



# **DURANTS SCHOOL – SEND DOCUMENT**

**2023**

*Reviewed & updated: September 2023*

*Next review date: September 2024*

## **Durants school Curriculum**

Durants school is a community special school and is the secondary provision for Autism within Enfield. The curriculum at Durants caters specifically for pupils with Autism. It is a bespoke diverse curriculum, taught to all pupils but is suitably adapted to meet the learning needs of each pupil. ASDAN and AQA courses which are nationally accredited are taught across the school. We have also introduced the AET Provision guidance, incorporating it into our curriculum, focusing on non-curricular areas.

We have integrated statutory RSE (Relationships and Sex Education) into our curriculum for all pupils. These are legal requirements but are again taught appropriately and sensitively.

## **How we support children with special educational needs or disabilities**

All staff are highly ambitious for Durants School pupils to ensure they achieve more than they believed possible, and instil high expectations to all. All pupils are supported to have positive attitudes to learning in whole class lessons, in groups and when working as independently as possible. The vast majority of pupils make good progress from their different starting points in Communication, English, Mathematics, Science, PSHE, ICT and Physical Development

Durants School is a maintained day special school for children aged 11-19 years old. We also have an ARP (Additionally Resource Provision) at Winchmore secondary school. This caters for 20 pupils between KS3 and KS4. Our SEND report will be updated annually to reflect changes and plans within the school. This report states the current provisions within Durants Upper School Southgate, Enfield site and Durants ARP Winchmore. Admissions to both the school and the ARP are within the admission policy on our website.

**Our Ofsted rating** for Durants School is 'Good with Outstanding features' in all areas. The most recent inspection was a short one-day inspection May 2018. Our school improvement partners reviewed the school in January 2018 and judged teaching and learning and school improvement as outstanding.

## DURANTS SCHOOL VISION

Durants promotes a holistic environment for young people with autism and their families. Durants offers a person-centred curriculum that enables all students supported by their families to achieve and forge their own path into society and adulthood.

Preparing for independent living

Actively promoting good health

Teaching skills for employment

Helping to develop friendships, relationships and participate in the community.

## VALUES AND PRINCIPLES

### Independent Living

For all students to do as much for themselves as possible

To provide routines, structures and communication strategies that support students to be independent

To support all students to be safe

### Friendships, Relationships and Community

For all students to have regular access to the community and to learn to be able to stay safe

Students to be supported to develop friendships and relationships that suit them as an individual

To support students to understand social rules and behaviour

### Good Health

All students to have access to appropriate and necessary health care

Having a healthy diet and regular exercise

Access to services that promote emotional well-being and good mental health

### Employment

To develop individual skills that will be useful in the workplace

To provide sheltered work placements in school that meet the needs of learners with autism

To develop and foster relationships with suitable external employers

**To achieve our vision we aim to:**

Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils.

Ensure that safeguarding is paramount in keeping all members of the school community safe.

Provide all staff with training and development opportunities to enable effective practice.

Promote the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

Help pupils acquire the knowledge, skills and confidence which will enable them to lead a full, interesting and independent life, where possible.

Develop in pupils' personal responsibility as well as encouraging decision making and choice, communicating through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.

Offer opportunities of working co-operatively alongside others, developing friendships and respect for others

Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values. Foster relationships with parents and other professionals.

**How does your school ensure that children who need extra help are identified early?**

All our pupils have SEND. Therefore they perform below national expected levels. All of our students have a diagnosis of Autism and other associated needs.

At Durants School our pupils' identified needs are complex and significant in the area of cognition and learning (ranging from severe learning difficulties to profound and multiple learning difficulties) as described in the SEND Code of Practice. Our pupils also have associated needs in the areas of Communication and Interaction, Physical and / or sensory difficulties, and emotional, social or mental health needs.

All our staff are highly skilled and we have a multi-disciplinary team based at Durants: SALTs (including Highly specialist Autism lead in Enfield, an Occupational Therapist, a Music therapist).

When pupils are admitted to the school, staff conduct a baseline assessment, therapists work with teachers and parents to identify therapy requirements, and all pupils benefit from a SALT (Speech and Language Therapy) programme, plus an Occupational Therapy Programme, if they require it.

Pupils presenting with further needs, such as social and emotional needs, will be also referred to our Music therapist, if appropriate.

All pupils who attend Durants will have an Education, Health and Care Plan (EHCP). All pupils at the ARP in Winchmore school will have an EHCP. Further information on the admission and assessment procedures can be found on our website.

### **Our provision is based on a strong vision that:**

Our school is a place where everyone is treated with dignity, respect and is of equal worth.

Our vision is to develop a highly effective learning environment

We believe that all staff have a responsibility to meet the needs of all pupils at Durants.

Our key purpose is the delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils.

### **Who will explain my child's needs and progress to me?**

The class teacher meets with parents formally at least on a termly basis (this could be as part of Parents' evening or an EHCP review) to discuss their child's needs, support and progress.

The school also hosts a number of events throughout the year to enable parents to see how their child is in class, e.g. parent consultations, Entry Reviews , Transition events , coffee mornings, etc

For further information the Heads of Departments and Senior Leaders are always available to discuss support in more detail.

Your child's teacher will write in the home school to report on your child's daily progress.

### **How will school support my child?**

Our Senior Leaders (Head teacher, Deputy Head teachers & Assistant Head teachers) –monitor the progress of all pupils across the school.

Class teachers will oversee, plan and work with each child with any additional special educational needs or disabilities in their class to ensure that progress in every area is made.

All children are given Individual Education Plans (IEPs – linked with EHCP outcomes, and recorded alongside our Assessment tool I Can and AET, so that it is easy to track progress.

Teaching Assistants will be working with your child either individually or as part of a group.

We have a school development plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims.

### **The Governors involvement and what their responsibilities are?**

The Assessment Lead reports to the Governors every term to inform them about the progress of all children: the report clearly identifies trends within departments/key stages and subject areas. This report does not refer to individual children and confidentiality is maintained at all times.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

### **How do teachers match the curriculum to an individual child's needs?**

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs, and all the work is individualised and differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Staffing levels are enhanced so that pupils are taught in classes of up to 10 pupils with a teacher and 3 teaching assistants, and, if appropriate additional teaching assistants to meet the needs of the class group.

**How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all our pupils are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

**How is the decision made about what type and how much support my child will receive?**

Staff (Heads of departments, teachers, SLT) meet termly (departmentally) with therapists, and representatives from social care as part of our MAW (Multi Agency Work) meetings. Staff there will discuss the children's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

**How does the school judge whether the support has had an impact?**

By reviewing children's targets on Individual Education Plans and via regular progress meetings. By ensuring that each pupil is making progress academically against national/age expected levels (our data is compared with other special schools with pupils with similar needs locally through SSMAAG –special school moderation and assessment group, and nationally through the use of CASPA (Comparison and analysis of special pupil attainment), discussed at MAW Meeting and Teachers meetings. We have termly progress meetings where every pupil and their progress is discussed.

Verbal feedback from the teacher, parent and pupil is also very important.

**What opportunities will there be for me to discuss my child's progress?**

We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to communicate with you regularly. Teachers write daily in the Home/School books and may phone to discuss anything further. You will be able to discuss your child's progress at parent consultations and EHCP reviews. You are welcome to make an appointment at any time to

meet with either the class teacher or Senior Leaders and discuss how your child is getting on.

### **How will you help me to support my child's learning?**

We run regular workshops, led by teachers, senior leaders or therapists on a variety of topics: Positive Behaviour Support (PBS) strategies, Makaton, communication, RSE, Independence and self-care, sensory processing, etc

As your child will have Autism when they attend Durants school, they will have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

All children with an Education, Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which will have individual targets.

### **How do you measure my child's progress?**

As a school we measure children's progress in learning against P levels (Below the National Curriculum level). In addition, we use I Can Statements assessment tool, that can capture all areas of learning, such as engagement, physical development, independence, etc. Post 16 pupils follow an AQA curriculum which is monitored and assessed termly and pupils are given realistic yet challenging targets per annum. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

We track children's progress from their admission through to Year 14, using a variety of different methods.

Children who are not making expected progress are identified through the Assessment Co-ordinators termly Analysis.

Where needed a discussion will take place about those pupils experiencing difficulties and what further support can be given to aid their progress.

When a pupil's IEP is reviewed, comments are made against each target to show what progress has been made. If the pupil has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the pupil does make progress. The Goals set at EHCP reviews, which link to the pupils' over-arching aspirations are recorded and monitored within our IEP documents as detailed above. The goals are set in partnership with therapists and progress against these goals are analysed termly.



**What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the other professionals for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

Our school nurse is also available, as are our therapists and our family support worker. All parents/Carers can make appointments to see any member of the team, as they require.

**How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on at school. All pupils requiring medication onsite will have a Care Plan written by the school nurse and agreed by parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises. A large number of our pupils have epilepsy, all staff are trained in administering specific epilepsy rescue medication. They are also trained in Epi-pen administration.

Some of our pupils require personal hygiene care: this is managed by staff.

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management that refers to our "Golden Rules" with a clear Behaviour policy (and the ethos and methodology detailed in the PBS approach - Positive Behaviour Support) that is followed by all staff and modelled to all pupils. The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absences are recorded and reported to the Head Teacher and Governing Body.

**What specialist services and expertise are available at or accessed by the school?**

We work very closely with external agencies that we feel are relevant to individual children's needs within our school.

These include: GP, School Paediatrician (monthly clinics are held), School Nurse, Clinical Psychologist and Dental Hygienist.

Speech & Language Therapist, Occupational Therapist, Educational

Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

**What training have the staff supporting children with special educational needs, had or are currently having?**

Durants School is highly committed to ongoing training of staff.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core training programme related to their work. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as PBS, Paediatric First Aid and Makaton.

We continue to commit to having qualified trainers in school for courses such as PBS, First Aid, PRICE & Makaton. All staff are trained in Child Protection, Safeguarding and PREVENT training.

In addition:

Members of staff have ongoing training in delivering Speech & Language programmes from Speech & Language Therapists, and sensory diets from the Occupational Therapist.

All staff are 'PRICE' trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded).

All of staff (teachers and our teaching assistants) have had training in communication strategies and aids such as, Communication Books, Language books, Core Boards, colourful semantics, Attention autism, the Listening programme, PECs, Makaton, Intensive Interaction.

Work on language and communication skills is a focus of the whole school. Speech and language therapists work with teachers and support staff to help all pupils to develop their communication skills (including using visual support for

language and communication where appropriate) across the week. Working in the classroom develops functional skills in pupils and promotes sharing of skills between therapist and the class-team.

Target setting

Training staff and parents

Assessment / progress monitoring

In class support with communication

Demonstration of strategies

**Occupational Therapy at Durants School** provides assessment, advice and intervention to address sensory processing difficulties, fine and gross motor skills and emotional regulation. Weekly individual intervention sessions are offered to identified individuals. Sensory Circuits, Sensory Diets or home programs are developed for pupils that receive individual intervention in order for indirect Occupational Therapy to continue after direct sessions end. Group sessions may be offered to identified pupils as part of a joint working initiative with other therapies.

The Sensory Profile School Companion questionnaire is completed by teachers for year 7 pupils. Recommendations are made by the Occupational Therapist, based on analysis of the questionnaire, to assist the staff to support individual pupils' sensory processing needs. The Listening Program is used under supervision of the Occupational Therapist with specified pupils.

### **Music therapy at Durants**

Music therapy is the psychotherapeutic music through which a person can engage creatively in a process to further their emotional, cognitive, physical and social abilities. The use of music is founded on the principle that music is innate in us all regardless of ability and background. Music therapy is the development of a relationship between child and therapist where music making forms the basis for communication. It allows a child or adult to explore communication and express their feelings through sound and play. Music therapy can motivate the use of fine and gross motor skills and can extend focus of attention through engagement in an enjoyable, interactive activity. Music therapy can facilitate positive changes in behaviour and emotional wellbeing as well as increasing self-awareness thereby enhancing the client's quality of life. Within sessions generally both the music therapist and the client/s engage in musical activity; improvised and pre composed music. The therapist does not teach the client but

responds musically to the client's music thus supporting and encouraging exploration and communication.

### **How does the school include my child in activities and school trips?**

A fundamental focus of the curriculum is off site visits. These include weekly local community trips to shops, restaurants, parks, leisure centres and local amenities. Teachers and teams plan special trips to museums, theatres, music festivals, cinema, bowling every half term.

At Durants we are committed to ensuring that anything which is planned can include all pupils, regardless of their individual needs

Activities outside of the classroom are part of Durants's curriculum.

Specialist facilities onsite include a rebound therapy room, a sensory room, a sensory integration room, a water play room, outdoor areas with separate playgrounds, with accessible play equipment including two sunken trampolines, two basket swings, a climbing frame & outdoor gym equipment.

All pupils join in school-wide activities including expressive arts, celebrations and events and physical activities. Some represent the school in competitions (sports and dance) with local and national agencies.

### **Sports & PE**

At Durants, we believe Physical Education to be an essential part of the school curriculum in order to help students understand the importance of living a healthy lifestyle. We ensure all students have opportunities to a broad sensory P.E curriculum in a safe and supportive environment contributing towards their physical development and well-being. Through varied teaching approaches, we strive to provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils in order to increase their self- confidence and ability to manage themselves and their bodies.

Opportunities to promote physical health and well-being is taught through games, gymnastics, dance, athletics, orienteering, swimming, yoga and rebound therapy and is adapted to meet individual student's needs.

We also provide opportunities to compete in competitions against peers in school and peers within the borough. Some of these tournaments include the Enfield Borough Gymnastics Festival, Dance Festival, Swimming Gala, Boccia League, football Tournament at Tottenham Hotspur Training Ground, Park events, Pentathlon at Lee Valley Athletics Centre, Cheerleading and Virtual competitions. In addition to this, students have been inspired by meeting an

Olympian and having coaching sessions in Sport and Leadership. As recognition, we have been awarded a Gold Mark in the School Games Awards over the last 4 years.

Children and young people at Durants use the local community for learning, visiting local shops, playgrounds and other amenities.

Children and young people at Durants benefit from educational visits to places of interest in our local area.

Any trip or events are organised on this basis, with appropriate support put in place to ensure that this can happen safely.

All trips organised are carefully risk assessed with support from our Educational Visit Coordinator (EVC) and senior leaders, and venues chosen so they can cater for all our pupils.

### **How accessible is the school environment?**

The school is a purpose built building and is fully accessible.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

All families and their children visit the school prior to starting with us.

Staff conduct a home visit prior to starting school and an Entry Review meeting is held in the first half term of a pupil starting.

If necessary we may facilitate a phased transition to help your child to acclimatise to their new surroundings.

### **Transition/Careers & College support**

Students are studying one of three courses: 'Exploring Learning Course' - for Sensory students – including: Personal care Skills + safety, Life Skills, Creative Experience + Leisure + Recreation; 'Vocational Studies Course' for Experiential Learners – including Daily Living Skills Healthy Living, Work Experience + Time + Money Management; 'Foundation Studies Course' for Independent Learners – including Independent Living Skills, Functional Literacy, Numeracy + ICT, Work Experience + Social Communication

In this way the courses feed directly into similar courses offered by the local college (Barnet + Southgate)

An Annual Transition Event is held every year at the start of the new school year.

Students have approx. 4-6 transition sessions at Barnet + Southgate college in their last term at Durants.

Students and parents are made aware of any forthcoming Open days at college

All annual reviews of Post 16 students are held in the Autumn term so that arrangements can be made for their future placements including staff from ILDS team, SCAN team and health teams.

When young people are preparing to leave us for other schools or adult provisions when they are 19, where appropriate, we work with the next setting to arrange a series of transition visits for them.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

In addition, we will hold regular coffee mornings and workshops to share any relevant strategies.

### **What support does the school provide to develop independence skills and prepare my child for adulthood?**

Developing independence and work related learning in preparation for adulthood are integral parts of the whole school curriculum and more specifically of the PSHE & C (personal, social, economic and citizenship education) curriculum that is taught to all students as they move through the school. Students are supported to develop their knowledge, skills and understanding that are useful in day to day living and work. This underpins our whole school curricula, no matter what age the students are, and what curriculum our students are working at (Pre formal, cross curricular, subject specific or adapted NC).

Work related learning can therefore take place via classroom based learning, workplace visits, work placements, development of skills for independence and visits to the school by local employers and / or providers. Secondary aged students have the opportunity to develop their enterprise skills by undertaking specific projects. For some students this will be a chance to develop an awareness of the workplace while for others it will be an opportunity to improve skills that may help them to enter the job market at some point in their lives.

Our students have opportunities to participate in a wide range of work placements which include visits to offsite venues and guided tours of establishments. Some students however will have more formal work

placements with support of a member of school staff. Students access work opportunities both in school, via work experience in various settings (i.e. kitchen, office, class, caretaking), and out of school via short and long term placements.

We aim to ensure that all our pupils, throughout their whole time in school, have opportunities to fulfil their potential and to achieve as much independence as possible with a curricula adapted to meet their needs.

In addition, our Secondary & Post 16 Department also aims to provide opportunities for all our students to maximise their ability to participate in activities to prepare for adulthood, as independently as they possibly can. We aim to prepare them for when they leave the school. Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Student timetables should provide opportunities for students to develop skills which are a particular priority for the individual and will be weighted differently for different students.

All post 16 pupils follow a personalised pathway tailored to their skills, abilities, interests and needs, leading towards independence, personal autonomy, vocational training, further education and employment. Staff in Post 16 are identifying skill sets / activities for each of the 'Preparing for Adulthood' Outcomes + matching to the appropriate areas of the curriculum, especially developing job + work experience opportunities and employability. A Teaching Assistant with special responsibility for Work Experience will be sending out a booklet to local shops with the skills Durants students can offer.

All outcomes are supported by family support, community inclusion and participation, voice, independent advocacy and transitioning to adulthood, social and personal relationships, long term planning and transitions and accreditations.

With regards to transition beyond school, we participate in transition reviews (within the EHCP review process), undertaken from year 9 onwards. Our Head of Upper Department is also our Transition lead, and provides advice and guidance to families through reviews, "Moving on" events and coffee mornings.

### **What arrangements are in place to support children and young people who are "looked after"?**

Durants school is committed to ensuring outcomes for children and young people who are "looked after" are as successful as their peers.

We work closely with Virtual schools, who promote the progress and educational attainment of children and young people who are “looked after”, so that they can achieve educational outcomes comparable to their peers.

Our partnership with Virtual schools enables us to receive advice, support and training for key staff to improve access to established specialist services for all our children and young people who are “looked after”

We place a focus on progress within a framework of high expectations and good teaching and learning, with a close monitoring of their academic, social and personal progress. We ensure our children and young people who are “looked after” can be involved and successful in all learning activities, including those taking place outside the classroom. We ensure a unified but low profile support in school for each looked after child so that they are not made to feel different from other children. We adopt swift and early interventions if a problem emerges.

We encourage and facilitate the successful engagement of carers and parents wherever possible. We recognise that individual pupils will have different learning needs, but through assessment and securing information about prior learning, we can identify each pupil’s needs and develop learning plans and learning tasks to closely match them. Rigorous target-setting and monitoring of progress made by our “looked after” pupils focuses on academic progress as well as emotional well-being, behaviour and attendance.

### **How are parents involved in school life?**

We have parent workshops which give parents the opportunity to see and participate in their children’s learning. We have parents evening during which parents are invited to offer their comments and opinions.

Parents are also welcome to help out as volunteers, for example for trips, subject to a D.B.S. check. Parents are also invited to regular events (Art day, Sports day, regular coffee mornings, and workshops).

### **Who can I contact for further information or to discuss a concern?**

The first point of contact would be your child’s class teacher to share your concerns.

You could also arrange to meet with the Head teacher Rachel Carli or Senior leaders; Deputy Head teacher Daniela Barzanti, Assistant Head teacher Jackie Burke or Heads of Departments



Enfield Parent Partnership is an organisation that provides independent advice and support for families –0208 373 2700.

**Who should I contact if I am considering whether my child should join the school?**

Contact the Head teacher to arrange a meeting and tour of the school.

Contact the SEN department at Enfield Council.

**Send Report to Governors:**



**DURANTS SCHOOL**  
**PUPIL ACHIEVEMENT**  
**AND PROGRESS**  
**2022-2023**

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## School Profile 2022-2023

Number of Students overall	Male Students	Female Students	FSM	LAC	Vulnerable Adults (over 18 yrs)	Out of Borough Students	No. of students from Winchmore School (Satellite provision)
189	152	37	108	4	0	14	6

### Number of Pupils in each year group – 2022-2023

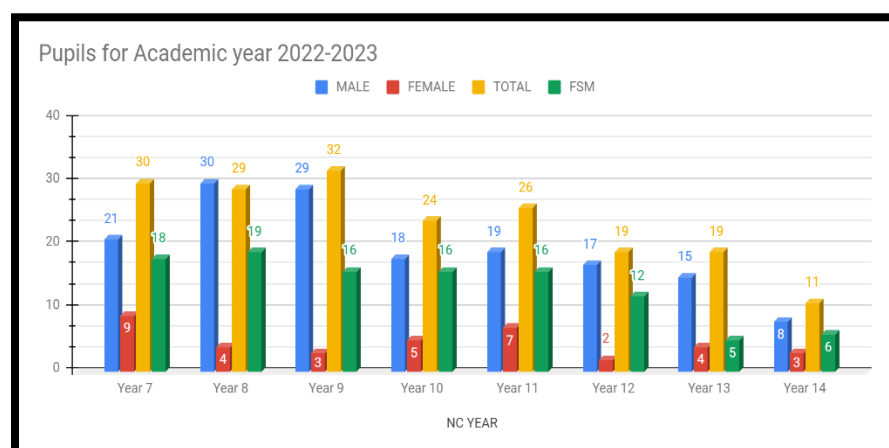
Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	30	29	32	23	26	19	19	11

### Number of pupils per Department

Lower Department (82 pupils)		Middle Department (36 pupils)		Upper Department (45 pupils)		Durants Satellite at Winchmore (DSaW) 26 Pupils (+pupils from Winchmore school not included in figures) (9 Lower Dept. 9+1 Middle Dept. 3+1 Post 16, 5+4 6 <sup>th</sup> Form)	
67 males	15 females	30 males	6 females	37 males	8 females	18 males	8 females

### Pupils per year group for the Academic Year 2022-2023.

NC YEAR	MALE	FEMALE	TOTAL	FSM
Year 7	21	9	30	18
Year 8	30	4	29	19
Year 9	29	3	32	16
Year 10	18	5	24	16
Year 11	19	7	26	16
Year 12	17	2	19	12
Year 13	15	4	19	5
Year 14	8	3	11	6
<b>Total</b>	<b>157</b>	<b>37</b>	<b>189</b>	<b>92</b>



This Academic Year (2022-2023) there were (36) new students in which 58% (21) of those new students, were on Free school Meals

#### New students:

30 in year 7, 3 in year 8 1 year 9, 1 in year 11 1 in year 12 (joined mid-year)

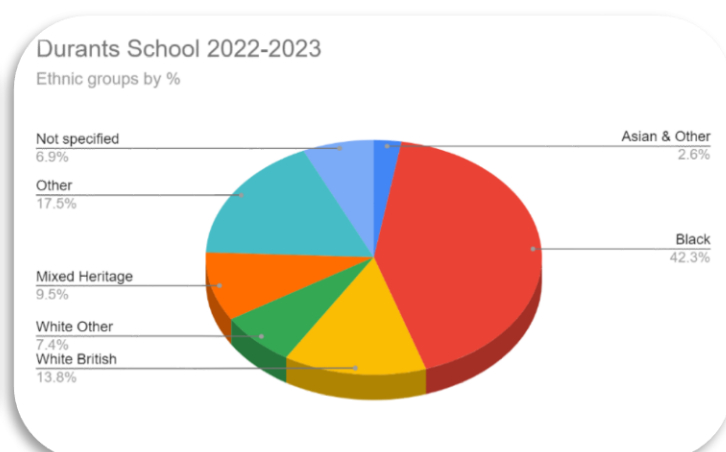
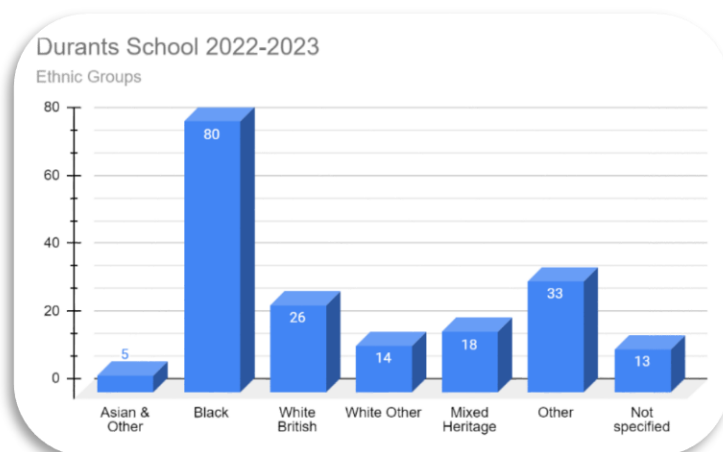
We had 18 school leavers (4 mid-year).

We had 5 long term absentee pupils & 11 persistent absentee pupils (over 40 days).

### Percentage of pupils by Ethnic Group

Asian & Other	Black	White British	White Other	Mixed Heritage	Other	Not specified
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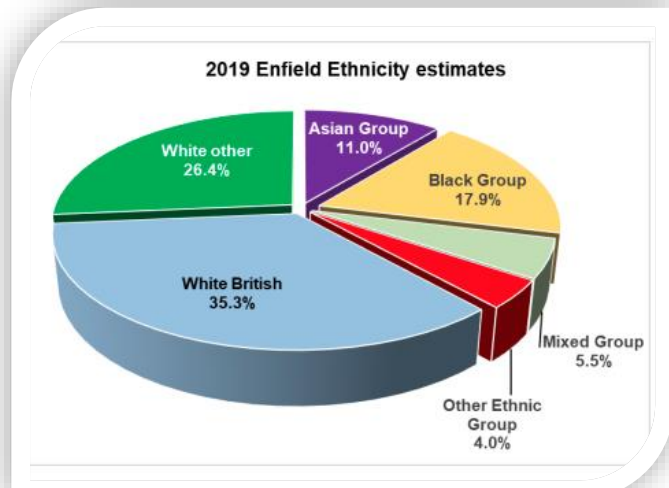
5 (2.6%)	80 (42.3%)	26 (13.8%)	14 (7.4%)	18 (9.5%)	33 (17.5%)	13 (6.9%)
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- Out of 189 pupils on our register, the above charts clearly show the majority of our pupil population (42.3%) consists of students from a 'Black' ethnic group. This group comprises of Black African, Black Somali, Black Congolese, Black Caribbean, Black Nigerian, Black Ghanaian, Black Angolan and Black European.
- The group in the 'Other' (17.5%) category consists of those who are Albanian, Turkish / Cypriot, Indian, Portuguese, Pakistani, Bangladeshi, Italian, Greek, Kurdish, any other ethnic group
- 'White British' ethnic group is at 13.8%.
- Those of 'Mixed Heritage' consist of 9.5%
- The 'White Other' (7.4%) are those classified as White Irish, White Eastern European, White other background,
- Pupils who are recorded as 'Not specified' are at 6.9%.
- There is a 2.6% of pupils categorise under 'Asian & Other'

#### **Percentage of ethnic groups in Enfield Borough (Enfield Borough Profile 2022)**

The following charts show the Unofficial ethnicity estimates 2019 in Enfield, data taken from 2011 Census and the 2019 school Census. It is recorded that, there are 102 different ethnic codes.



Based on the 2019 Enfield Ethnicity estimates, residents from White British backgrounds make up 35.3% of Enfield's inhabitants with other White groups (including White Irish) combined at 26.4%. Mixed Ethnic Groups account for 5.5%, Asian Groups for 11.0% and Black groups for 17.9% of Enfield's population

The Office for National Statistics published estimates in 2019 of the distribution of the 'main' ethnic groups used in many statistical releases: White British, All Other White, Mixed/Multiple Ethnic Groups, Asian/Asian British, Black/African/Caribbean/Black British and Other Ethnic Group

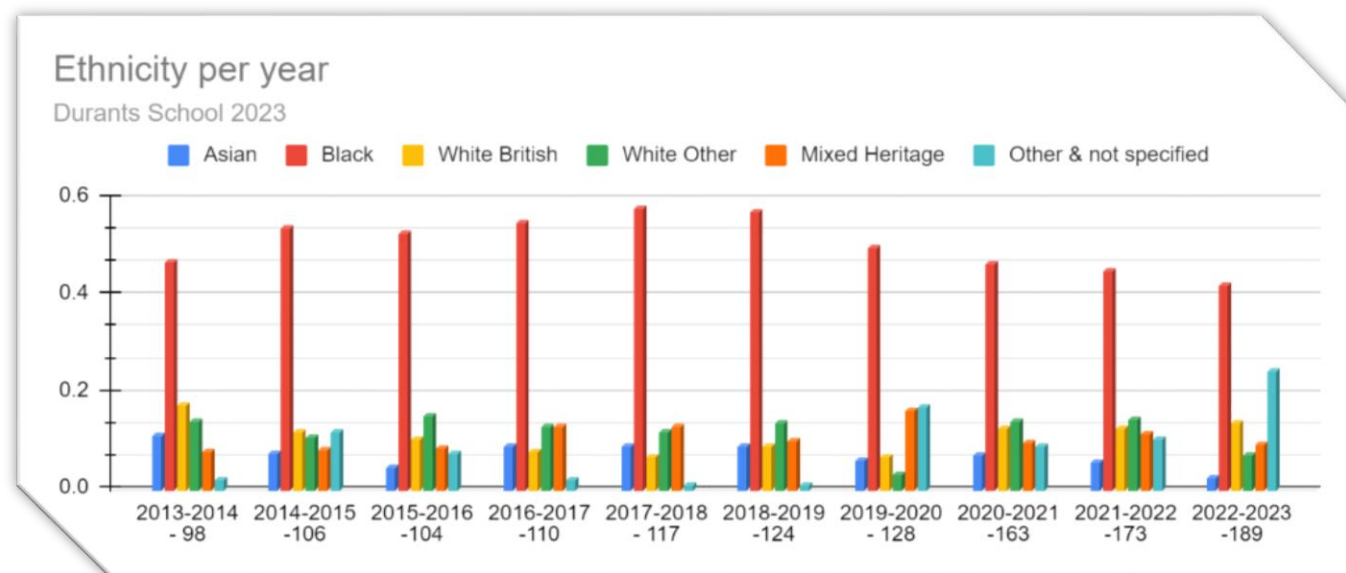
Ethnicity	Estimated population size	% of total population
White British	118,466	35.3%
White Irish	7,309	2.2%
Greek	4,549	1.4%
Greek Cypriot	16,302	4.9%
Turkish	24,209	7.2%
Turkish Cypriot	6,432	1.9%
Kurdish	4,264	1.3%
White Other	25,381	7.6%
White & Black Caribbean	4,664	1.4%
White and Asian	4,348	1.3%
White and Black African	2,471	0.7%
Other mixed	6,890	2.1%
Indian	11,937	3.6%
Pakistani	2,829	0.8%
Bangladeshi	6,432	1.9%
Chinese	2,732	0.8%
Other Asian	12,852	3.8%
Somali	9,157	2.7%
Other Black African	24,763	7.4%
Black Caribbean	17,725	5.3%
Other Black	8,357	2.5%
Other Ethnic Group	13,354	4.0%

Source: Enfield Council, in-house estimates

### Number and % of pupils by ethnic group over Ten Years

	Number of pupils	Asian	Black	White British	White Other	Mixed Heritage	Other & not specified
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%
2022-2023	189	2.6%	42.3%	13.8%	7.4%	9.5%	24.4%



This Academic year shows that 86.2% of pupils at Durants School (including those classified as “other and not specified”) are from an ethnic background.

## Free School Meals

Statistics show:

The number of pupils by free school meals eligibility for State-funded secondary and known to be eligible for free school meals in Enfield for 2022-2023 is 6,928 (27.8%)

The number of pupils by free school meals eligibility for state-funded secondary and known to be eligible for free school meals in London of 2022-2023 is 151,435 (26.2%)

For the Academic Year 2022-2023, over half of the Durants School cohort of 57% (108 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 4 looked after Pupil on role.

## Out of Borough students

We have 15 pupils who are out of borough students plus another 6 students from Winchmore School who attend our Satellite unit (not on role)

## Young Carers

We have no young carers.

## Traveller children

We have no traveller children in school.

## Pupil Mobility

Joiners:4 (pupils joined the school after the initial intake in September 2019)

Leavers: 3 (2 pupil joined and left within this year)

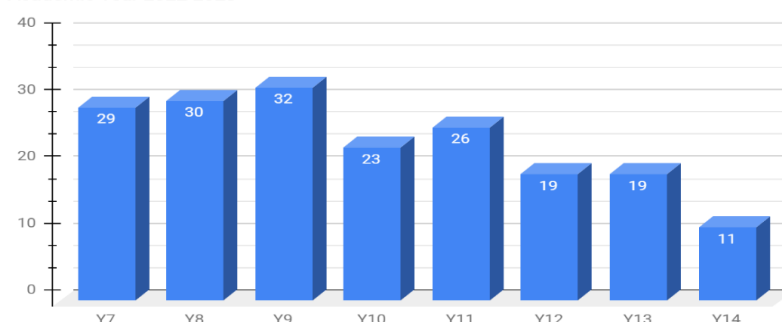
Long term absentees: 6

## Comparing school intake: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022

	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	Out of Borough Students	Winchmore (off role) Students
2016-2017	110	88	23	45	5		0	0
2017 – 2018	117	95	22	48	2		0	0
2018-2019	124	97	27	59	3	3	0	0
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
2022-2023	189	152	37	108	4	0	15	6

## Durants School

Academic Year 2022-2023



Durants School has currently got 22 classes over two sites (8 at Pitfield way site and 14 at Southgate side) plus a further Four satellite classes at Winchmore Secondary school. Class sizes vary from Four to nine 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 four classes and there is an option for Winchmore pupils to attend our classes periodically, if the need should arise.

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.

## 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.  
2022 - 2023 , 57% 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 (57%). This financial year, Durants School received funding of £985 for each pupil registered as eligible for free school meals.

## 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 skills, 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

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:

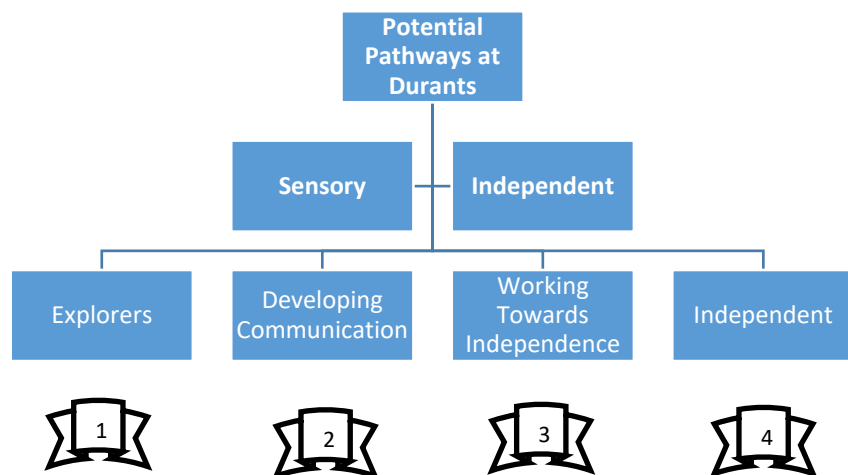
- The development of our pupils' ability to communicate effectively and for function.
- The development of skills needed in preparation for adulthood – skills needed for employment, independent living, good health, fostering healthy friendships / relationships and exploring the community safely.
- To 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 are developed to suit the needs of all students and will be broken down into four steps under two learning categories (Sensory & Independence)



**1**

### 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

**2**

### 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?

**3**

### 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?

**4**

### Independent

- ▶ **Communication:**
- ▶ Verbal / Independent communicators
- ▶ Developing conversational skills
- ▶ Colourful Semantics
- ▶ Blank 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. We have taken on board the Oxford Reading scheme, which is now up and running. This scheme also allows pupils to access books online, which can be useful both in school and at home. This system keeps track of the books pupils have successfully read and understanding is shown in accordance to the quiz that has been completed after reading each book.

The school have also opted for a suitable Phonics programme, which is compatible with our new Reading Scheme.

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 also use colourful semantics for a better understanding of sentence formation. Again these resource have been sent home to parents who require them.

## **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. These targets are given to our students throughout the year, as one target is achieved, it is replaced by another relevant target.

## **Attainment Range across Key Stages**

### **Attainment range end of KS3**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English	P3 – Stage 4	P3 – Stage 4	P3 – Stage 4	P3 – Stage 4	P3 – stage 5

Maths	P3- stage 4	P3- Stage 3	P3 Stage 3	P5-Stage 5	P3-Stage 5
Science	P3– stage 2	P3 – Stage 2	P3 – stage 4	P4 –Stage 3	P3-Stage 5

### Attainment range end of KS4

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English	P3 – stage 3	P43– stage 5	P4 – Stage 5	P4 – Stage 5	P4 –Stage 2
Maths	P4 – Stage 3	P3 -stage 5	P3 – stage 5	P4 – Stage 5	P4 – Stage 3
Science	P3 – stage 2	P3 – stage 3	P4 – stage 5	P4 – Stage 5	P4 – Stage 3

## End of Key stage 3 & 4 targets

### KS2-3

There are 32 pupils at the end of KS3

Name	M/F (male/female) PP (pupil premium) LAC (Looked after child)			Attainment end of KS3 Subject Average			END OF KEY STAGE 3 TARGETS <ul style="list-style-type: none"> <li>Outstanding (61% plus progress)</li> <li>Targets achieved (31% to 60% progress)</li> <li>Under Achieved (below 30% progress)</li> </ul>							
Initials	M/F	PP	LAC	Eng	Math	Sci	Eng	Math	Sci	PSHE				
DDOC	M	✓		P6	P6	P5								
GN	M	✓		P10	P10	ST 1								
JA	M	✓		P5	P6	P5								
MW	M	✓		P6	P5	P4								
RG	M			P6	P5	P5								
YM	M	✓		P6	P5	P5								
HS	M			P5	P5	5								
AE	F	✓		P7	P9	P7								
DMS	M	✓		P6	P6	P5								
SF	M			P5	P6	P6								
AA	M	✓		P7	P8	P6								
RE	M	✓		P9	P10	P8								
MJ	M			P7	P7	P6								
NC	M			P6	P5	P5								
CMG	M			P6	P6	P6								
SH	M	✓		P11	P11	P8								
KOR	F	✓		ST 2	ST 2	ST 2								
EC	M	✓		ST 1	ST 1	ST 1								
GT	F			ST 1	ST 1	ST 2								
OE	M			ST 1	ST 1	ST 1								
SEA	M	✓		ST 1	ST 1	ST 2								
EU	M			P6	P7	P7								
KE	M			P5	P6	P6								
RDS	M			P5	P6	P6								
CS	M			P8	P7	P7								



EKS4 targets in Maths = 10% pupils were Outstanding, 75% on target and 15% below expected target  
EKS4 targets in Science = 5% pupils were Outstanding, 65% on target and 30% below expected target  
EKS4 targets in PSHE = 0% pupils were Outstanding, 55% on target and 45% below expected target.

EKS4 targets for PP students (6 Students):

Literacy = 14.5% pupils were outstanding, 71% on target and 14.5% below expected target.  
Maths = 7% pupils were Outstanding, 71.5% on target and 21.5% below expected target  
Science = 0% pupils were Outstanding, 71.5% on target and 28.5% below expected target  
PSHE = 0% pupils were Outstanding, 50% on target and 50% below expected target

Looking at the overall average in Literacy, Maths, science and PSHE for KS4 pupils,  
6.5% scored outstanding,  
66.5% on target and  
27% were below expected target.

When comparing the progress made by students in End of Key Stage 3 & Key Stage 4, it appears that the expected and above expected progress was 75% of students in EO KS3 and 73% of students in EO KS4. The below expected progress was 25% in EO KS3 and 27% in EO KS4. The male/female ratio for both End of KS3 & KS4 students is 9:1

## **CASPA analysis of core subject – ignoring category of need**

In addition to our assessment tool, we track the progress of all our pupils in KS3 to KS4 through CASPA. Our KS5 pupils (44) are currently not on CASPA. They are not tracked on our 'I Can Statements' system as they are presently following an AQA accredited curriculum in both our Upper department and Part of our Satellite Unit.

### **Literacy**

We had 129 (out of 136) KS3- KS4 pupils in school.

29 (22.5%) pupils made above expected progress.

98 (76%) pupils made expected progress.

2 (1.5%) pupils made below expected progress.

**98.5% of pupils made expected or exceeded expected progress in English.**

### **Maths**

We had 133 (out of 136) KS3- KS4 pupils in school

29 (22%) pupils made above expected progress

100 (75%) pupils made expected progress

4 (3%) pupils made below expected progress

**97% of pupils made expected or exceeded expected progress in Maths.**

### **Science**

We had 132 (out of 136) KS3- KS4 pupils in school

22 (16.5%) pupils made above expected progress

108 (82%) pupils made expected progress

2 (1.5%) pupils made below expected progress

**98.5% of pupils made expected or exceeded expected progress in Science.**

## **PSHE**

We had 129 (out of 136) KS3- KS4 pupils in school

45 (35%) pupils made above expected progress

79 (61%) pupils made expected progress

5 (4%) pupils made below expected progress

**96% of pupils made expected or exceeded expected progress in Science.**

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

**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

**The Overall 2022-2023 comparison for 131 pupils' average results show:**

- 98.5% of pupils made expected or exceeded expected progress in English.

- 97% of pupils made expected or exceeded expected progress in Maths.
- 98.5% of pupils made expected or exceeded expected progress in Science.
- 96% of pupils made expected or exceeded expected progress in Science.

## Attainment over 3 years – Using CASPA analysis

### Attainment over 3 years – CASPA data

Over the last three 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 progress made is slightly lower on average in English and Maths but slightly higher in Science, than 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.

Group	English			Maths			Science		
	% pupils achieved or exceeded			% pupils achieved or exceeded			% pupils achieved or exceeded		
	2020 - 2021	2021- 2022	2022- 2023	2020 - 2021	2021- 2022	2022- 2023	2020 - 2021	2021- 2022	2022- 2023
All pupils	99%	98%	98%	99%	96%	97%	100%	94%	98%
Boys	99%	98%	99%	99%	98%	96%	100%	96%	98%
Girls	100%	96%	96%	100%	100%	100%	100%	96%	100%
Ethnic groups	100%	100%	85%	99%	99%	86%	100%	97%	86%
White British	100%	100%	95%	100%	95%	100%	100%	90%	95%
FSM	100%	98%	97%	99%	98%	95%	100%	96%	99%
Non FSM	100%	100%	100%	100%	100%	100%	100%	96%	98%
LAC	100%	100%	100%	100%	100%	100%	100%	100%	100%

As seen below (Chart A), 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' categories. There are no girls below expected progress. 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 slightly higher in the 'Above/Below Expected progress', nonetheless the FSM group scored higher in the 'Expected Progress' category with 1% in the Below Expected category. All the LAC pupils achieved 'Expected Progress'.

### Sub group progress 2021-2022– Analysis possible 119 pupils (Chart A)

Group of pupils	Number of pupils (Average)	Subject	Above expected progress	Expected progress	Below expected progress
Boys	108	Core av.	22 (21%)	82 (78%)	1 (1%)
		English	23	80	1
		Maths	21	83	4
		Science	18	88	2
Girls	25	Core av.	10(40%)	15 (60%)	0



		English	6	18	1
		Maths	8	17	0
		Science	4	20	0
		Core av.	30 (27%)	76 (69%)	4(4%)
Ethnic Groups (Asian/Black/Other)	110	English	24	85	1
		Maths	33	76	2
		Science	16	96	1
		Core av.	10 (59%)	9(53%)	2 (12%)
White British	19	English	5	13	1
		Maths	7	12	0
		Science	6	12	1
		Core av.	18 (23%)	61 (76%)	1(1%)
FSM	80	English	15	62	2
		Maths	16	61	4
		Science	12	67	1
		Core av.	14(28%)	36(72%)	0
Non FSM	50	English	15	36	0
		Maths	13	39	0
		Science	10	41	1
		Core av.		2 (100%)	
LAC	4	English		2	
		Maths		2	
		Science		2	
		Core av.			

## 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.

### Key stage 3 profile

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
91 pupils	75	16	53	38	18	73	1

### Key stage 4 profile

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
45 pupils	35	10	30	15	6	39	1

### Pupils eligible for Free School Meals (FSM)

99% of pupils eligible for FSM in Key Stage 3 & 4 made Expected (79%) or Above Expected levels (20%) of progress in core subjects. (1 student made Below Expected level)

### Pupils not eligible for FSM

100% of pupils not eligible for FSM in key stage 3 & 4 made Expected (69%) or Above Expected (31%) levels of progress in core subjects

## Progress by ethnicity groupings

99% of pupils of ethnic groups made Expected (78%) or Above Expected progress (21%) in key stage 3 & 4 in core subjects. (1 student made Below Expected level)

## Durants Satellite at Winchmore 2022-23 End of year report



### Student progress:

**KS3:** All students are accessing a range of educational opportunities and making good progress in their programmes of study. The majority of young people attending mainstream classes are attaining secure at Age Related Expectations (ARE). 100% of students are accessing between 3 - 6 mainstream classes as well as their form group.

### AQA Units:

Subject	Units achieved
Science	7
Geography	7
History	1

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

Year 10: Students have completed in-house work experience over the week beginning 24.4.23. They have had the opportunity to engage with a range of careers and workshops as well as hands on experiences.

### Year 10 Course options:

Subject	Student						
	AB	AG	AD	EA	KT	RPB	ZO
English	✓	✓	FS	✓	✓	✓	FS
Maths	EL	✓	EL	✓	✓	EL	EL
Science	EL	✓	EL	✓	✓	EL	EL
History			✓				
Geography							
RE			✓			✓	
Art	✓						
Digital Art					✓		✓
Food Tech	✓						
Product Design		✓					✓
Drama					✓		

Dance						✓	
Computing				✓			
French		✓					

NB: EL – Entry Level / FS – Functional Skills / ✓ - GCSE

#### Year 11:

1 Student completed ELC Qualifications in English, Maths and Science.

1 Student completed ELC Qualifications in English and Maths.

#### AQA Units:

Subject	Units achieved
Geography	7
History	9 (L1)
PSHE/ RHSE	4
Music	3

**KS5:** Students have made sustained progress and building on prior learning. All students are **secure** within their course programmes. Students have completed year 1 of a two-year programme in Asdan and BTEC Vocational Studies qualifications. All students were entered for the BTEC award this year and will continue next year, topping up to the full certificate. Four students were entered for Asdan PSD and one for Employability this year as they are leaving for college after a 1-year bridging course.

Name	Year	Exam Results	Destination
G B	11	Step Up to English (Entry Level) – E3 Entry Level Mathematics – E3	6FS
S A	11	Step Up to English (Entry Level) – E3 Entry Level Mathematics – E3 Entry Level Science (single Award) – E3	6FS
A M	12	L1 Functional Skills English – P L1 Functional Skills Mathematics – P BTEC L1 Vocational Studies - D	
B M	12	L1 Functional Skills English – P L1 Functional Skills Mathematics – P BTEC L1 Vocational Studies - P	
D O	12	L1 Functional Skills English – P L1 Functional Skills Mathematics – F BTEC L1 Vocational Studies - D	
J S	12	L1 Functional Skills English – P L1 Functional Skills Mathematics – F BTEC L1 Vocational Studies - M	
M B	12	L2 Functional Skills English – P L2 Functional Skills Mathematics – P BTEC L1 Vocational Studies – D GCSE Combined Science - 55	
E K	13	A-Level Mathematics – A*	6FS Y14
J B	13	L1 Functional Skills English – P L1 Functional Skills Mathematics – P BTEC L1 Vocational Studies - M	6FS Y14
S B	13	A-Level English Literature – A* A-Level History – A* A-Level Classical Civilisations - B	Queen Mary Uni
Ni Y	13	BTEC L1 Vocational Studies – M L1 Personal and Social Development – P L1 Employability - p	Barnet & Southgate College
T K	12	L1 Functional Skills English – P L1 Functional Skills Mathematics – F BTEC L1 Vocational Studies - M	
A H	12	L1 Functional Skills English – P BTEC L1 Vocational Studies – U L1 Personal and Social Development - P	Barnet & Southgate College
FO	12	L2 Functional Skills English – P GCSE Mathematics – 1 BTEC L1 Vocational Studies – P L1 Personal and Social Development - P	Barnet & Southgate College
Z D	12	L1 Functional Skills English – F BTEC L1 Vocational Studies – M L1 Personal and Social Development - P	Barnet & Southgate College

Moderation and Quality assurance: Internal moderation and standardisation has been completed to a high standard. Samples for External moderation for BTEC and Asdan Qualifications have been

completed. See attached moderation feedback reports. JTH is the Internal Moderator for all ELC, FS, Asdan and BTEC qualifications. Moderation and standardisation systems are embedded into whole department programme.

Year 14: The academic year 2023-24 will see two students remain with us for year 14, where they will continue their studies in preparation for further/ higher education.

**Examinations**: Joint Council for Qualifications (JCQ) inspected us on 18<sup>th</sup> April 2023 in anticipation for the summer exam series. Feedback was positive with two action points: removal of ceiling tiles in secure storage (done) and Assessor certificates on file (done).

Exam boards reported that any special considerations arising from Covid are now removed and will reflect standards pre-pandemic. This will affect grade boundaries and national results (The results this year will be lower than those of the past 3 years nationally).

### **Exam Results Summer 2023 and leaver's destinations**

#### **Durants Satellite Exam Results analysis 2023**

<b>Entry Level Qualifications</b>	<b>Pass rate</b>
Step Up To English	100% E3
Mathematics	100% E3
Science (Single Award)	100% E3

<b>GCSE</b>	<b>Pass rate</b>
Mathematics	100% Grade 1
Combined Science (Double Award)	100% Grade 55

<b>Functional Skills</b>	<b>Pass rate</b>
English Level 1	100%
English Level 2	100%
Mathematics Level 1	60%
Mathematics Level 2	100%

<b>Asdan</b>	<b>Pass rate</b>
Employability Level 1 (Award)	100%
Personal and Social Development L1 (Award)	100%

<b>BTEC</b>	<b>Pass rate</b>	<b>Grade breakdown</b>
Level 1 Introductory in Vocational Studies	92%	X2 Pass X5 Merit X4 Distinction X1 unit pass (A2)

<b>A – Level</b>	<b>Pass rate</b>
English Literature	100% A*
History	100% A*
Classic Civilisations	100% B
Mathematics	100% A*

### **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.

This year there were no official DofE expeditions, however 12 of our students successfully completed their First Aid Certificates plus had an exciting overnight stay at Lambourne End (Essex), to round off their DofE experience.

## **DURANTS SCHOOL UPPER DEPARTMENT – PROGRESS REPORT**

### **PROGRESS**

There were 43 students in Upper Department for the year 2022 – 23. The year group was made up of fourteen year 14 leavers, sixteen year 13 students of which two left the school at end of academic year, fourteen year 12 students of which one left at the end of the academic year, one year 11 student and one year 10 student.

Upper Department was made up of:

5 Full Independence (FI) students  
 12 Full Engagement (FE) students  
 13 Early Engagement (EE) students.

Please see grouping criteria for Full Independence, Early Independence, Full Engagement and Early Engagement attached (Appendix 1).

This year we decided to change our curriculum for Upper Department to try and focus more closely on skills around preparing for adulthood across each curriculum area. A set of new Upper Department Outcomes were created to concentrate on particular life skills associated with 'Preparing for Adulthood' around maintaining health, preparing for employment, creating friendships and community and independent living. Alongside this outcomes were also created for maths and English with a focus on skills for adulthood e.g. reading menus, writing emails etc.

To track progress teachers were now asked to mark off both outcomes and AQA Award Scheme units, that have been successfully completed. Below are the results recorded from both Units and Outcomes achieved of past academic year.

	GENDER		Free School Meals		OTHER	
Number of pupils	MALE STUDENTS	FEMALE STUDENTS	FSM	Non FSM	Leavers	LAC
<b>TOTAL STUDENTS: 43</b>	36 83.7%	7 16.3%	21 48.8%	22 51.2%	14 33.3%	2 4.8%
<b>OVERALL UNITS COMPLETED DEPT: 614 + % -</b>	494 80.5%	120 19.5%	344 56%	270 44%	221 36.1%	16 2.6%
<b>OVERALL UPPER DEPT OUTCOMES ACHIEVED: 1274</b>	1069 84%	205 16%	521 40.9%	753 59.1%	620 48.7%	77 6%
<b>EARLY ENGAGEMENT: 13 Pupils Overall of 30% of Dept</b>	Students:11 84.6%	Students:2 15.4%	Students:6 46.2%	Students:7 53.8%	Students: 1 7.7%	Students: 0
<b>Overall Units = 189 29%</b>	152 UNITS 80.4%	37 UNITS 19.6%	87 UNITS 46%	102UNITS 54%	8 UNITS 4.2%	N/A
<b>Overall Outcomes = 139 11%</b>	125 OUTCOMES 89.9%	14 OUTCOMES 10.1%	37 OUTCOMES 26.6%	102 OUTCOMES 74.4%	13 OUTCOMES 9.4%	
<b>OPTIONS UNITS = 60 32%</b>	48 80%	12 20%	28 46.7%	32 53.3%	2 3.3%	
<b>CORE SKILLS UNITS = 58 30%</b>	48 82.8%	10 17.2%	28 48.3%	30 51.7%	4 6.9%	
<b>CORE SKILLS OUTCOME = 86 62%</b>	80 93%	6 7%	25 29%	61 71%	5 5.8%	
<b>PFA UNITS = 71 38%</b>	56 78.9%	15 21.1%	31 43.7%	40 56.3%	2 2.8%	
<b>PFA OUTCOMES = 53 38%</b>	45 84.9%	8 15.1%	12 22.6%	41 77.4%	8 15%	
<b>FULL ENGAGEMENT: 12 Pupils Overall of 28% of Dept</b>	Students:11 91.7%	Students:1 8.3%	Students:7 58.3%	Students:5 41.7%	Students: 4 33.3%	Students: 0
<b>Overall Units = 194 30%</b>	173 UNITS 89.2%	21 UNITS 10.8%	144 UNITS 74.2%	50 UNITS 25.8%	41 UNITS 21.1%	N/A
<b>Overall Outcomes = 227 18%</b>	187 OUTCOMES 82.4%	40 OUTCOMES 17.6%	152 OUTCOMES 67%	75 OUTCOMES 33%	6 OUTCOMES 2.6%	
<b>OPTIONS UNITS = 44 24%</b>	40 91%	4 9%	33 75%	11 25%	11 25%	
<b>CORE SKILLS UNITS = 75 43%</b>	65 86.7%	10 13.3%	55 73.3%	20 26.7%	8 10.7%	

<b>CORE SKILLS OUTCOME = 160 70%</b>	127 79.4%	33 20.6%	119 74.4%	41 25.6%	3 3.1%	
<b>PFA UNITS = 75 43%</b>	68 90.7%	7 9.3%	56 74.7%	19 25.3%	21 28%	
<b>PFA OUTCOMES = 67 30%</b>	60 89.6%	7 10.4%	33 49.3%	34 50.7%	3 4.5%	
<b>EARLY INDEPENDENCE: 13 Pupils Overall of 30% of Dept</b>	Students: 9 69.2%	Students:4 30.8%	Students:5 38.5%	Students:8 61.5%	Students: 6 46.2%	Students: 1 7.7%
<b>Overall Units = 183 28%</b>	121 UNITS 66.1%	62 UNITS 33.9%	76 UNITS 41.5%	107 UNITS 59.5%	113 UNITS 61.7%	7 UNITS 3.8%
<b>Overall Outcomes = 477 38%</b>	313 OUTCOMES 65.6%	164 OUTCOMES 34.4%	100 OUTCOMES 21%	377 OUTCOMES 79%	366 OUTCOMES 76.7%	5 OUTCOMES 1%
<b>OPTIONS UNITS = 53 29%</b>	35 66%	18 34%	22 41.5%	31 58.5%	37 69.8%	1 1.9%
<b>CORE SKILLS UNITS = 60 33%</b>	24 40%	36 60%	28 46.7%	32 53.3%	36 60%	2 3.3%
<b>CORE SKILLS OUTCOME = 287 60%</b>	191 66.6%	96 33.4%	41 14.3%	246 85.7%	230 80.1%	2 0.7%
<b>PFA UNITS = 70 38%</b>	46 65.7%	24 34.3%	26 37.1%	44 62.9%	40 57.1%	4 5.7%
<b>PFA OUTCOMES = 190 40%</b>	122 64.2%	68 35.8%	59 31%	131 69%	136 71.6%	3 1.6%
<b>FULL INDEPENDENCE: 5 Pupils Overall of 12% of Dept</b>	Students: 5 100%	Students: 0	Students: 3 60%	Students: 2 40%	Students: 2 40%	Students: 1 20%
<b>Overall Units = 83 13%</b>	83 UNITS 100%	N/A	37 UNITS 44.6%	46 UNITS 55.4%	42 UNITS 51%	9 UNITS 10.8%
<b>Overall Outcomes = 416 33%</b>	416 OUTCOMES 100%		232 OUTCOMES 55.8%	184 OUTCOMES 44.2%	245 OUTCOMES 58.9%	73 OUTCOMES 17.5%
<b>OPTIONS UNITS = 24 29%</b>	24 100%		8 33.3%	16 66.7%	13 54.2%	1 4.2%
<b>CORE SKILLS UNITS = 23 33%</b>	23 100%		11 47.8%	12 52.2%	11 47.8%	4 17.4%
<b>CORE SKILLS OUTCOME = 255 60%</b>	255 100%		133 52.2%	122 47.8%	138 54.1%	49 19.2%
<b>PFA UNITS = 36 38%</b>	36 100%		18 50%	18 50%	18 50%	4 11.1%
<b>PFA OUTCOMES = 161 40%</b>	161 100%		99 61.5%	62 38.5%	107 66.5%	24 14.9%

## FINDINGS

We have made changes to our upper department curriculum this year and students have worked well with these changes, achieving 614 AQA Units and 1274 Curriculum Outcomes.



The results clearly show that students who are working at an Engagement level found it more difficult to achieve the curriculum outcomes compared to those working at an Independence level.

The results indicate that within the outcomes area of the curriculum our Engagement level students (EE 11% & FE 18%) found it more challenging to progress compared to our Independence level students (EI 38% & FI 33%). The results also show that the number of units completed within each student grouping on average was very closely matched to the number of pupils within the group. Worth making note that students working in Early and Full Engagement levels would be accessing mostly Pre Entry Level AQA Units where as our Early and Full independence groups would be accessing Entry Level Units.

### 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 are very proud of our students' and 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 from approximately 8 candidates, in acknowledgment of their achievements (showing inordinate progress in a plethora of areas), for which they are presented with a certificate and a pin. They then later attend a presentation in London with nominated students from other schools and are presented with an award for their achievements.

Learning Group	Percentage of Upper Dept Student Population	Percentage of AQA Units Completed	Percentage of Curriculum Outcomes Completed
Early Engagement (EE)	30%	29%	11%
Full Engagement (FE)	28%	30%	18%
Early Independence (EI)	30%	28%	38%
Full Independence (FI)	12%	13%	33%

When looking more closely at the data around outcomes completed it is clear that our Engagement level students found it more challenging to achieve PfA (Preparing for Adulthood) outcomes (EE - 38% and FE – 30% of total outcomes completed group) compared to the core skills (EE – 62% & FE – 70% of total outcome completed by group).

In contrast to this our Independence level students appeared to find a larger number of curriculum outcomes accessible and have excelled in terms of achievement compared to percentage of department population. The results also show that like our engagement learners the percentage of core skills outcomes completed outweighed the number of PfA outcomes (both EI & FI – 60% core skills to 40% PfA outcomes completed).

### **GENDER**

Progress achieved between male and female students varies between each learner group. Our Early Engagement female students outperformed male students in the number of AQA units achieved, especially in area of PfA. Our Early Engagement male students out performed our female students in completing curriculum outcomes, especially in the area of core skills. Early Engagement female students seemed to find core skills outcomes a real challenge.

Our Full Engagement female students outperformed our male students across the board but there was a particular disparity with core skills outcomes.

Female students in our Early Independence learner group, outperformed male students marginally in both completion of units and outcomes across most areas of the curriculum. The biggest area of outperformance was in core skills where there was a 10 unit swing favouring our female students.

There were no girls in our Full Independence group to comment on.

### **FREE SCHOOL MEALS**

Much like gender the progress achieved between Free School Meal learners (FSM) and Non Free School Meal learners (NFSM) swings in different ways depending on learner area. Our Early Engagement FSM and Non-FSM were level in terms of units achieved across the year but Non-FSM outperformed FSM in achievement of curriculum outcomes in all areas.

Within our Full Engagement learner group our FSM students outperformed Non-FSM in both outcomes and units completed in total. Only area where Non-FSM students were able to achieve above expected was within our PfA outcomes.

Our Non FSM Early Independence learners outperformed our FSM in curriculum outcomes achieved, especially in core skills. When looking at number of AQA units achieved the results show that our FSM students outperformed our Non- FSM, especially in area of core skills.

Finally, in our Full Independence learner group our Non-FSM students outperformed our FSM both achievement of outcomes and AQA units.

### LOOKED AFTER CHILDREN

Our LAC students in the upper department made some progress however due to other issues and learning difficulties did not make the expected progress at the end of this academic year.

### LEAVERS

We have had fourteen leavers this year as group they have achieved incredibly well. Although, our leavers only account for 33% of the total year group they have achieved nearly 49% of all curriculum outcomes achieved in Upper Department which is excellent. From our leavers this we have had 8 students transition onto college and 6 students move into day services/ respite services.

Type of Learner	Barnet + Southgate College	Other Social Services Placements	Out of Borough College
Early Engagement		1	
Full Engagement		4	1
Early Independence	5		1
Full Independence		1	1
<b>TOTAL: 14</b>			

### CURRICULUM SUMMARY

Upper Department at Durants School continue to strive in developing skills to support students as they transition into adulthood. We have seen some excellent progress across the board and staff will endeavour to ensure the curriculum and the Preparing for Adulthood outcomes are adjusted and differentiated to meet to the needs of all our students.

### LOOKING FORWARD

Moving forward I would like to see an even spread of teaching and progress across both core skills and PfA curriculum areas. This means we will be revising the curriculum outcomes, breaking down some of the outcomes into smaller steps to help make them more accessible for our Engagement learners and dividing the outcomes into set pathways for our learners to support teachers in their planning. There will also be a new curriculum cycle created to help ensure that there is a good breadth of study across the year. Over the course of the coming year we will also be moving our assessment of outcomes over to the Evidence for Learning (EFL) system to help track progress.

The data collected over the course of the year will be used to help create a target of progress expected by a pupil in each learner group as seen below. Expected level calculated from number of units and outcomes achieved divided number of pupils in each group. This will be a guide for our next academic year and will be revised as we learn more in coming years.

Learning Group	Expected Number of AQA Units Completed	Expected Number of Learning Outcomes Completed
Early Engagement (EE)	14 Units (Pre Entry Level)	10 Outcomes
Full Engagement (FE)	16 Units (Pre Entry Level)	20 Outcomes
Early Independence (EI)	14 Units (Entry Level)	30 Outcomes
Full Independence (FI)	16 Units (Entry Level)	40+ Outcomes

## How We Assess Progress

