



DURANTS SCHOOL
PUPIL ACHIEVEMENT
AND PROGRESS
2021-2022

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School Profile 2021-2022

Number of Pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (over 18 yrs)	Young Carers	Out of Borough Students
173	146	27	94	5	3	0	11

Number of Pupils in each year group – 2020-2021

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	27	34	24	24	19	19	12	14

Number of pupils per Department

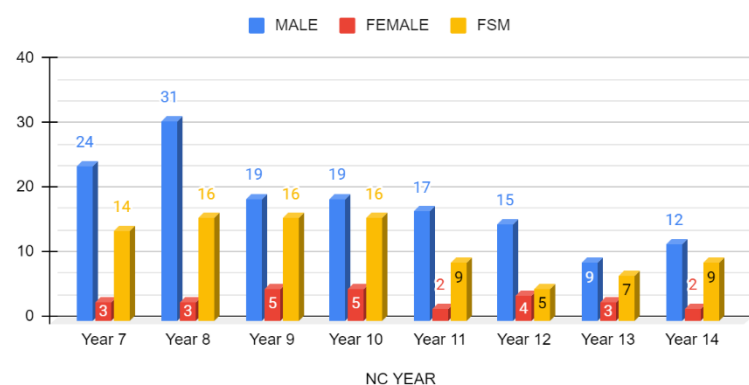
Lower Department (71 pupils)		Middle Department (35 pupils)		Upper Department (43 pupils)		ARP Winchmore School 24 Pupils (14 Lower Dept. 7 Middle Dept. 3 Post 16)	
63 males	8 females	31 males	4 females	34 males	9 females	18 males	6 females

Pupils per year group for the Academic Year 2020-2021.

NC YEAR	MALE	FEMALE	FSM	TOTAL
Year 7	24	3	14	27
Year 8	31	3	16	34
Year 9	19	5	16	24
Year 10	19	5	16	24
Year 11	17	2	9	19
Year 12	15	4	5	19
Year 13	9	3	7	12
Year 14	12	2	9	14
Total	146	27	92	173

Pupils per Year Group

Academic Year 2021-2022



This Academic Year (2021-2022) there were (33) new students in which 61% (20) of those new students, were on Free school Meals

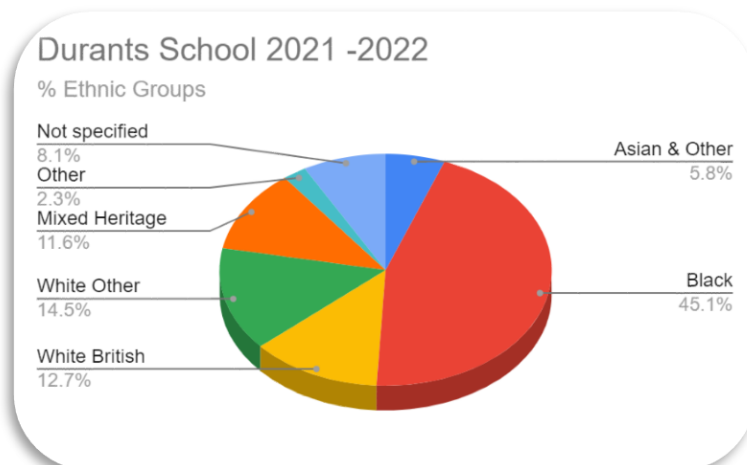
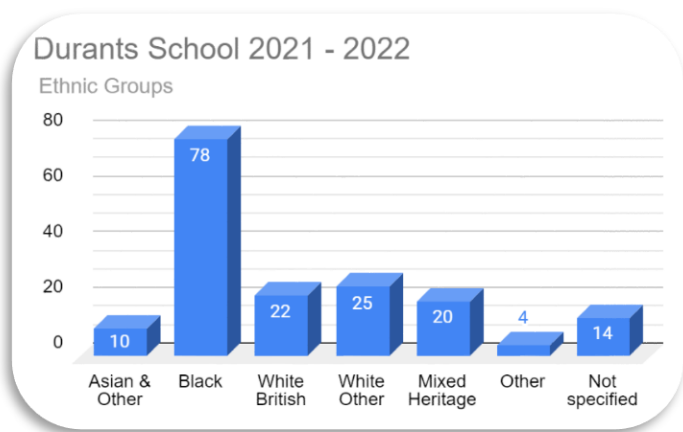
New students:

27 in year 7, 4 in year 8
1 in year 10 1 in year 13

We had an overall number of 8 pupils who left Durants School (2 mid-year , 5 KS3 pupils, 1 Upper Dept. pupil at the end of the year). We had 3 long term absentee pupils.

Percentage of pupils by Ethnic Group

Asian & Other	Black	White British	White Other	Mixed Heritage	Other	Not specified
10 (5.8%)	78 (45.1%)	22 (12.6%)	25 (14.5%)	20(11.6%)	4 (2.3%)	14(8.1%)



Out of 173 pupils, the above charts clearly show the majority of our pupil population (45.1%) consists of students from a 'Black' ethnic group. This group comprises of Black African, Black Somali, Black Congolese, Black Caribbean, Black Nigerian, Black Ghanaian, Black Angolan and Black European.

The 'White Other' ethnic group which consist of Albanian, Eastern European, Turkish, Kurdish, Portuguese, Italian, Greek and Irish, contains a pupil population of 14.5% followed by the 'White British' ethnic group at 12.6%.

Those of 'Mixed Heritage' consist of 11.6% followed by the 'Not specified' at 8.1%. There is a 5.8% of pupils categorise under 'Asian & Other' ethnic group and 2.3% of pupils are classified as 'Other'

Percentage of ethnic groups in Enfield Borough (Education Borough Profile 2022)

The following chart shows the Ethnicity of pupils in the schools within the Borough of Enfield, including Special Schools. The information highlighted in green are the largest groups within their category.

SEN by Ethnicity (All Pupils including Special Schools)

Pupil Ethnicity	% Whole School Population	No. Pupils EHCP	No. Pupils SEN Support	% of Pupil EHCP Population	% Pupil SEN Support Population
Any Other Ethnic	4.3%	95	202	3.4%	3.4%
Asian-Bangladeshi	3.2%	75	133	2.7%	2.3%
Asian-Indian	1.8%	35	59	1.3%	1.0%
Asian-Other	2.2%	51	64	1.8%	1.1%
Asian-Pakistani	1.1%	31	48	1.1%	0.8%
Black & Any Other	0.9%	41	60	1.5%	1.0%
Black-African	11.6%	439	734	15.7%	12.4%
Black-Caribbean	4.2%	146	364	5.2%	6.2%
Black-Other	1.7%	71	121	2.5%	2.1%
Chinese	0.4%	3	6	0.1%	0.1%
Italian	0.4%	8	17	0.3%	0.3%
Kurdish	1.6%	28	97	1.0%	1.6%
Mixed-Other	3.7%	96	157	3.4%	2.7%
Mixed-White & African	1.4%	35	79	1.3%	1.3%
Mixed-White & Asian	1.6%	40	62	1.4%	1.1%
Mixed-White & Caribbean	2.6%	111	185	4.0%	3.1%
Somali	4.1%	140	236	5.0%	4.0%
Unclassified	3.8%	126	177	4.5%	3.0%
White & Any Other	1.1%	17	71	0.6%	1.2%
White-British	18.3%	623	1176	22.3%	19.9%
White-Eastern European	9.3%	143	560	5.1%	9.5%
White-Greek	1.2%	16	68	0.6%	1.2%
White-Greek Cypriot	1.8%	39	77	1.4%	1.3%
White-Other	4.1%	72	201	2.6%	3.4%
White-Turkish	10.9%	233	754	8.3%	12.8%
White-Turkish Cypriot	1.8%	59	135	2.1%	2.3%
White-Western European	0.8%	19	56	0.7%	0.9%
Grand Total	100%	2792	5899	100.0%	100.0%

as at Jan 2022 discounting S (subsidiary) pupils

The largest groups within their category are highlighted in green

Number and % of pupils by ethnic group over Ten Years

	Number of pupils	Asian	Black	White British	White Other	Mixed Heritage	Other & not specified
2012-2013	92	12%	49%	19.1%	14.2%	4.5%	1.2%
2013-2014	98	11.2%	47%	17.5%	14.3%	8%	2%
2014-2015	106	7.5%	54%	12%	11%	8.5%	12%
2015-2016	104	4.8%	52.8%	10.6%	15.4%	8.7%	7.7%
2016-2017	110	9%	55%	8%	13%	13%	2%
2017-2018	117	9%	58%	7%	12%	13%	1%
2018-2019	124	9%	57%	9%	14%	10%	1%
2019-2020	128	6.25%	50%	7%	3.1%	16.4%	17.25%
2020-2021	163	7.4%	46.6%	12.9%	14.1%	9.8%	9.2%
2021-2022	173	5.8%	45.1%	12.6%	14.5%	11.6%	10.4%

This Academic year shows that 87.2% of pupils at Durants School (including those classified as “other and not specified”) are from an ethnic background.

Free School Meals

Statistics show:

- There are 8.9 million pupils attending 24,400 schools in England in 2020/21. This includes state-funded and independent schools.
- 20.8% are known to be eligible for free school meals, representing 1.74 million pupils. This has increased from 17.3% in January 2020.
- Over 420,000 pupils have become eligible for free school meals since the first lockdown on 23 March 2020. This compares to 292,000 for the same period (March 2019 to Jan 2020) before the pandemic. *(Schools, Pupils and their characteristics, Academic Year 2020/21)*

For the Academic Year 2021-2022, over half of the Durants School cohort of 54.3% (94 pupils) were eligible for free school meals.

Number of pupils by learning difficulties

100% (173 pupils) of our pupils have a diagnosis of Autism with additional learning difficulties.

Looked After Pupils

We have 5 looked after Pupil on role.

Vulnerable Adults

This year we have 3 vulnerable adults (LA students over 18 years).

Young Carers

We have no young carers.

Traveller children

We have no traveller children in school.

Pupil Mobility

Joiners: 2 (pupils joined the school after the initial intake in September 2019)

Leavers: 8 (1 pupil joined and left within this year, 2 left mid-year, 5 KS3 left at end of year)

Long term absentees: 3

Comparing school intake: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

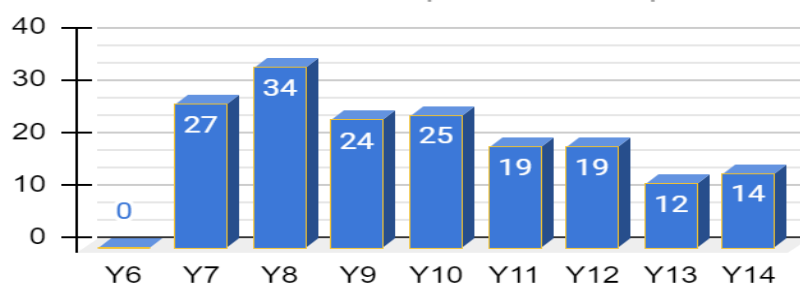
	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	Young Carers	Travellers
2016-2017	110	88	23	45	5		0	0
2017 – 2018	117	95	22	48	2		0	0
2018-	124	97	27	59	3	3	0	0

2019								
2019-2020	128	103	25	64	2	0	0	0
2020-2021	163	135	28	86	4	0	0	0
2021-2022	174	147	27	93	5	3	0	0

Durants School has increased to 21 class on site plus Three satellite classes at Winchmore Secondary school. Class sizes vary from six to twelve pupils per class with a teacher and 2 – 6 teaching assistants, depending on the needs of the pupils. At our ARP at Winchmore School, there are three classes and there is an option for Winchmore pupils to attend our classes periodically, if the need should arise. Our ARP Unit at Winchmore School, have successfully opened a New post 16 class this year.

Durants School

Academic Year 2021-2022 per Year Group



As well as having Autism, pupils at Durants may also present with a range of other needs and combinations of supplementary needs e.g. mental health, medical needs, attachment, relationships, behavioural, physical, sensory, communication and cognitive difficulties, that can be described as having a Complex Learning Difficulties and Disabilities (CLDD), and this can present with an uncharacteristic or spikey profile.

The Post Covid-19 effect on our pupils has left a startling impact on their learning and pupils are now coming to terms with the destruction the pandemic caused to both their learning and family life.

Free School Meals

2015 - 2016, 41% pupils were eligible for Free School Meals.
 2016 - 2017, 41% pupils were eligible for Free School Meals.
 2017 - 2018, 41% pupils were eligible for Free School Meals.
 2018 - 2019, 41 % pupils were eligible for Free School Meals.
 2019 – 2020, 50% pupils were eligible for Free School Meals.
 2020 - 2021, 53% Pupils were eligible for Free School Meals.
 2021 –2022 , 53% Pupils were eligible for Free School Meals.

Over the years, our Free School Meals students’ cohort has steadily increased to just over half of the pupils on role (53.5%) for 2020-2021. This financial year, Durants School received funding of £955 for each pupil registered as eligible for free school meals. The total pupil premium funds received was £48,705.00.

Curriculum Statement

In line with a bespoke curriculum, AQA Units and the AET, as a state-funded school we must offer a Learning environment which is Autism friendly and provides the following:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares all pupils at the school for opportunities, responsibilities and experiences and life skills they may need to rely on later on in life.

The AET Progression guidelines are designed to support staff in identifying learning priorities and measuring progress in areas which fall outside the national curriculum. These areas relate closely to autism 'differences' as identified within other AET materials and the impact of these on pupils' social, emotional, independence and learning needs. The AQA units are designed to help all pupils achieve targets based on life skills and basic learning not covered by Academic learning, which will run concurrent with the curriculum throughout all (Lower, Middle, Upper) departments at Durants School & Durants Satellite at Winchmore.

Curriculum Assessment tool

We have continued using our bespoke Assessment Tool (introduced at the beginning of the Academic year 2018-2019) which is an Autism friendly Assessment Tool, to record pupil progress. This system is called "I Can Statements" and it covers progress in three stages: P1(i) – p3(ii), P4 to P8, Stage 1 – Stage 5 and to diminish the massive step between P8 and stage 1 we have introduced P9, P10 & P11 as stepping stones. This new system is easier and faster to use, attuned to capture progress from a differentiated curriculum, consisting of Core subjects, Humanities (RE, Geography, History) and other subjects such as Food Tech, PE, RSE & Creative Arts as well as incorporating ASDAN, AQA Units, and AET targets (which focus on non-academic areas). We still use our external assessment & comparison tool CASPA.

Curriculum Updates – The Development of our new Curriculum

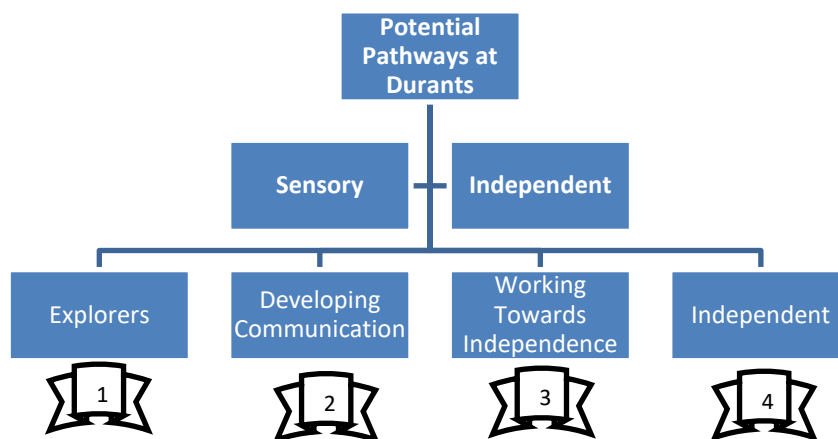
We as a school began to question the suitability of our current curriculum with regards to developing the most vital skills to our ever changing pupil dynamic. Our Curriculum intent includes:

- The development of our pupils' ability to communicate effectively and for function.
- The development of skills needed in preparation for adulthood – skills needed for employment, independent living, good health, fostering healthy friendships / relationships and exploring the community safely.
- To provide a person centred approach to teaching and learning in all aspects of their education
- To support the maintenance of good mental health & wellbeing of all pupils within our school

Areas that are under consideration during the implementation of this include:

- Separate life skills curriculum where pupils are developing the skills needed to live independently from the minute they walk through the door in a structured lesson.
- Inclusion of set sessions every week where pupils have a focus on developing knowledge and skills noted on their EHCP (Person Centred Session).
- Set communication sessions with focus on using language for a function.
- Focus on teaching literacy skills needed for life - e.g. writing name, knowing how to write address, reading a menu etc.
- Focus on teaching numeracy skills needed for life - e.g. recognising coins, understanding value of money, measuring ingredients, counting etc.
- For our lower ability, more sensory classes consider moving to a reception based model for learning - small focus groups for direct teaching to develop early building blocks needed for learning (school readiness targets) with developmental play activities on offer all day.
- Potential reduction in coverage on national curriculum foundation subjects like history, geography etc in favour of life skills & EHCP person centred education opportunities.
- Consider giving pupils a voice in choosing half termly topics they want to learn about that link national curriculum foundation subjects (cross curricular learning journey).
- Creation of different pathways for learning dependent on pupils' ability to communicate effectively.

These potential pathways will be developed to suit the needs of all students and will be broken down into four steps under two learning categories (Sensory & Independence)



Explorers

- ▶ **Communication:**
- ▶ Early communication skills – gestures, pulling to objects, using photos
- ▶ Phase 1 – Exchanging single pictures.
- ▶ Phase 2 – Distance & Persistence. Generalising single symbol use.
- ▶ Phase 3 – Discrimination & Making Choices.
- ▶ Blank Level 1: Naming – find another of the same, what is this? etc

Developing Communication

- ▶ **Communication:**
- ▶ Phase 4 – Sentence structure – using “I want...”.
- ▶ Phase 5 – Answering questions – “What do you want?” etc
- ▶ Phase 6 – Create sentences with detail – commenting using verbs.
- ▶ Development of vocabulary
- ▶ Colourful Semantics
- ▶ Blank Level 2: Describing – Who? Where? What doing? Colour? Size? Shape?

Working Towards Independence

- ▶ **Communication:**
- ▶ Language Boards and Communication Books for fluid communication
- ▶ Colourful Semantics
- ▶ Blank Level 3: Re-telling – What happened? What will happen next? How did X feel?

Independent

- ▶ **Communication:**
- ▶ Verbal / Independent communicators
- ▶ Developing conversational skills
- ▶ Colourful Semantics
- ▶ Black Level 4: Justifying – How do you know? Why? Problem solving.

Curriculum Impact

Pupils will be better prepared for adult life having developed a good foundation of skills needed to live independently over their 7 years at Durants (at present this only becomes a real focus in terms of teaching & learning in Upper Department).

Pupils will be achieving the key targets outlined on their EHCPs more consistently with a set time to focus on these skills for each pupil.

Many of our pupils find it difficult to retain information over time, therefore reducing breadth of study but focusing on those core curriculum skills that are needed in life will better prepare our pupils when leaving school.

Creating set sessions where communication becomes the focus will help steer our teaching & learning back to this skill being a key focus.

Altering the structure of lessons for our more sensory pupils will enable them to learn to play and engage with objects and activities appropriately and opportunity for small focus group teaching will help to reduce chance of distraction and hopefully improve retention of knowledge and progress. Reduction in coverage of foundation subjects and incorporating all into a topic based learning journey will free up time in the week to develop broader life skills.

Using pupil voice to choose topics will give pupils ownership of a part of their education

Our approach to Reading at Durants

For many pupils at Durants, the development of literacy skills will continue throughout their school career and beyond. Opportunities to develop literacy skills are offered to all pupils across the curriculum in a manner that allows them to extend their individual skills. Literacy activities are adapted to make them appropriate to the needs of the pupils with severe and complex learning difficulties. These include sensory and social stories supported by visual and tactile aids. The school is looking into investing into an Oxford Reading scheme, which is planned to be rolled out throughout the whole school at the beginning of next academic year.

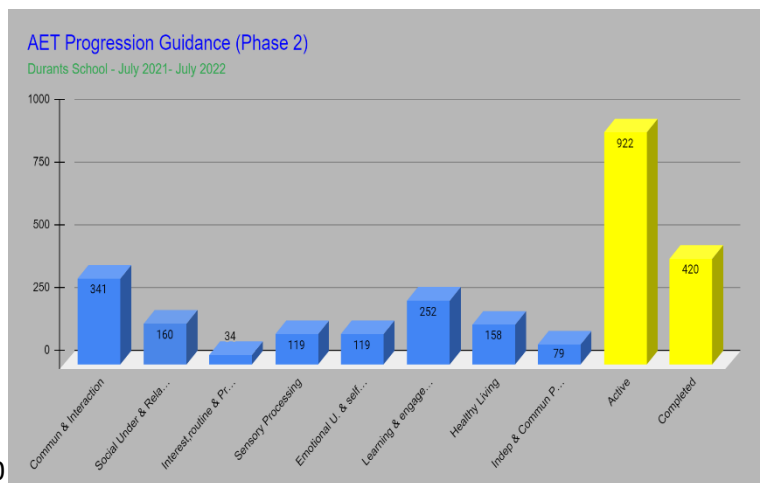
Many of our pupils use (including our non-verbal pupils) Makaton signing / language boards / communication books / Pecs / AAC (Alternative Augmentative Communication) "Proloquo2go" during lesson time and other times during the school day. Our confident PECS users who use symbols and words to communicate their wants and needs as well as colourful semantics for a better understanding of sentence formation. Again these resource have been sent home to parents who require them.

Covid 19 - Pandemic

Covid-19 has had a massive impact on pupils learning over the past three academic years and is still impacting on the education of all our pupils and their families. Disruption to lessons, routines, and transitions both in and out of school has had an enormous impact on staff and pupils, physically, emotionally and mentally. The school has taken all this into account and have supported (and continue to do so) staff, pupils and their families.

AET (Autism Education Trust) Progression Guidance

Each year pupils are given AET targets and these form part of their IEP's. The school is using Phase 2 of the AET guidance and it is evident that 'Communication and Interaction' is an area that has been most beneficial for our students. (see Chart A). These targets are given to our students throughout the year, as one is achieved, it is replaced by another relevant target, thus accumulating in quantity, the amount of



targets achieved by pupils from starting in year 7 until they reach year 14 / leave the school.

AQA Units (Upper Department & DSaW – (Durants Satellite at Winchmore))

The AQA Units have been broken down into the Upper department at Southgate Site and The DSaW at Winchmore School to reveal:

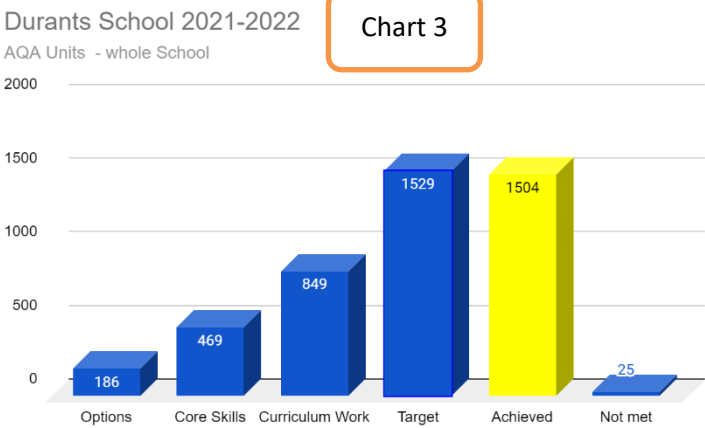
AQA Units are used by our Upper Department as their curriculum. This Academic Year, there were 1079 target units set for our pupils, varying in quantity per student (depending student’s ability). As seen in bar chart 1, the students have achieved most their targets, having a small shortfall of 27 units. These Units are broken down into 186 in Options. 328 in Core Skills and 538 in Preparing for Adulthood.



At DSaW site, our students were set 450 AQA Units overall and achieved 452, an extra two units. (Chart 2) They achieved 141 in Core skills and 311 in Curriculum work.

The overall AQA Unites (Chart 3) covered by students from both sites consist of:

Options:	186 Units
Core Skills:	849 Units
Curriculum work/Preparing For Adulthood:	849 Units



Attainment Range across Key Stages

Attainment range end of KS3

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English	P3(ii)-Stage 2.25	P4-Stage 3	P3 – Stage 4	P3 – Stage 4	P3 – Stage 4	P3 – Stage 4
Maths	P3(ii) – Stage 1.75	P4 – Stage 3	P3- stage 4	P3- Stage 3	P3 Stage 3	P5-Stage 5
Science	P3(ii) – Stage 1.75	P4) – Stage 2	P3– stage 2	P3 – Stage 2	P3 – stage 4	P4 –Stage 3

Attainment range end of KS4

	2016-2017	2017 - 2018	2018-2019	2019-2020	2020-2021	2021-2022
English	P3(ii) –Stage 1.50	P4 – Stage 2	P3 – stage 3	P43– stage 5	P4 – Stage 5	P4 – Stage 5
Maths	P3(ii) – Stage 2.75	P5 – Stage 3	P4 – Stage 3	P3 -stage 5	P3 – stage 5	P4 – Stage 5
Science	P3(ii) – P8	P6 – Stage 2	P3 – stage 2	P3 – stage 3	P4 – stage 5	P4 – Stage 5

End of Key stage 3 & 4 targets

KS2-3

There are 23 pupils at the end of KS3

Name	M/F (male/female)	PP (pupil premium)	LAC (Looked after child)	Attainment end of KS3			END OF KEY STAGE 3 TARGETS								Completed AET Targets
Initials	M/F	PP	LAC	Eng	Math	Sci	Eng		Math		Sci		PSHE		
JBB	M			P6	P6	P6									4
FM	F	✓		P5	P5	P6									4
YO	M	✓		P5	P5	P5									2
AO	M			P7	P7	P6									5
MT	M	✓		P5	P4	P5									1
KA	M	✓		P7	P6	P6									3
RF	M			P9	P9	P7									3
RG	M	✓		P6	P6	P6									3
JK	M	✓		P6	P6	P5									4
HNH	M	✓		P6	P6	P5									2
EW	M	✓		P6	P7	P6									2
IDS	M	✓		P6	P5	P5									3
AY	M	✓		P9	P9	P7									2

SB	F	✓		St. 2	St 2	St 1											4
AK	M	✓		St 1	St 1	St 1											5
JQ	M			St 1	St 1	St 1											1
RPB	F			St 4	St 3	St 2											3
ZO	F			St 4	St 3	St 2											2
AD	M			St 4	St 3	St 2											2
AB	F	✓		St 4	St 5	St 2											3
EA	M	✓		St 4	St 5	St 2											3
JS	M			St 5	St 5	St 5											2
AG	M			St 5	St 5	St 5											3

EKS3 targets in Literacy = 35% pupils were Outstanding, 43% on target and 22% below expected target.

EKS3 targets in Maths = 30% pupils were Outstanding, 27% on target and 43% below expected target.

EKS3 targets in Science = 22% pupils were Outstanding, 43% on target and 35% below expected target.

EKS3 targets in PSHE = 22% pupils were Outstanding, 35% on target and 43% below expected target.

EKS3 targets for PP students (14 Students):

Literacy = 21% pupils were outstanding, 58% on target and 21% below expected target.

Maths = 21% pupils were Outstanding, 29% on target and 50% below expected target

Science = 7% pupils were Outstanding, 64% on target and 29% below expected target

PSHE 14% pupils were Outstanding, 50% on target and 36% below expected target

Looking at the overall average in Literacy, Maths, science and PSHE for KS3 pupils,

27% scored outstanding,

37% on target

36% were below expected target.

KS3-4

There are 19 pupils at school at the end of Key stage 4.

Name	M/F (male/female) PP (pupil premium) LAC (Looked after child)			Attainment end of KS4			END OF KEY STAGE 4 TARGETS <ul style="list-style-type: none"> Outstanding (60% plus progress) Targets achieved (40% to 60% progress) Under Achieved (below 40% progress) 								Completed AET Targets
Initials	M/F	PP	LAC	Eng	Math	Sci	Eng	Math	Sci	PSHE					
GM	M	✓		P9	P10	P8									0
CS	M	✓		P7	P7	P6									1
NA	M			St 1	P11	P11									3
KE	M	✓		P9	P9	P8									1
BL	M	✓		P11	P11	P8									2
BN	M	✓	✓	St 2	St 1	St 1									2
ST	M			P9	P9	P8									3

SA	M			P6	P6	P6		Green			Green		Green			Green		3
BB	M			P7	P6	P6		Green			Red		Green			Green		6
BI	M			P6	P5	P6			Red			Red			Red		Green	10
AM	M	✓		P6	P5	P6			Red		Green			Red		Green		10
DS	M			P8	P7	P6			Red			Red		Green		Green		3
AM	F	✓		P2	P2	P2			Red			Red			Red		Red	3
MB	M			St 5	St 5	St 5		Green			Green		Green			Green		0
AM	M			St 5	St 5	St 4	Yellow			Yellow			Yellow			Yellow		8
BM	F	✓		St 5	St 5	St 5	Yellow			Yellow			Yellow			Yellow		0
DO	M			St 5	St 5	St 5	Yellow			Yellow			Yellow			Yellow		3
JS	M			St 5	St 5	St 5	Yellow			Yellow			Yellow			Yellow		3
TU	M			St 5	St 3	St 4	Yellow				Green		Yellow			Green		2

EKS4 targets in Literacy = 26% pupils were Outstanding, 42% on target and 32% below expected target.

EKS4 targets in Maths = 32% pupils were Outstanding, 42% on target and 26% below expected target

EKS4 targets in Science = 32% pupils were Outstanding, 36% on target and 32% below expected target

EKS4 targets in PSHE = 21% pupils were Outstanding, 47% on target and 32% below expected target.

EKS4 targets for PP students (6 Students):

Literacy = 13% pupils were outstanding, 37% on target and 50% below expected target.

Maths = 25% pupils were Outstanding, 63% on target and 12% below expected target

Science = 25% pupils were Outstanding, 25% on target and 50% below expected target

PSHE = 13% pupils were Outstanding, 39% on target and 50% below expected target

Looking at the overall average in Literacy, Maths, science and PSHE for KS4 pupils,

28% scored outstanding,

41% on target and

31% were below expected target.

When comparing the progress made by students in Key Stage 3 & Key Stage 4, it appears that the expected and above expected progress was 64% of students in KS3 and 69% of students in KS4. The below expected progress was 36% in KS3 and 31% in KS4. The male/female ratio for KS3 for above group is 4:1 and for KS4 group is 9:1

CASPA analysis of core subject – ignoring category of need

In addition to Progression Guidance we track the progress of all our pupils in KS3 to KS4 through CASPA. Our KS5 pupils (39) are currently not on CASPA. They are not tracked on our 'I Can Statements' system as they are presently following an AQA accredited curriculum.

Literacy

We had 125 KS3- KS4 pupils in school including (23 at our DSaW site Winchmore school).

42 (33.6%) pupils made above expected progress.

81 (64.8%) pupils made expected progress.

2 (1.6%) pupils made below expected progress.

98.4% of pupils made expected or exceeded expected progress in English.

Maths

We had 128 KS3- KS4 pupils in school including (23 at our DSaW site Winchmore school).

40 (31.25%) pupils made above expected progress

83 (64.85%) pupils made expected progress

5 (3.9%) pupils made below expected progress

95.9% of pupils made expected or exceeded expected progress in Maths.

Science

We had 129 KS3- KS4 pupils in school including (23 at our DSaW site Winchmore school).

31 (24%) pupils made above expected progress

90 (70%) pupils made expected progress

8 (6%) pupils made below expected progress

94% of pupils made expected or exceeded expected progress in Science.

PSHE

We had 119 KS3- KS4 pupils in school including (23 at our DSaW site Winchmore school).

39 (33%) pupils made above expected progress

76 (64%) pupils made expected progress

4 (3%) pupils made below expected progress

97% of pupils made expected or exceeded expected progress in Science.

According to our CASPA analysis, taking prior achievement into account, we found that:

In 2017-2018

- 82% of pupils made expected or exceeded expected progress in English
- 87% of pupils made expected or exceeded expected progress in Maths
- 78% of pupils made expected or exceeded expected progress in Science

In 2018-2019

- 91% of pupils made expected or exceeded expected progress in English
- 98% of pupils made expected or exceeded expected progress in Maths

- 97% of pupils made expected or exceeded expected progress in Science

The overall 2018 -2019 comparison for 89 pupils' average results show:

- 17 (19%) of pupils exceeded expected progress overall
- 64 (72%) of pupils made expected progress overall
- 8(9%)of pupils made below expected progress overall

The overall 2019-2020 comparison for 89 pupils average results show:

No data due to Covid-19

In 2020-2021

- 99% of pupils made expected or exceeded expected progress in English
- 99% of pupils made expected or exceeded expected progress in Maths
- 100% of pupils made expected or exceeded expected progress in Science

The overall 2020 -2021 comparison for 119 pupils' average results show:

- 53 (45%) of pupils exceeded expected progress overall
- 66 (55%) of pupils made expected progress overall
- 0 (0%)of pupils made below expected progress overall

In 2021-2022

- 98.4% of pupils made expected or exceeded expected progress in English.
- 95.9% of pupils made expected or exceeded expected progress in Maths.
- 94% of pupils made expected or exceeded expected progress in Science.
- 97% of pupils made expected or exceeded expected progress in Science.

The overall 2021 -2022 comparison for 126 pupils' average results show:

- 40 (32%) of pupils exceeded expected progress overall
- 85 (67%) of pupils made expected progress overall
- 1 (1%)of pupils made below expected progress overall

Attainment over 3 years – Using CASPA analysis

Attainment over 3 years – CASPA data

Over the last four years we have seen spikes and dips in progress made, which somewhat depended on the nature of the cohort per academic year. The majority of pupils this year have made excellent overall progress,

depicting the percentage of pupils achieving and exceeding their targets, however it is slightly lower than progress made last year. Pupils have made exceptional progress in all core subjects this year, and have worked hard to ensure that all progress has been manually checked /updated and pupils are proficient in their learning in curriculum areas where slower progress is made. There is no assessment for academic year 2019-2020 due to the severe Covid-19 disruption of student and staff attendance.

As seen below, in the overall average for Core subjects, girls have achieved more 'Above Expected Progress' than boys, however the boys have exceeded girls in the 'Expected Progress' / 'Below Expected' progress categories. The White British category scored higher than the Ethnic groups in 'Above/Below Expected progress' yet the Ethnic group scored more in the 'Expected Progress'. The non-FSM group scored higher in the 'Above/Below Expected progress', nonetheless the FSM group scored higher in the 'Expected Progress' category. All the LAC pupils achieved 'Expected Progress'.

Group	English			Maths			Science		
	% pupils achieved or exceeded			% pupils achieved or exceeded			% pupils achieved or exceeded		
	2018-2019	2020 - 2021	2021-2022	2018-2019	2020 - 2021	2021-2022	2018-2019	2020 - 2021	2021-2022
All pupils	91%	99%	98%	90%	99%	96%	88%	100%	94%
Boys	90%	99%	98%	100%	99%	98%	97%	100%	96%
Girls	95%	100%	96%	90%	100%	100%	95%	100%	96%
Ethnic groups	84%	100%	100%	89%	99%	99%	88%	100%	97%
White British	67%	100%	100%	89%	100%	95%	89%	100%	90%
FSM	95%	100%	98%	100%	99%	98%	98%	100%	96%
Non FSM	87%	100%	100%	96%	100%	100%	96%	100%	96%
LAC	100%	100%	100%	100%	100%	100%	100%	100%	100%

Sub group progress 2021-2022– Analysis possible 119 pupils

Group of pupils	Number of pupils (Average)	Subject	Above expected progress	Expected progress	Below expected progress
Boys	109	Core av.	31 (28%)	75 (69%)	3(3%)
		English	32	73	2
		Maths	33	74	3
		Science	27	79	5
Girls	18	Core av.	7 (39%)	9(50%)	2.5(14%)
		English	10	8	0
		Maths	7	9	2
		Science	4	11	3
Ethnic Groups (Asian/Black/Other)	110	Core av.	30 (27%)	76 (69%)	4(4%)
		English	33	73	2
		Maths	33	76	2

		Science	25	79	7
White British	17	Core av.	10 (59%)	9(53%)	2 (12%)
		English	9	8	0
		Maths	7	7	3
		Science	6	11	1
FSM	73	Core av.	16 (22%)	56 (77%)	3(4%)
		English	18	55	0
		Maths	16	54	3
		Science	13	58	3
Non FSM	52	Core av.	22(42%)	29(56%)	9 (17%)
		English	24	26	2
		Maths	24	29	2
		Science	18	32	5
LAC	4	Core av.		4 (100%)	
		English		4	
		Maths		4	
		Science		4	

Annual Review Targets

Each year pupils are set annual targets at their Annual Review meeting which address specific needs in relation to their autism. These are broken down into termly targets with strategies to achieve them. Each term the IEPs and strategies are reviewed. The AET Progression guidance framework is used to assist in selecting IEP targets which will be linked to each pupils' EHCP.

Findings by Key Stage via CASPA

Progress

Key stage 3 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
88 pupils	77	11	47	30	12	76	1

Key stage 4 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
44 pupils	36	8	25	19	3	41	3

Pupils eligible for Free School Meals (FSM)

98% of pupils eligible for FSM in Key Stage 3 & 4 made Expected (76%) or Above Expected levels (23%) of progress in core subjects. (1 student made Below Expected levels)

Pupils not eligible for FSM

100% of pupils not eligible for FSM in key stage 3 & 4 made Expected (58%) or Above Expected (42%) levels of progress in core subjects

Progress by ethnicity groupings

99% of pupils of ethnic groups made Expected (71%) or Above Expected progress (29%) in key stage 3 & 4 in core subjects.

Upper school department – AQA Overall Assessment – July 2021

	GENDER		Free School Meals		OTHER	
Number of pupils	MALE STUDENTS	FEMALE STUDENTS	FSM	Non FSM	Leavers	LAC
TOTAL STUDENTS: 43	34 79.1%	9 20.9%	24 55.8%	19 44.2%	15 34.9%	4 9.3%
OVERALL UNITS COMPLETED DEPT: 1229 + % -	965 78.5%	264 21.5%	682 55.5%	547 45.5%	383 31.2%	98 8%
PRE ENTRY : 22 Overall of 43: 51.2%	Students:17 77.3%	Students:5 22.7%	Students:14 63.6%	Students:8 36.4%	Students:11 50%	Students:3 13.6%
Overall Units=578 47%	440 UNITS 76.1%	138 UNITS 23.9%	348 UNITS 60.2%	230 UNITS 39.8%	276 UNITS 47.8%	77 UNITS 13.3%
OPTIONS= 117 20.2%	87 74.4%	30 25.6%	73 62.4%	44 37.6%	47 40.2%	12 10.3%
CORE SKILLS= 162 28%	127 78.4%	35 21.6%	98 60.5%	64 39.5%	81 50%	20 12.3%
PREPARING FOR ADULthood = 299 51.8%	226 75.6%	73 24.4%	177 59.2%	122 40.8%	148 49.5%	45 15.1%
EARLY ENTRY LEVEL: 15 Overall of 43: 34.9%	Students:12 76.5%	Students:3 23.5%	Students:8 53.3%	Students:7 46.7%	Students:4 26.7%	Students:1 2.3%
Overall Units= 439 35.7%	349 UNITS 79.5%	90 UNITS 20.5%	262 UNITS 59.7%	177 UNITS 40.3%	107 UNITS 24.4%	21 UNITS 4.8%
OPTIONS=79 10%	66 83.5%	13 16.5%	49 62%	30 38%	16 20.2%	3 3.79%
CORE SKILLS=161 30.1%	165 81.7%	34 18.3%	100 36.7%	99 63.3%	35 36.7%	7 4.3%
PREPARING FOR ADULthood =199 59.9%	165 77.9%	34 22.1%	108 35.9%	91 64.1%	56 30%	11 5.5%

ESTABLISHED ENTRY LEVEL: 6 Overall of 43: 13.9%	Students:5 83.3%	Students:1 16.7%	Students:2 33.3%	Students:4 66.7%	Students: 0 0%	Students: 0 0%
Overall units= 212 17.24%	176 UNITS 83%	36 UNITS 17%	72 UNITS 34%	140 UNITS 66%	0 UNITS 0%	0 UNITS 0%
OPTIONS=47 22.2%	39 83%	8 17%	16 34%	31 66%	0 0%	0 0%
CORE SKILLS=95 44.8%	79 83.2%	16 16.8%	32 33.7%	63 66.3%	0 0%	0 0%
PREPARING FOR ADULTHOOD=70 33%	58 82.9%	12 17.1%	24 34.3%	46 65.7%	0 0%	0 0%

ATTAINMENT LEVELS FOR 43 PUPILS		
LEAVERS JULY 2022 (YR 14 & YR 13 x 1) – 15		
Pre Entry Level	Early Entry Level	Established Entry Level
3	1	
4	2	
3		
1	1	
YEARS 12 + 13 - 28		
Pre Entry Level	Early Entry Level	Established Entry Level
1		
3	3	
3	1	
4	7	6

KEY CODE:

Below Expected (-2 or below)

Expected (-1 to +1)

Above Expected (+2 to +4)

Outstanding (+5 onwards)

Progress

There were 43 students in Upper Department for the year 2021 – 22. The year group was made up of fourteen year 14 leavers, one year 13 leaver, eleven year 13 pupils continuing, sixteen year 12 pupils and one year 11 pupil. Upper Department was made up of 22 Pre Entry level Learners from Mozart, Marzo, Carroll Tajiri and Joyce classes, 15 Early Entry Level Learners from Mozart, Joyce, Carroll, Tajiri and Newton and finally 6 Established Entry Level Learners from Newton Class.

Eighteen of our Pre Entry Level Learners managed to achieve at least expected progress this past academic year. This was broken down with 7 achieving expected, 6 achieving above expected and

5 achieving outstanding progress over the course of the year. Unfortunately, four learners in this group performed below their expected outcomes. For 3 of these learners their attendance was below 90% and for 2 of these pupils their struggles with regulating their emotions also impacted on safe engagement at times. The remaining pupil had a tricky start to the year around persistent changes to transport which massively impacted on his ability to regulate and engage in learning over the course of the year.

Fourteen of our Early Entry Level Learners managed to achieve at least expected progress this past year. This was broken down with 5 achieving expected, 1 achieving above expected and 8 achieving outstanding progress over the course of the year. One pupil from the Early Entry Level learners achieved below the expected level of progress academically but made huge strides in developing the ability to appropriately engage in lessons from his previous year and only missed out by one unit.

All six of our Established Entry Level Learners managed to achieve outstanding progress over the course of last academic year which is absolutely brilliant.

LEAVERS 2021 – 15 Students

Type of Learner	Barnet + Southgate College	Other Social Services Placements	Out of Borough College
Pre Entry Level – 11	2	8	1
Early Entry Level – 4	3	0	1
Established Entry Level - 0			
TOTAL: 15	5	8	2

FINDINGS:

The actual number of units completed has increased from last year; with students in 2020-2021 achieving 997 units overall and students in 2021-2022 achieving 1229 AQA units. The number of AQA Units represents an overall average of approximately 28 units per student which is a 4 unit per child increase. This is broken down with an average of 26 units completed per Pre Entry Level Learners; 29 units completed per Early Entry Level Learner and 35 completed units per Established Entry Level Learner. This data confirms that our Established Entry Level Learners have really worked hard this year and have made outstanding progress.

GENDER

Progress achieved between male and female students was minimally in favour of our female students by 1 unit per learner. In Pre Entry Learners females achieved an average of 27 units per child to the males 26. Our female Early Entry Level Learners achieved an average of 30 units per child compared to the males 29 and in our Established Entry Level Learners, females achieved an average of 36 units per child and our males achieved 35.

FREE SCHOOL MEALS

Progress achieved between Free School Meal learners (FSM) and Non Free School Meal learners (NFSM) swings in different ways depending on learner area. For our Pre Entry Learners, the NFSM outperformed our FSM students on average achieving 28 units per child to 25. When looking at progress from our Early Entry Level learners the FSM students greatly outperformed our NFSM learners completing on average 32 units per student to 25. Our Established Entry Level learners were much closer in comparison with our FSM achieving on average 36 units to our NFSM 35.

LOOKED AFTER CHILDREN

Our LAC students on average achieved 24 units per child which is below the averages set above. Although these numbers may hint at an underperformance we have to take into consideration that 3 of our 4 LAC pupils moved from their homes into assisted living in this academic year which is a massive upheaval in their lives and could give reason for the slight drop in achievement.

CURRICULUM SUMMARY

This year there has been a greater focus on developing skills to prepare our pupils for adulthood and this is shown in the number of units completed within this area. This is most evident within our Pre Entry Level learners curriculum where 299 units linked to our preparing for adulthood areas were completed compared to 162 in core skills and 117 in options. The numbers of units begin to even out between Preparing for adulthood areas and core skills within our Early and Established Entry Level learners with options units still remaining the lowest.

LOOKING FORWARD

From this year I believe we have learned a great deal about what skills are important for our young people to learn and there is a feeling across teaching staff that assessing by number of units complete is not beneficial for students or our teachers. Therefore, I will be looking to update our curriculum aims and objectives over the course of next academic year with a view of focusing in on key skills our pupils need to learn to prepare for adult life, functional literacy and numeracy skills needed in adult life and an options section where pupils have some choice towards what they learn. This will also come with a clearer way of assessing learned skills rather than judging progress by units completed.

Jack Petchey Awards

The Jack Petchey Award was set up to encourage young people in London and Essex, to work hard and reach their full potential. At Durants, we like to acknowledge the efforts of our young people both in academic and non- academic areas of learning. Each term school staff nominate 2 students in acknowledgment of their achievements and they are presented with a certificate and a pin. They then later attend a presentation in London with nominated students for other schools and are presented with an award for their achievements.

Durants Satellite at Winchmore 2021-2022

Admissions: consultations for the next academic year are underway. Three Year 7 students, One Year 8 and one Year 10 accepted for September 2022.

Five ARP students will stay on for 6th form and one is leaving to go onto Barnet and Southgate College.

Attendance: attendance is good for majority of students. We have two students who are on a reduced timetable due to significant SEMH needs and classified as emotionally based school non-attendees (EBSNA).

Staffing: 8 FT and 1 PT and 1 FT via Winchmore/ Durants.

We have had to say goodbye to Jodie Shanks, who is travelling and relocating to Canada. Michelle Hewitt from LTS has joined us from Summer 1 to replace her. Milan Tenev has successfully transferred from Southgate to the ARP and is PT.

Professional development: Staff had taken CPD on unconscious bias in March. Two staff attended this year's Autism conference in June. JTH completed DSL training in May.

Safeguarding: No MASH referrals made. No CP plans. All staff have had recent safeguarding training. JTH attended designated safeguarding training on 12th and 13th May. CPOMS used for recording.

Behaviour: No fixed term or permanent exclusions

Parental engagement: Staff liaise with parents daily through various mediums and parents have been incredibly supportive. Difficulties with two families who are voicing concern regarding the communication between Durants and Winchmore. Strengthening this has been a high priority- JTH to attend Heads of Faculty meetings and added to parent email list to ensure all communications are monitored from Winchmore and be kept updated on school issues. We have introduced fortnightly phone calls home to ensure things are communicated and issues can be addressed quickly.

Student progress:

KS3: Y7 Students are settled and know the routines of the school well. Y9s who attend mainstream are either assessed as secure or mastering in the majority of foundation subjects. Core subjects remain the most challenging due to their breadth and challenging concepts.

Asdan New Horizons: suspended this year due to unbalanced year group cohorts. Will resume next academic year.

UAS: 3 units gained for all students in Spring term in science and mathematics. KS3 have fewer units gained as they follow a curriculum that is closely aligned with mainstream.

KS4: students who attend mainstream are either assessed as **secure** or **mastering** in the majority of foundation subjects. Core subjects remain the most challenging due to their breadth and challenging concepts.

6 Students completing ELC Qualifications in English, Maths and Science.

UAS: approx. 6 units completed in spring term by most students. 3 students are not completing units due to their time in mainstream. EB non-attendees have been able to complete some units due to enhanced support given.

Qualifications achieved during Summer 2022 exam series:

	AM	BM	DO	JS	MB	TU
ELC English	E3	E2	E3	E2	E3	E2
ELC Mathematics	E3	E3	E3	E3	E3	E2
ELC Science	E3	E3	E3	E3	E3	E3

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KS5: Students are making sustained progress and building on prior learning. This has allowed students to be entered for qualifications such as Functional skills English, GCSE English Language, GCSE Combined Science this summer. Our two A-Level students are predicted exceptionally high grades for their courses of study.

Qualifications achieved during Summer 2022 exam series:

	JB	EK	NY	SB
FS English	L1	L1	L1	
GCSE English Language		Grade 4		
GCSE Mathematics			Grade 2	
GCSE Spanish		Grade 8		
GCSE Science			Grade 3	
AS Mathematics		Grade A		

SB Progress	
A Level English Literature	Mastering
A Level History	Mastering
A Level Classical Civilisations	Mastering

All students are **secure** within their course programmes.

Work Experience: Four Year 12 students have been accepted for work experience placements for a one week duration. We are certain this will be a valuable opportunity to develop their skills in preparing for adulthood.

Interviews: Y12 students have undergone practice online job interviews as part of their Employability course.

Asdan Qualifications: all four students have completed two modules of Employability L1 and Personal and Social Development (PSD) L1.

Examinations: The summer exam series ran as it did pre-Covid.

We have finally received AQA and JCQ centre approval. This will allow Durants to run courses appropriate to the age, need and abilities of our students. This will enable some students at Durants Southgate to attain nationally recognised qualifications from which they will be able to build upon at further education.

Duke of Edinburgh Awards

Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. [Top employers recognise the work-ready skills Award holders bring to their business.](#)

The DofE licenses organisations that work with young people to run DofE programmes, such as schools, colleges, youth groups and clubs. Through the Licensed Organisation (LO) young people (or their parents / carers) pay for a Participation Place and are supported by Leaders who support them through their programmes, helping them to choose their activities, set their objectives and achieve their Award.

The Duke of Edinburgh's Award is a registered charity, funded by donations, Participation Places and licences. The charity works with LOs across the UK to increase opportunities for young people to gain the benefits of doing their DofE.

Eight Students completed their Bronze award in 2020, then completed the Silver Award in 2022. To achieve this, they had to develop knowledge and skills in 3 key areas: Volunteering, physical and skills, culminating in an expedition.

In 2023, they will be completing First Aid training to enhance their skills.

How We Assess Progress

