



School name	Durants
School type	Community Special School
Address	4 Pitfield Way, Enfield, EN3 5BY & High Street Southgate N14 6BN, Satellite Provision Winchmore school
Telephone	0208 804 1980
Email	Office@durants.school
Website	www.durants.enfield.sch.uk
DFE No	308/7000
Number on roll	194
URN	102066
Headteacher	Rachel Carli
LA	Enfield
Religious character	None
Last inspection	March 2018
Overall grading	Good

Introduction

At Durants last OFSTED in 2018 the school was judged to be a Good school with Outstanding for Behaviour and the 6th Form. Since then the school has moved forward significantly and further improved the provision for all our pupils. How we have addressed the issues from our previous OFSTED is detailed in the section below.

The capacity to improve has stemmed from having a very able as well as consistent and stable staff that has shown great commitment to Durants. This has enabled us to build on our previous attainment and improve the school still further.

Since becoming a school for pupils with autism 15 years ago our work to ensure pupils have been supported to manage their autism as well as develop their life skills has been outstanding. Our main focus since the last inspection has been to ensure the academic attainment of all our pupils is outstanding as well.

To achieve this we have:

1. Redesigned the curriculum as Key Stage 3 and 4 so that is broad and balanced but also relevant for our pupils
2. Designed and implemented our own assessment system to record and monitor pupil progress
3. Implemented a comprehensive making policy to assist pupils to understand next steps

Attainment on entry

All pupils beginning at Durants are assessed during their first half term. This is done through a mixture of using work samples and observations. Where possible p level assessments from previous schools are used as a baseline although we do baseline the pupils ourselves for accuracy. All pupils then have an entry review at which suitable targets are discussed with parents to form the IEP. Our I Can statements (Durants internal assessment system) are updated for all pupils throughout the academic year and the results uploaded onto CASPA at regular intervals. Durants makes every effort to ensure attainment on entry is recorded accurately and that the school can begin to monitor the progress of new pupils as quickly as possible.

The range of the new pupils starting at Durants in September 2020 is p4 to I Can Stage 1
At the Winchmore Satellite the range is p9- I Can Stage 5

IMPROVEMENT SINCE PREVIOUS INSPECTION

Issue from Ofsted	Action/s	Impact
Procedures are further developed to support the analysis of behavioural incidences so that timely actions can be implemented	<ul style="list-style-type: none"> • The school is in the 4th year of embedding and implementing PBS as a whole school approach to supporting pupils with behaviours of concern and improving their quality of life and well-being. All pupils have an individual Positive Behaviour Support (PBS) plan written which we carefully monitor and review to assess their relevance and effectiveness. The school continues to prioritise the reduction of restrictive practices and ensure school policy and procedures reflect this. The role of parent partnership is valued in order to enhance the quality of PBS support in pupils' lives both at home and in school. • Previous behaviour logs were in paper format and kept in pupil information folders. These were found to be time consuming to record on and are not used consistently. Data was not analysed or collated effectively enough to inform future practice. New online system enables behaviours to be recorded quickly and 	<ul style="list-style-type: none"> • Improve quality of life for pupils • Reduction of restrictive practices • Reduction of behaviours of concern • Increase in levels of engagement in meaningful activity • Improving communication + joint contribution towards PBS plans • Improve awareness and support for parents and families. • Improve quality of life outcomes and wellbeing

	<p>consistently. Data for incidents are automatically collated enabling effective assessment and analysis which can be used to easily identify function of behaviour, common antecedents/triggers and inform future practice for class teams.</p> <ul style="list-style-type: none"> • We developed a new system for recording and analysing behaviour which reflects the principles of PBS and in line with current legislation. • A behaviour working party developed the system and was trialled in trial in 3 classes. This was consistently monitored and the PBS team/ working party utilised feedback from stakeholders to adapt/amend. This data was used to assess behaviour and inform practice. • In order to ensure the behaviour management reporting system is robust and comprehensive, the system trial was extended to include 3 more classes and data was collected to assess fidelity and effectiveness of the system. Once finalised, this was introduced as a system across the school. Training was provided to show results of the trial and how to implement and effectively monitor and evaluate new PBS plans and behaviour reporting system. • A behaviour audit was completed in order to baseline behaviour information and documents to inform support. • Termly behaviour meetings with each department to review behavior, record data, discuss issues and work collaboratively to identify solutions. PBS is part of the SLT agenda (fortnightly meetings) • Behaviour learning walk are embedded to ensure plans are being followed, recorded and amended as necessary. <p>Reducing Restrictive Practice</p> <ul style="list-style-type: none"> • Restrictive practice reduction is at the forefront of practice within the school. Data has been collected on the frequency of restrictive and proactive practices. 	
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	<ul style="list-style-type: none"> Recording data to ensure proactive strategies are being developed and used more frequently, with a reduction in the use of restrictive practice compared to this year. The school's PBS policy is in line with new government guidance 'Reducing the Need for Restraint and Restrictive Intervention'. <p>Wellbeing/ Quality of life is embedded within the schools PBS strategy. A small scale project was completed to identify systems of recording and monitoring quality of life/ wellbeing outcomes for students and staff. For students, the MANS-LD questionnaire was utilised and a person centred planning approach was used to support students in developing quality of life. Wellbeing for staff has been developed through the appointment of Mental Health lead and many initiatives have been introduced to support staff e.g. wellbeing breakfast, excursions, additional training etc.</p>	
All staff provide more opportunities to promote and develop pupils independence	<ul style="list-style-type: none"> Independence is promoted throughout the whole curriculum. Pupil choices is an integral part of the school day. This can be in many forms from decision making at lunch, attending annual reviews/ meetings, mentor meetings, deciding options in year 9, choosing AQA Units/ qualifications. Access to the community is part of the weekly timetable for all pupils. This form of community cohesion supports development of character and fundamental values. Regular visits to local recreation/ leisure facilities supports health education and life skills are developed through shopping experiences. Further community and charity opportunities include litter picking, fundraising and work experience. Travel training is a fundamental part of the curriculum for all pupils. This is facilitated practically through out and about sessions with theory embedded within the curriculum (PSHE/ Asdan/ AQA). Students 	<ul style="list-style-type: none"> Remain safe in their communities and understand who they can turn to for help. Develop confidence within their communities Development of executive functioning skills and organisation.

	<p>have the opportunity to develop skills such as reading timetables, booking appointments and planning journeys. At the satellite provision, students are able to plan their journeys and times, then take that journey to experience their planning in practice.</p> <ul style="list-style-type: none"> • School council promotes the voice of the student body of the school. • Functional Daily Living Skills are fully embedded in the curriculum. Weekly life skills lessons promote pupil independence 	<ul style="list-style-type: none"> • Students feel valued and listened to. Promotion of decision making and leadership. • Learn skills for life such as cooking, travel, finance and health
	<ul style="list-style-type: none"> • 	

OTHER RELEVANT CHANGES IN THE SCHOOL SINCE PREVIOUS INSPECTION

- The governing body has worked with the governing body of the primary school for children with autism to consider a partnership to manage the increasing number of pupils with autism in Enfield.
- The school has worked with the Local Authority to create an additional site for the school to accommodate the increasing numbers. This was ready for September 2019. The school has also opened an additional class in each of the past two years. Since the last inspection the school has increased in size from 95 to 194 pupils
- Due to the effectiveness of the satellite provision at Winchmore School, Durants has created a further two classes within the provision. This has enabled discrete Key Stage 3, 4 and 5 provisions.

Leadership

Leadership of the school	1	2	3	4
	Grade			
<p>Leadership in the school is outstanding. The senior leadership at the school has remained strong and consistent since the last inspection and continued to drive improvement across the school. In addition, Senior Leaders have ensured that the Middle leadership of the school has been developed significantly. The Head teacher and Deputy Head teacher have both remained in place having improved the school at each of the past two inspections.</p> <p>Middle leaders have been enabled and encouraged to really drive improvement in their departments. All Heads of Department know all their staff and pupils exceptionally well. New processes are in place to enable HODs to monitor and assess the progress of all pupils in their department. They monitor the quality of teaching in their departments and hold all their teachers to account for the progress of all pupils in their department. This process is monitored regularly by senior staff.</p>				

School leaders at all levels have worked tirelessly to address the findings of the last OFSTED to improve the outcomes for all pupils to ensure that all pupils make good or outstanding progress. Where pupils may be struggling this is picked up quickly and appropriate interventions implemented to support pupils.

School leaders were aware after the last inspection that the curriculum was not dynamic enough and that the B-squared was not a satisfactory way for demonstrating progress and did not allow us to properly demonstrate the outstanding progress our pupils were making. This has been addressed by the development of our own curriculum and the implementation of our bespoke assessment system. As a consequence the teachers feel a greater involvement and ownership of what they are teaching and that they have an assessment system which is fit for purpose and demonstrates real progress for our students.

We have also responded to the requests of our parents who often tell us that the development of their young person's social and life skills are as important to them as academic achievement. As well as the curriculum reflecting this we have also implemented the Autism Education Trust Framework at Durants. This allows us to set appropriate targets and monitor pupil progress in the areas that may not be academic but which are especially important for pupils with autism. The AET framework is a DFE sponsored initiative and a beacon of best practice within the borough.

School leaders are also aware of the profound impact that access to the creative arts has on our pupils and how it impacts positively on pupil learning across the curriculum. Many pupils at Durants do not speak but can sing beautifully or cannot draw their own picture but can copy a sophisticated picture exactly. To tap into these latent skills we have supported the rapid expansion of the Arts Award programme, as well as extending the drumming programme and singing lessons which have enabled many pupils access to a medium which allows them to excel in ways which they cannot do academically.

The innovative work Durants has done with Winchmore School in having some of our pupils taught in a mainstream school has also been extended. We were aware that having only one class for both Key Stage 3 and 4 was limiting and preventing progression. Accordingly, we negotiated an extra class and now have separate Key Stage 3 and 4 classes from September 2017. This has facilitated more rapid progress for all students. The presence of our unit within the mainstream school has also impacted very positively on our partner school in terms of their SEN practice. This facility has been further extended to include provision for KS5 students from September 2021. This provides a clear route through their secondary school learning. The provision is instrumental in supporting the mainstream school and there remains a positive and reciprocal relationship between Durants and Winchmore. This has had the impact of allowing students opportunities for nationally recognised qualifications and this year has seen the first time Durants students have accessed A-Level/ Level 3 qualifications. The Durants satellite has been a beacon of good practice for other settings and staff at the satellite have supported other schools both within and outside the borough in developing their own alternative provisions.

Having identified the lack of provision within the borough for autism the school has worked with the Local Authority and Local Councillors to negotiate the setting up of an additional site within Enfield. School leaders have led on this and the additional school site opened to pupils in September 2019. This has been done at the same time as ensuring the provision of our current pupils has continued to improve rapidly.

School leaders have also acknowledged the extreme difficulty in attracting mainstream teachers to come and work in a school like Durants. To ensure a healthy supply of teachers into the future we have implemented our own teacher training programme. Following a failure to recruit teachers for September to cope with our expanding roll we decided to appoint existing Teaching Assistants to unqualified teacher posts. These trainees are each supported by a senior member of staff to ensure their successful development and to ensure that the education our pupils receive is in no way compromised.

The needs of pupils coming in to Durants has also continued to present more challenges. Despite this, school leaders have put systems in place to recruit only the best staff, train them well and provide the correct environment to enable our pupils make rapid progress in their academic achievement as well as in the development of life and social skills.

The Governing Body actively holds the senior leaders to account especially around outcomes for pupils. Governors actively come into school to gather evidence for meetings. The Governors have a broad and wide range of professional experiences which they use to support school leaders as a critical friend.

Next steps

- Review the leadership structure as the school expands and ensure talented teachers are supported to undertake both Middle (NPQML) and Senior (NPQSL) leadership training

Quality of Teaching

The quality of teaching	1	2	3	4
	Grade			
<p>Teaching in the school is outstanding and continuing to improve because Durants only recruits the best staff, trains them exceptionally well and has systems in place to ensure that our teachers are monitored and supported to perform at the highest level. All lessons at Durants over the past year were judged to be good or outstanding.</p> <p>Since the last inspection the teaching staff at the school has remained remarkably consistent. In 3 years one part-time teacher has left to relocate and one member of staff has reduced her hours to part-time. This demonstrates an amazingly high level of commitment and loyalty despite the school having some of the most challenging pupils in Enfield. Teachers are motivated to stay and work at the school and the interviews to train as a teacher at Durants are extremely competitive.</p> <p>School leaders have ensured that the quality of teaching is outstanding by a mixture of formal lessons observations, targeted learning walks and informal visits to classrooms. Senior leaders have done paired observations with Heads of Department to ensure consistency of judgements. The quality of teaching is also triangulated with the ongoing monitoring of assessment data and work sampling. Teachers also have the opportunity to observe each other's lessons as part of their professional development.</p> <p>Heads of Department have progress meetings with each of their teachers in which they review the progress of each pupil in terms of their academic progress, their IEP targets as well as looking at their work. Senior leaders then meet with Heads of Department to review progress across the department. This process has been instrumental in ensuring teachers are performing well and are accountable for the progress of their pupils.</p> <p>The challenge for the school has been to recruit additional teachers due to a 100% increase in pupil numbers since the last inspection. The school is facing the same recruit problems as other London schools. As mentioned above school leaders decided to train teaching assistants who had worked at the school for a minimum of three years and are educated to degree level or a currently studying for a degree. Each trainee is supported by a senior leader and has access to a full training programme. All candidates will be supported into the assessment only route into teaching and will be expected to gain qualified teacher status as soon as possible.</p>				

This process, we believe, will ensure that pupils at the school will be taught by suitably trained and experienced teachers well into the future and will always have suitable staff. Senior leaders are monitoring the process to ensure that the quality of teaching that pupils receive and the outcomes they achieve is not affected.

Ongoing training is crucial in constantly improving our teachers. TLR post holders provide regular training as part of the after school calendar and teachers are facilitated to access training courses for school development areas. Recent examples of this are Art Award co-ordinator training and Rebound Therapy training.

Next steps

- All trainee teachers to attain Qualified Teacher Status
- Maintain the professional development of our teachers so they are motivated to remain at Durants and apply for progression when it comes up

Quality of Behaviour and Safety

Behaviour and safety of pupils	1	2	3	4
	Grade			
<p>The quality of the behaviour of pupils in the school and the quality of safe provision they have is outstanding. This is because the school provides an amazing environment for all our pupils whatever their level of need. The ability to self-regulate is the main priority of the school. This enables pupils to manage themselves despite their autism and is a principle that underpins everything that happens at Durants.</p> <p>Our Safeguarding procedures are very robust. We have an ongoing training programme to ensure that our designated staff and anyone involved in recruitment are trained to the correct level and within the correct timescale. The Single Central Record is robustly updated and kept accurate. We have completed a comprehensive safeguarding audit and continue to regularly monitor safeguarding policies and procedures.</p> <p>Staff receive the relevant Health and Safety and Safeguarding training as part of their induction as well as their ongoing professional development. All staff are trained in PRICE before they start at Durants to ensure they have a good understanding of how to manage challenging behaviour, including de-escalation techniques as well as positive physical intervention practices. We have our own PRICE trainers in school. All staff including Senior Leaders have undertaken the Prevent training. Our PBS strategy is instrumental in enhancing the safeguarding of all stakeholders and extends outside of school to encompass health and social care. Regular PBS borough-wide meetings and liaison support a holistic approach to students welfare, wellbeing and safety.</p> <p>Some pupils at Durants are very vulnerable to online risks. Workshops have been held for parents to support them to keep their young people safe at home. As part of the curriculum those pupils who are judged to be most at risk have had specific learning sessions to enable them to keep themselves safe online. Whilst the school recognises the importance of promoting the use of computer technology throughout the curriculum. We also understand the need for safe internet access and appropriate use. Our school has created the online safety policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all pupils and staff. The school is committed to providing a safe learning and teaching environment for all pupils and staff and has implemented important controls to mitigate the risk of harm.</p> <p>Due to the severe needs of our pupils we have an extensive security system in place to ensure pupils cannot leave the site. Despite this we take all our pupils on educational and community visits as part of their education. Our procedures around these visits are robust including risk assessments and all pupils are required to wear bespoke ID detailing their needs and relevant contact information.</p>				

At Durants we have worked tirelessly to create the correct environments for our pupils. This is absolutely vital. We have a bespoke learning environment for some pupils with challenging behaviour which was specially designed and built. We also have quiet rooms in each classroom and around the school to support our pupils to be able to manage and regulate their own behaviour. We have very rigorous protocols around the use of our quiet rooms to ensure that they are used positively to support our students to make progress.

We hold regular multi-agency meetings to monitor our most vulnerable pupils and implement interventions as appropriate as a result of these meetings. To achieve this, we work closely with the school therapy team as well as our social services and health service partners. These include the school EP and the SCAN team.

Next steps

- Ensure that all classes in the school have a quiet space and set up individual safe areas within school to ensure that the behaviours of all pupils can be managed within Durants
- Ensure the sustainability of the therapy service at Durants by liaising with the local authority about the importance of funding this service at Durants

Quality of Outcomes for Pupil

The quality of pupil outcomes in the school	1	2	3	4
	Grade			
<p>Outcomes for pupils in the school is very different this year (2021-2022) due to the outbreak of the Covid-19 Pandemic. Data for our new year 7's was baselined in December giving a very small window of progress from then up to the period of lockdown.</p> <p>Pupils throughout the school generally have very spiky profiles due to their Autism and other learning difficulties and it has been noted over the years that it takes a term for most pupils to settle down into their new environment (class teacher/class mates/ classroom etc) before significant progress is noted. The disruption of Covid 19 in Feb/March had a substantial effect on normal learning throughout the whole school. Pupils were disoriented by the disruption to their predictable school life and indeed home life—changes to normal routine, absenteeism of both staff and pupils, home learning, changes to transport, even simple things like adults wearing face masks made a remarkable disruption to the pupils learning and progress.</p> <p>Whilst progress was moving in the right direction, it was minimum for some pupils and staff concentrated mostly on life skills and coping mechanisms, to make our pupils as comfortable and safe as possible.</p>				
<h4>Main Findings of our Data at Key Stage 3 and 4</h4> <p>It would be neither accurate or fair to state the main findings of our data at Key stage 3 & 4 (up to February 2020) due to the mass disruption Covid-19 had on our pupils and their families, however it would be fair to state that whilst pupils learned to cope with the upheaval to their predicted lifestyle, some progress was made by both those at school (less pupils per class resulting in more adult interaction) and those who were home schooled (in own environment and more interaction with parents). For those at home, weekly work packs were sent home (by post or by hand) by our teachers and frequent telephone calls made to families to ensure adequate support was given. For those students attending the Durants</p>				

satellite provision, online teaching and learning also took place. Annual reviews and progress reports were conducted as normal either virtually or in person (teacher & Parent wearing adequate protection).

All our Pupil Premium students were supported with food vouchers and food parcels sent home on a weekly basis. There was a rotation of staff on site (skeleton staff) for the more vulnerable pupils and the young people of key workers. The progress made academically was again overall minimum, however due to the current climate at that time and despite the hurdles presented by Covid-19, teachers have reported that progress was still moving in the right direction.

Main Finding of our Data for the 6th Form

The overall findings for the Upper department for 2019-2020, show that 73% of the students achieved Outstanding assessment progress; 15% achieved Good assessment progress and 12% achieved within the average range of progress. On further evaluation this equated to 91% of Sensory Learners; 75% of Experiential Learners and 17% of Independent Learners in the Outstanding range (i.e. +3 or more AQA units from target), with 9% of sensory; 6% of Experiential and 50% of Independent learners in the Good range (+2 AQA units from target), while 19% of Experiential and 33% of Independent learners were in the Average range (0- +1 AQA Unit from target)

When analysing pupils on Free School Meals for all students (Sensory, experiential and Independent Learners they achieved the same as those students not on Free School meals, with no deviations. Sensory females achieved slightly higher results than the average number of units for all Sensory learners (21 units – v – 18); while Experiential females achieved the same as the males, although in both cases there is a very small number of female/male ratio – in total 4/29 respectively for the whole department.

Only 6% of students are White British and they achieved an average of 16 AQA units against a total average of 18. One explanation is that one student has had a higher percentage of days out of school related to both transport and anxiety issues over coming into school – this has been resolved this year by offering the student a work experience day to ensure they are ready for a transition out of school at 19.

With a revised and updated curriculum that now incorporates the Preparing for Adulthood Outcomes the completed units show a much more balanced approach for all learners. In Options, that includes Creative Arts and Current Affairs, students have achieved between 17.4% for Experiential Learners to 21.5% for Sensory learners Independent Learners; 20.2%). Core Skills were the highest amount of AQA Units achieved – Sensory students: 38%; Experiential students 43.4% and Independent learners 40.5%. The final area of the curriculum; the four Preparing for Adulthood Outcomes (Employment, Good Health, Friends, Relationships + Community +Independent Living the students achieved very similar levels – sensory students – 40.5%; Experiential students 39.2% and Independent student 39.4%

Finally although the overall number of AQA Units achieved has been greatly reduced due to the reduced time in school during the lockdown of March – July 2020, the students have still managed to achieve and have access to a broad and balanced curriculum.

The statistics also include one student who had some five months in hospital due to his challenging behaviours and mental health difficulties, and with a planned re-integration into school has been able to achieve his target number of AQA Units. Looking to the future, some students will be presented in 2020-2021 for Mathematics at Entry Level 1, 2 + 3.

Pupil Premium

All our pupils on the pupil premium meet or exceed their expected targets. However, fewer pupils on the pupil premium exceed their targets in the same numbers as pupils who aren't. We are therefore looking to increase the number of pupil premium pupils who exceed their targets in the coming year.

Multi-Agency Working

Our work with our partners in health and social care is crucial. Our ongoing work with other services supports our pupils to stay in school and, in some cases, to remain within the family home. Supporting our pupils with the social and health needs they face is paramount in ensuring their progress. Our work with Psychiatrists, Health Service commissioners and social workers has been instrumental in ensuring positive outcomes for our most vulnerable pupils.

As a school we understand that for pupils with autism self-regulation is key and a prerequisite for successful academic learning. Our use of autism specific strategies including the use of quiet rooms helps our students be successful. Our protocols are thoughtfully and ethically implemented to ensure our pupils are enabled to be successful by careful and respectful management.

Ensuring a successful transition is extremely important. In conjunction with local providers Moving On sessions are arranged to support students and their families make informed decisions about post school placements. For a significant majority of our pupils transferring to a bespoke placement at Southgate College is the preferred option. For our most vulnerable students including Looked After Pupils we support a transition to a more individual placement such as a supported living arrangement.

The attendance at Durants is very good. For this school year it stands at 94%. It was 94% for both the preceding school years. Interestingly the attendance for older students is better as they settle more into the school and lowest for pupils new to the school. Attendance is monitored as part of our progress meetings and poor attendance is raised with parents. Issues with school transport are often a reason for poor attendance and we work closely with SEN and transport to address this.

Our students have outstanding outcomes. Whilst they do very well academically it is the fact that they make such good social and emotional progress which makes Durants such a good school.

Next steps

- Ensure that continuing recruitment and training of high quality staff
- Embed the updated curriculum and new progress monitoring system to enable the school to provide the best possible provision in which all pupils can continue to make outstanding progress
- Continue to invest in the Creative Arts to ensure that as many pupils as possible can access a medium which allows our pupils to express themselves and be creative as this supports wider well-being and learning.

Summary

Durants is an outstanding school because:

1. The areas outlined in the previous OFSTED have been addressed to a high standard
2. The school has been proactive in developing a new curriculum and monitoring system that allows us to ensure rapid progress for all students. The assessment system is being taken on by other schools
3. Pupils work demonstrates clear progression
4. Despite being a school for challenging young people the school is remarkably stable and resilient and has a great capacity for ensuring sustainability and development into the future.

Last updated: January 2022