academy have a secure and well-informed understanding of the academy's strengths, challenges and priorities. This is reflected in the alignment between this Impact Report and the current Self Evaluation Framework, particularly around the increasing complexity of pupil need, the importance of inclusive and relational practice, the impact of adaptive teaching, and the need to evidence progress from pupils' individual starting points. The Year 11 outcomes demonstrate that pupils continue to achieve meaningful qualifications despite significant barriers linked to SEND, SEMH, medical needs, safeguarding vulnerability, disrupted education and attendance.

**Pupils achieve well in context, despite increasingly complex barriers to learning.**

2026, 91% of the Year 11 cohort achieved at least one 9–1 qualification, with 22% achieving five or more 9–4 passes and 15% achieving this including English and maths. These outcomes are particularly significant given the high proportion of pupils with SEND, EHCPs, attendance barriers and disrupted educational histories. They show that the academy's personalised and inclusive approach enables many pupils to secure qualifications that support progression to their next stage.

**Progress from starting points demonstrates the impact of curriculum access, adaptive teaching and sustained engagement.**

Across the cohort, pupils made average progress of +1.1 grades in English and +0.9 grades in maths from their starting points at James Brindley Academy. Pupils who joined earlier and maintained stronger attendance made the most substantial progress, reinforcing the SEF's emphasis on early identification, coherent provision planning and sustained engagement. This evidence supports the academy's view that personalisation should adapt the route into learning, while maintaining ambition and expectations.

**Pupils achieve well in context, despite increasingly complex barriers to learning.**

The academy's work remains strongly aligned with the SEF's emphasis on trauma-informed, relational and restorative practice. Consistent relationships, emotional regulation, therapeutic support and safe, nurturing environments help pupils rebuild trust, increase readiness to learn and access the curriculum. This is particularly important for pupils with complex SEMH, safeguarding and attendance barriers, where successful engagement often depends on carefully sequenced support and the confidence pupils develop through trusted adult relationships.

**Adaptive teaching and personalised pathways support access to ambitious learning**

Quality assurance evidence and outcomes data show that staff use adaptation, scaffolding and personalised provision to help pupils access appropriate and challenging learning. The breadth of qualifications achieved, including GCSE, vocational and entry-level routes, reflects a curriculum that is responsive to need while continuing to support progression. This aligns with the SEF's position that the academy personalises the route, not the level of ambition.

# Key Achievements

**Safeguarding, pastoral support and multi-agency working provide a secure foundation for learning.**

Strong safeguarding and pastoral systems support pupils to feel safe, be understood and access coordinated help. Early identification of risk, responsive pastoral provision, family engagement and multi-agency working help address barriers before they escalate. This reflects the SEF's emphasis on safety, wellbeing, regulation and belonging as essential conditions for learning and progress.

**Attendance is a key driver of achievement and remains a strategic improvement priority.**

The outcomes data clearly shows the relationship between attendance and achievement. Pupils attending above 75% made substantially stronger progress in English and maths than pupils attending below 50%. This reinforces the SEF priority to embed a graduated attendance strategy, strengthen early identification of pupils at risk of persistent absence, and use personalised timetables and structured reintegration pathways more consistently. Improving attendance remains one of the most important levers for improving qualifications, progress, personal development and preparation for adulthood.

**Preparation for adulthood and destinations evidence positive progression.**

Destination data shows that many pupils move successfully into further education, vocational routes, creative pathways, supported learning and specialist provision. The reduction in NEET over time and the breadth of post-16 providers reflect the impact of transition planning, careers education, personalised guidance and partnership work. This aligns with the SEF's emphasis on preparing pupils for their next stage and ensuring that transition planning reduces the risk of pupils becoming NEET.

**Key Priorities**

**Strengthen assessment systems and evidence of progress from starting points.**

While this report provides strong evidence of progress in English and maths, the academy should continue to strengthen assessment systems across the wider curriculum so that leaders can demonstrate more consistently how pupils progress from their individual starting points.

**Further develop curriculum clarity, pathway articulation and adaptive teaching.**

pupil needs continue to become more complex, leaders should continue refining curriculum pathways, ensuring that adaptations are purposeful, ambitious and clearly linked to intended outcomes. This includes making the rationale for different qualification routes explicit and ensuring expectations remain high across all centres.

# Key Achievements

**Improve evidence of impact for personal development, preparation for adulthood and inclusion**

Provision in these areas is a recognised strength, but leaders should continue to strengthen how impact is evaluated and evidenced. This should include clearer evidence of how personal development, careers education, transition planning and inclusion activity improve pupils' confidence, independence, participation, destinations and long-term readiness for adulthood.

**Maintain attendance and learner engagement as high-profile improvement priorities.**

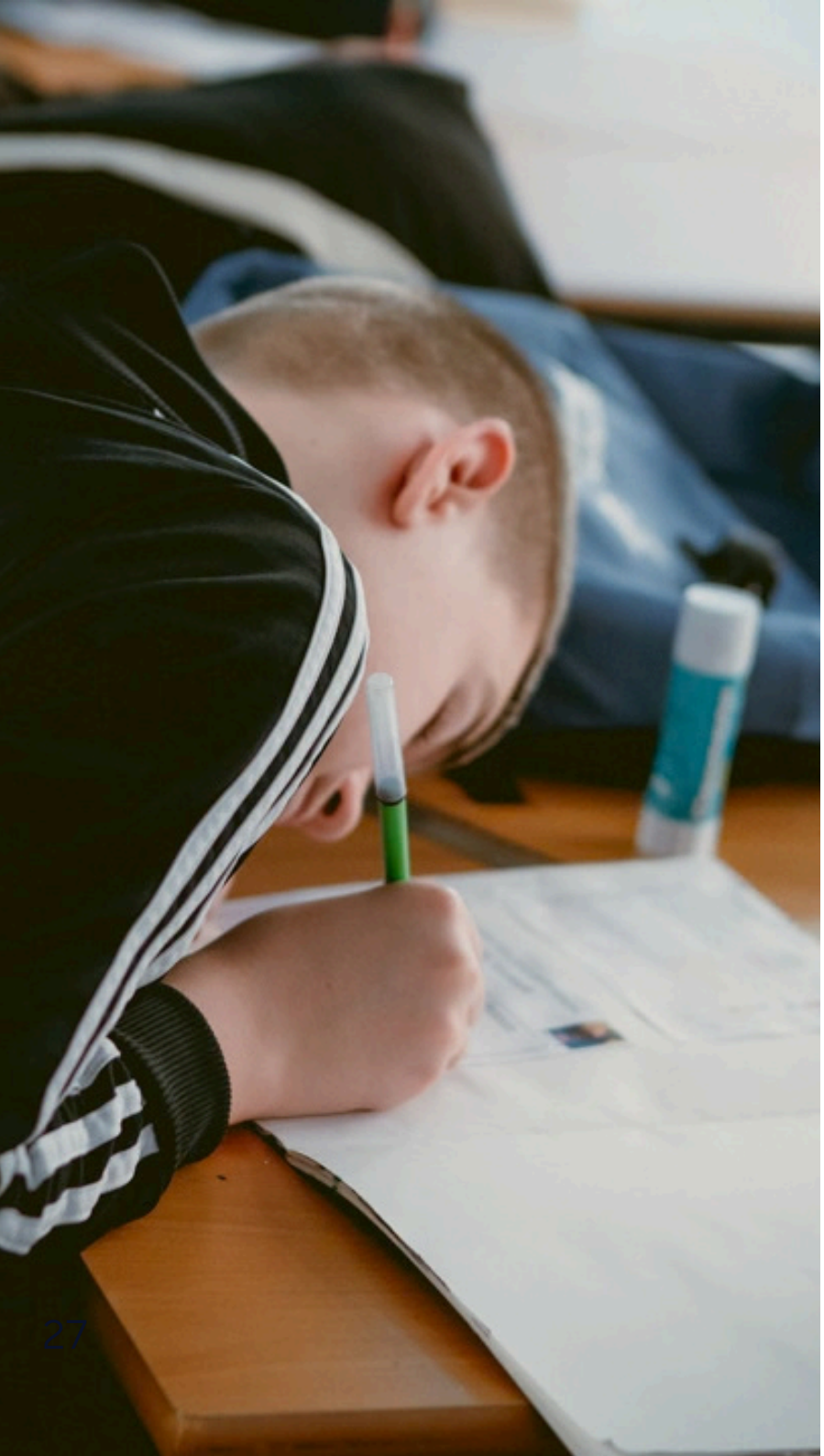
Attendance data shows that sustained engagement has a direct impact on achievement and progress. Leaders should continue to embed graduated attendance pathways, strengthen earlier intervention and evaluate which strategies have the greatest impact on access, belonging, regulation and outcomes.

**Summary:**

- Pupils achieve meaningful qualifications despite significant SEND, SEMH, medical, safeguarding and attendance barriers.
- Progress from starting points in English and maths demonstrates the positive impact of curriculum access, adaptive teaching and sustained engagement.
- Relational, trauma-informed and inclusive practice supports vulnerable pupils to feel safe, regulate, participate and achieve.
- Safeguarding, pastoral support and multi-agency working provide a secure foundation for learning.
- Destination outcomes show positive progression into a broad range of post-16 pathways and a continued focus on reducing NEET.

**Priorities**

- Strengthen assessment and evidence of progress from starting points across the wider curriculum.
- Further refine curriculum pathways and adaptive teaching so that personalisation remains ambitious and purposeful.
- Improve evaluation of impact in personal development, preparation for adulthood and inclusion.
- Maintain attendance and engagement as strategic levers for improving achievement, progress and successful transition



**STP Medical**

After an oncology diagnosis, Pupil A was receiving fortnightly treatment and was unable to attend his home school. Pupil A started on role with Short Term Provision where they were supported with their Maths, English, Science, PSHE and Business Studies. Home school became progressively better with communication, enabling STP tutors to invigilate two sets of mock examinations under exam conditions. Due to fatigue noticed in lessons, contact was made with Pupil A's Cancer Nurse Specialist.

The concern was followed up by the physiotherapy team, on which unexpected neuropathy was discovered. As a result of this, the STP SENCO made contact with Pupil A's home school and an application for Access Arrangements was made. This involved the use of a word processor and 25% extra time which was awarded and used by Pupil A in their mock examinations. Pupil A remained highly ambitious throughout their STP journey. With advice from JBA careers and home school careers, they enrolled to their local sixth form. Pupil A has an aspiration to be a biological scientist.

With clinical evidence provided by the consultant to support extreme and unusual circumstances, their school was able to request that Pupil A's mock results were used for their GCSE grades as they were too unwell to complete their GCSE's. Pupil A was awarded five 9's, one 8 and a Distinction Level 2 in Business Studies. They were accepted into Sixth Form.

CASE STUDY

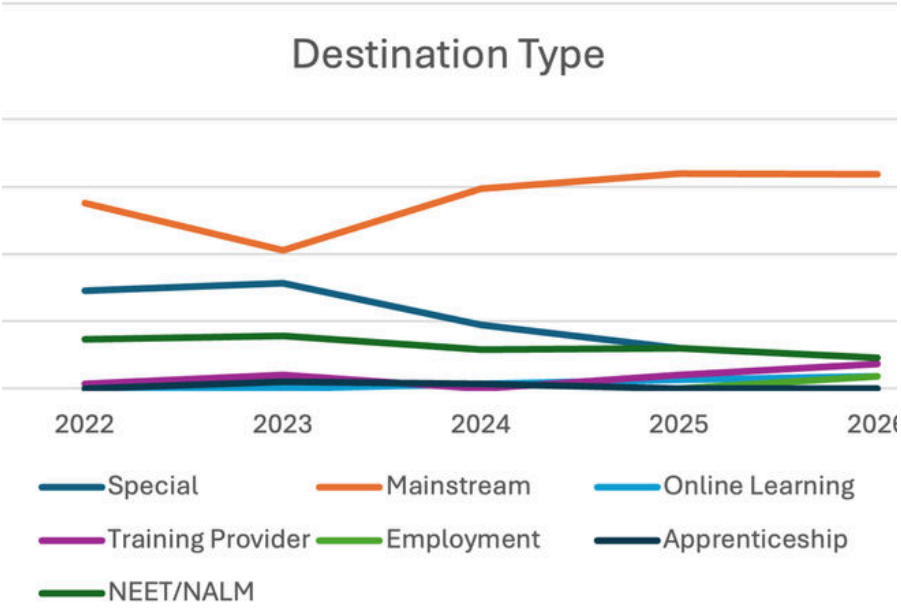
# Destination Data

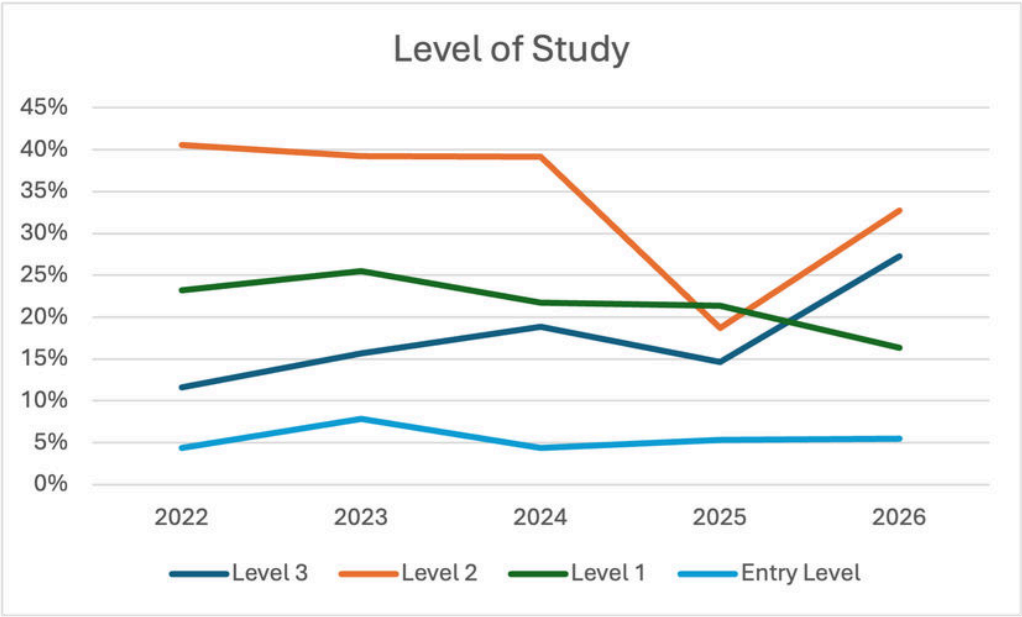
This report provides an analysis of the destination data for Year 11 pupils transitioning to post-16 pathways. It examines the range of destinations pursued, including further education, apprenticeships, and other training or employment routes, and evaluates how effectively pupils have progressed into 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. The 2026 Destination data highlights a positive and stable post-16 progression picture.

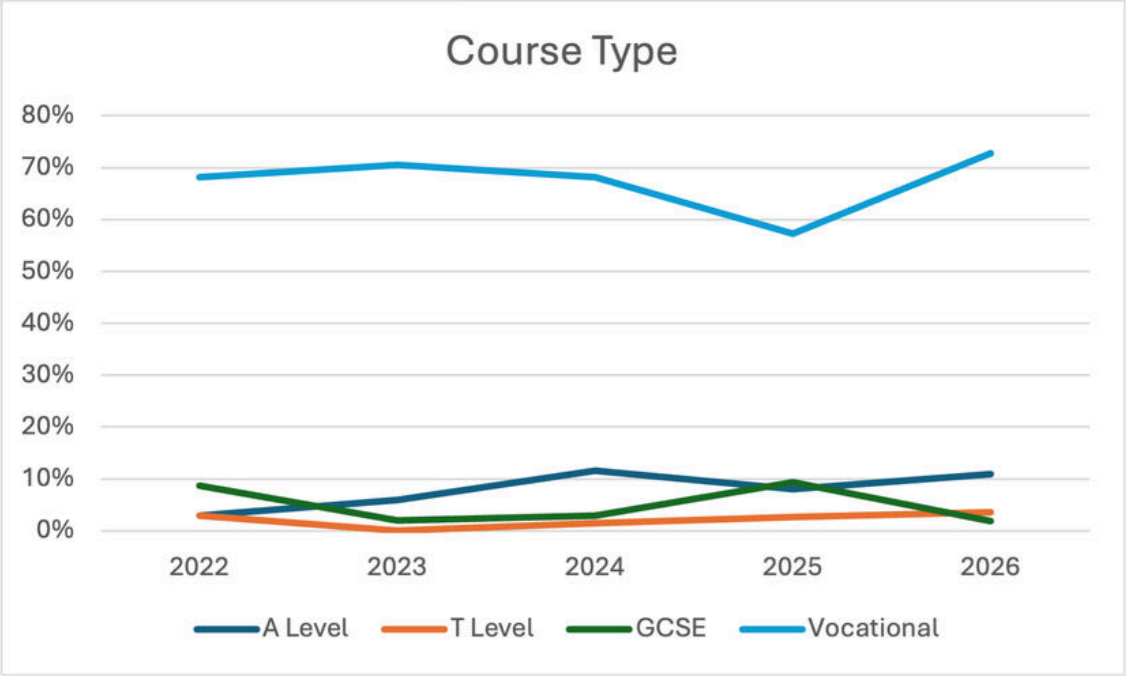
**Key Trends**

- High levels of mainstream progression (64%), reflecting improved readiness and inclusion.
- Many young people continue to study vocational subjects, there has been a slight increase in the number of young people who are studying A Level subjects.
- Overall, the 2026 cohort evidences strong progression outcomes and continued effectiveness of transition work and careers education, information, advice and guidance.
- Specialist provision continues to decline in being approved for young people at post-16 with a steady decline from 31% of pupils in 2023 to just 9% of pupils in 2026, despite the increase in complexity of SEND in our incoming cohorts.
- Further reduction in the number of NEETs within the cohort from 16% in 2023 reducing year on year to 9% (5 young people) in 2026.  The Careers team continue to work with these young people and their families to support access to education.

# Destination Data



# Destination Data

Main Post-16 providers our pupils transition to:

| | | | |
|---|---|---|---|
| Cadbury College | 7 | Maple House | 1 |
| Solihull College | 5 | New Horizons | 1 |
| Halesowen College | 5 | Pending SENAR | 1 |
| SCCB Longbridge | 3 | Pending SENAR | 1 |
| UCB | 3 | QAC | 1 |
| Access Creative | 2 | Reflections Training | 1 |
| BMET | 2 | Riverside | 1 |
| BMET Erdington Skills Centre | 1 | Romulus Football Club | 1 |
| BMET James Watt | 1 | Crackerjack Training | 1 |
| BMET Sutton Coldfield | 1 | South Staffordshire College | 1 |
| BOA | 2 | Walsall College | 1 |
| Sandwell College | 2 | Fast Forward Training | 1 |
| Burton College | 1 | Birmingham Creative Institute | 1 |

# Destination Data

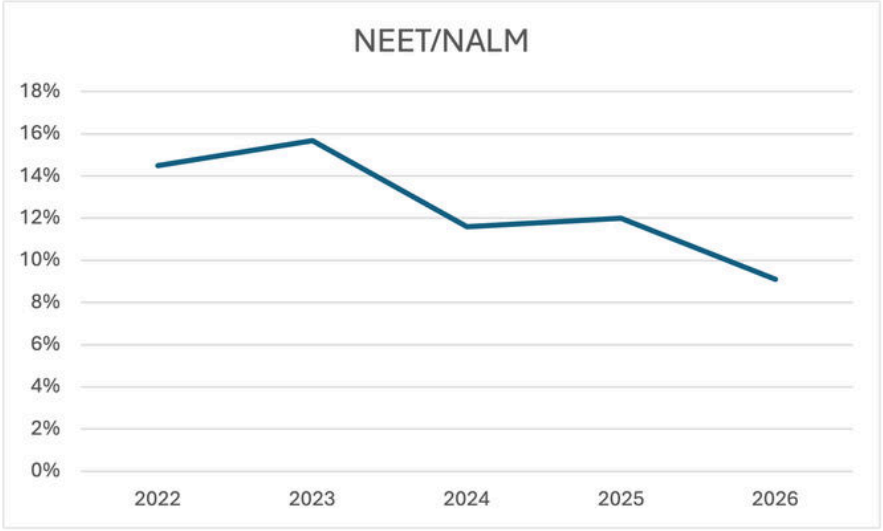
The table adjacent shows the most common career sectors that young people are continuing on to study in:

| Career Sector |
| --- |
| Health & Social Care / Science |
| Animal Care & Management |
| Supported Learning & Life Skills |
| Creative Arts, Music & Media |
| Academic A Levels |
| Construction & Trades |
| Hospitality & Catering |
| Motor Vehicle |
| Beauty, Hair & Sport |

The destination data demonstrates particularly strong progression into health and care professions, animal care industries, creative sectors and supported learning pathways, with continued opportunities for learners to access academic and vocational routes.

This reflects the personalised and inclusive nature of the curriculum and careers programme.

The graph above shows the steady decline of number of pupils that are NEET within the academy, currently 5 pupil



# Destination Data

| Candidate | Year started | Attendance | SEND | Reading Age | Pupil Premium | FSM | Sex | English Language | Maths | Science | Option 1 | Option 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pupil 1 | Year 9 | 22.20% | SEN | 17 | No | No | Female | 3 | 3 | | | |
| | Mentoring<br>Maths academic intervention | | | | | | | | | | | |
| Pupil 2 | Year 10 | 57.50% | SEN | 13.05 | Yes | Yes | Male | 1 | 3 | 2-1 | ART 2 | IMedia M1 |
| | Mentoring<br>Maths academic intervention | | | | | | | | | | | |
| Pupil 3 | Year 9 | 66.50% | SEN | 15.06 | Yes | Yes | Male | 3 | 2 | 2-2 | Comp SCI 1 | Sport L2P |
| | Key Worker Report<br>Attendance minibus | | | | | | | | | | | |
| Pupil 4 | Year 11 | 10.00% | SEN | 16.01 | No | No | Female | X | X | X | | |
| | Mentoring | | | | | | | | | | | |
| Pupil 5 | Year 10 | 23.30% | SEN | 15.06 | No | No | Female | X | X | X | | |
| | Mentoring sessions.<br>Pastoral emotional regulation intervention in place with Pastoral Manager. | | | | | | | | | | | |




**Case Study: Pupil A**

When Pupil A joined Northfield in Year 8, he faced significant barriers to education due to a complex presentation of Tourette's Syndrome, OCD, ADHD and associated mental health difficulties. His engagement in lessons was extremely limited and, within his first week, there were discussions about whether the provision could meet his needs due to the complexity of his presentation. Pupil A required significant support to access learning and develop positive relationships with peers and staff within school. He had 1:1 support in place at Northfield.

Attendance and Engagement Improvements were made through a highly structured routine, a personalised and relational approach from staff, reasonable adjustments for his Tourette's Syndrome and dedicated 1:1 support. Before Pupil A joined Parkway he presented a power point to staff to tell them a little bit about himself and support he might need. He achieved good attendance and became fully engaged in school life. Despite experiencing a significant deterioration in his mental health during Year 11 following a medication change, Pupil A continued to access education through a part-time timetable and demonstrated resilience during his GCSE examinations.

Pupil A accessed a range of targeted interventions including 1:1 support, mentoring, therapeutic support, pastoral support and academic interventions (Maths). He also participated in weekly 1:1 drumming sessions with Hasnain Zaffar (1:1 Teaching Assistant), which helped develop his confidence, emotional regulation and engagement. Career-focused support included work experience and transition planning to prepare him for post-16 education. Pupil A studied English Language, Mathematics, Science, Computer Science and Music. He achieved a Grade 5 in Mathematics, Grade 4 in Science, Grade 3 in English Language and Computer Science, and a Merit in Music. He also achieved Pass grades in Level 2 Functional Skills English and Mathematics. Alongside his academic studies, he developed his interests through drumming, kickboxing, football coaching and independently learning Japanese, which led to a visit to Japan during Summer 2026.During Year 10, Pupil A completed a week of work experience with the NHS Maintenance Team. This provided valuable workplace experience, helped develop his employability skills and increased his confidence when considering future career pathways. His passion for music was further strengthened through his drumming interventions and continued music tuition outside of school.

Following successful completion of Year 11, Pupil A has progressed to Access Creative College to study Music Production. His journey demonstrates how personalised support, strong relationships and targeted interventions enabled him to overcome significant barriers, achieve academic qualifications and progress to a positive post-16 destination aligned to his interests and aspirations.




**Case Study: Pupil A Results Impact Report**

At his previous school, Pupil A's lesson attendance was just 35%. In February 2024, his anxiety and low mood significantly worsened, affecting his day-to-day functioning. His mainstream setting was unable to meet his needs, particularly in relation to sensory sensitivities, anxiety, and mental health.

Pupil A joined JBA-STP in July 2024, at the end of Year 9, studying Maths, English, Science, History and PSHE. His predicted grades were Grade 3 English, Grade 1 History and Grade 2-2 Science.

Pupil A was diagnosed with Autism. During Year 11, his STP Lesson Attendance fell to 46% in the spring term following a deterioration in mental health and anxiety around potential eviction. With targeted support, his attendance increased to 71% in the summer term, resulting in an overall annual lesson attendance of 61%.

JBA worked extensively to support Pupil A's engagement, including attempts to access the Parkway Centre, therapy dog sessions, educational psychology involvement, psychometric assessment, and a carefully planned transition. JBA also supported the EHCP mediation process, resulting in Pupil A obtaining an EHCP and additional funding for 1:1 tuition at home. This began at two hours per week and increased to four hours, primarily supporting English and History.

The additional tuition had a significant positive impact on Pupil A's confidence and mental health. He became visibly happier, more communicative and engaged. His GCSE examinations were completed at home with 1:1 support. This was a significant achievement given that, during his mocks, Pupil A was only able to tolerate 15 minutes of a Maths examination and was visibly shaking.
Pupil A exceeded his predicted grades in his GCSE results:

- Combined Science: 5-4
- Maths: 3
- English Language: 5
- History: 3

By the end of Year 11, Pupil A had also developed his confidence to attend the Alton Towers trip, Prom and leavers' celebration at Parkway.
Pupil A worked closely with Careers Advisor through careers appointments and MDT meetings and successfully secured a place at Queen Alexandra College. He is undertaking a three-day transition programme to support his confidence in leaving the house and prepare him for attending education in person.

**Case Study: Pupil B**

Before Pupil B Joined JBA NF he had become a highly anxious young man at his secondary school. He had started there as a happy young person and staff began to note a remarkable change in his presentation. He was unable to communicate with staff and peers and was clearly anxious and stressed. His mental health declined further and following assessments with senior clinicians he was diagnosed with Psychosis; this started in year 7 after a significant safeguarding incident in the home, he would respond to unseen stimuli (he would refer to this as his imagination) he was started on medication for Psychosis.

Pupil B was no longer able to be in a classroom in mainstream and was only attending school for 2 hours a day; 11am till 1 pm, and working in a student support base, here Armaan's struggles remained, he struggled to remain on task and required short, chunked tasks to access his learning, Pupil B has some difficulties with speech and language requiring instructions to be repeated and clarified. Pupil B often had to be sent home due to his presentation, he would bang the table, hit himself around the head, talk to himself, and say bad things were going to happen although when asked he couldn't expand on what the bad things were.

Pupil B was named to Northfield James Brindley and joined 6th December 2024. Whilst at Northfield Pupil B received interventions: SaLT where activities were designed to develop skills in social communication, Emotional Language, Understanding Language, Vocabulary and Spoken Language; Mentoring – which aimed to provide practical strategies to build resilience, strengthen relationships, and develop confidence in abilities and support young people to better understand themselves; Lego Therapy - To develop social interaction in a fun, friendly setting within a small group. Each pupil is given a role (e.g. supplier, engineer, builder) the pupils will build models in small groups, with adult help. Several skills can be practised in these groups: turn-taking, collaboration, social problem solving, joint focus, communication; Friends Resilience – which offers effective evidence-based curricula that build resilience and social-emotional skills for all age groups.

Successful support strategies set up for Pupil B included to allow additional time to process information, use of a whiteboards, task board with now and next on, a seat near the teacher at the front of the class, access to movement breaks inside the room and regular mentor sessions.

Pupil B made huge improvements at James Brindley Northfield. His mum feels that the consistent routine, small group and staff-those who understand mental health and effective ways of communicating with Armaan, have made a difference to his speech and wellbeing.

Pupil B has been a very positive pupil within Northfield. He has consistently achieved high VIPs and was rewarded with VIP awards throughout. He has had minimal negative VIPs or Catch-ups, he achieved lesson engagement of 100% and 95.6% attendance, showing a remarkable improvement from his previous school.

Pupil B has now made a successful transition into year 10 over at James Brindley Parkway due to the dedication, support and effective intervention that he received during his time at Northfield.

