



DURANTS SCHOOL
PUPIL ACHIEVEMENT
AND PROGRESS
2015-2016

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School Profile 2015-2016

Number of	Boys	Girls	FSM	LAC	Young	Travellers
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Pupils overall						Carers	
104	83	21	43	5	0	0	

Number of Pupils in each year group – 2015-2016

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	12	20	16	5	15	17	9	10

Percentage of pupils by Ethnic Group

Asian	Black	White British	White Other	Mixed Heritage	Other
(5) 4.8%	(55) 52.8%	(11) 10.6%	(16) 15.4%	(9) 8.7%	(8) 7.7%

Percentage of ethnic groups in Enfield (data from the 2012 GLA (gross leasable area))

Asian	Black	White British	White Other	Mixed Heritage	Other
unknown	19.9%	40.05%	20.72%	unknown	5.79

Main languages spoken at home

19.2% of our pupils are living in homes where English is not spoken at home. (This number is 15% in secondary schools throughout England) 48% of our pupils are living in homes where English is used as a second language.

According to the Enfield Joint Strategic Needs Assessment – 2013 Enfield pupils recorded themselves under 97 different ethnic codes.

We are aware of our responsibilities to these pupils and work hard to ensure that all of our pupils' needs are met. Our Family Support Officer works closely with our families and where appropriate interpreters are available at Annual Reviews and relevant meetings.

Free School Meals

41% (43 pupils) are eligible for free school meals . According to the school Census of 2013, 27.8% of Primary schools pupils and 25.2% Secondary school pupils were known to be claiming free school meals in the borough of Enfield.

This reflects the catchment area

In 2013/14 Approximately 39.38% of pupils in the Enfield area qualified for pupil premium, representing a rate well above the national average (16%) and marginally above the London average (21.3%) for 2014.

The average percentage of pupils on free school meals in England in 2015 is as follows:

Nursery & state funded primary schools - 15.6%
 State-funded secondary schools - 13.9%
 State funded Special schools - 37.9 %

Number of pupils by Learning difficulties

95.1% (99 pupils) of our pupils have a diagnosis of Autism with varying learning difficulties.

Looked After Pupils

We have 4 Looked after Pupils on role.

Young Carers

We have no young carers.

Traveller children

We have no traveller children in school.

Pupil Mobility

Joiners: 3 (pupils joined the school after the initial intake in September 2014)

Leavers: 1 (there has been 1 leaver during the course of the year)

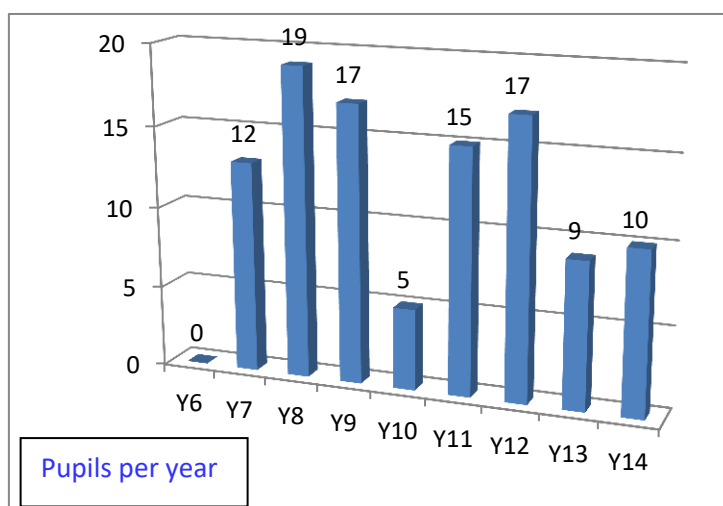
Long term absentees: 3 (there are currently 3 pupils on role but not attending school)

Comparing 2010-2011, 2011-2012, 2012-2013, 2014-2015, 2015-2016

	Number of pupils overall	Boys	Girls	FSM	LAC	Young Carers	Travellers
2011-2012	84	65	19	46	3	0	0
2012-2013	87	68	19	42	3	0	0
2013-2014	98	76	22	42	4	0	0
2014-2015	106	85	21	48	5	0	0
2015-2016	104	83	21	43	5	0	0

Durants School comprises of 13 class plus one satellite class at Winchmore Secondary school. Class sizes vary from five to ten pupils per class with a teacher and 2 – 5 teaching assistants, depending on the needs of the pupils.

As well as having Autism, pupils at Durants may also present with a range of other issues and combinations of supplementary needs e.g. mental



health, attachment, relationships, behavioural, physical, medical, sensory, communication and cognitive, that is Complex Learning Difficulties and Disabilities (CLDD), presenting an uncharacteristic or uneven profile.

Number and % of pupils by ethnic group

	Number of pupils	Asian	Black	White	White Other	Mixed Heritage	Other
2011-2012	84	10.7%	47.6%	21.5%	15.5%	3.5%	1.2%
2012-2013	92	12%	49%	19.1%	14.2%	4.5%	1.2%
2013-2014	98	11.2%	47%	17.5%	14.3%	8%	2%
2014-2015	106	7.5%	54%	12%	11%	8.5%	12%
2015-2016	104	4.8%	52.8%	10.6%	15.4%	8.7%	7.7%

This Academic year shows that 89% of pupils at Durants (including those classified as “other”) are from an ethnic background. The National Statistics of 2014, show that 55% of people living in the UK were not white British.

Free School Meals

2011 - 2012, 54% pupils were eligible for Free School Meals.

2012 - 2013, 46% pupils were eligible for Free School Meals.

2013 - 2014, 43% pupils were eligible for Free School Meals.

2014 - 2015, 45% pupils were eligible for Free School Meals

2015 - 2016, 41% pupils were eligible for Free School Meals.

In the 2015 – 2016 financial year, Durants received funding of £935 for each pupil registered as eligible for free school meals. The total pupil premium funds received was £40205.

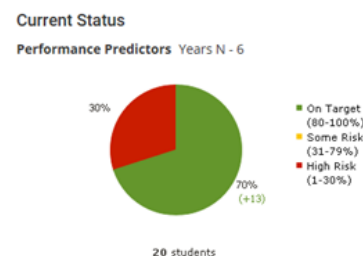
Our approach to reading and phonics at Durants

Students at Durants School are grouped according to their specific needs. These needs are categorised as “Sensory” “Experiential” and “Independent”. Pupils working at all stages must have every opportunity to express themselves and communicate all aspects of the curriculum through whatever means possible. They will be introduced to a differentiated curriculum, rich in a variety of accessible communication methods. Learning opportunities will encompass an array of experiences based on play, sensory and many real life situations. All classrooms are equipped with the resources and support needed to offer first hand reading experiences. Pupils with learning difficulties will be supported in expressing their interpretation of meaning through visual / tactile methods.

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 in both English and 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 pupils with severe and complex learning difficulties. These include sensory and social stories supported by visual and tactile aids.

For some pupils, age appropriate phonics schemes are used to combine their phonic knowledge and understanding. A wide range of multisensory activities that are based on the pupils' interests is the key to encouraging inclusivity and making reading enjoyable and memorable. Durants have introduced the software reading system "Lexia" which incorporates reading through enjoyable educational games and interactive activities, encouraging pupils to be competitive in their individual learning and providing a holistic approach to literacy and ICT skills. This software will keep track of each pupil's progress and show if they are "on target", have "some risk" or have "High Risk" in their work. The software is fashioned to support each pupil by differentiating tasks according to the needs of the pupil and has two areas of attainment.



There is also a range of stimulating phonics based resources, reading schemes (Rigby) and colourful semantics accessible for all groups.

Guided reading is timetabled every day, but this may occur at different times during the day for individual pupils. Reading is embedded within the broader school curriculum.

The majority of our non-verbal pupils use language boards and /or an electronic form of Pecs on a tablet to communicate during lesson time and other times during the school day. We still have our confident PECS users who use symbols and words to communicate their wants and needs as well as colourful semantics for a better understanding of sentence formation.

Assessment of reading is undertaken via our B-Squared assessment tool as well as Our CASPA (Comparison and Analysis of Special Pupil Attainment) providing a rich set of comparison data.

Attainment Range Across Key Stages

Due to the introduction of the New National Curriculum and the removal of levels it is very difficult to determine the attainment of each pupil this academic year. This upheaval has reorganised the progress made in core subjects and dispersed it into a wider range of new categories, for example in science, topics went from 4 to 16. The maths topics remained at 4 however three of the topics were transformed into different topics (Space, shape & measure, using & applying and Data handling have become Measurements, Geometry and Statistics. This changeover has reshuffled the targets met and placed them into their new areas, thus spreading the progress over a larger/different curriculum area and giving the impression of lower / regressed grades.

To substitute the removal of National Curriculum levels, Durants School have introduced "I can statements" to show progress of students working beyond P8, and this will be up

and running for the next Academic year. The “I Can statements will be available in both paper form and as an electronic form to enable the tracking of Progress for students who are working above P8. Each statement will progress in Stages i.e. Stage 1, Stage 2, etc. To show progress within a Stage, each stage will be divided into three echelons:

The old NC Level 1c will represent Stage 1.25;
 1b will represent Stage 1.50;
 1a will represent Stage 1.75

Attainment range end of KS3

	2012-2013	2013-2014	2014-2015	2015-2016
English	P4 – NC 3	P4 – NC2C	P4 – NC1B	P4 – Stage 3.25
Maths	P5 – NC 4	P4 – NC2A	P4 – NC1B	P4 - Stage 2.75
Science	P4 - NC 4	P4 – NC2	P3ii-P7	2(ii) - Stage 2

Attainment range end of KS4

	2012-2013	2013-2014	2014-2015	2015-2016
English	P4 – NC3	P4 – NC2C	P5-NC3	P3(ii) – stage 2.25
Maths	P5 – NC3	P4 – NC3	P4-NC3	P3(ii) – Stage 2.25
Science	P4 – NC4	P4 – NC3	P5-NC4	P3(ii) – Stage p7

Progress against Progression Guidance (End of Key Stage)

We have 17 pupils who have been at the school from the end of key stage 2 to the end of key stage 3. (1 Student joined this year, 2 students left Mid-year)

KS2-3

Name	Attainment end of KS2			Attainment end of KS3			Progression Guidance Quartiles							
	initials	Eng	Math	Sci	Eng	Math	Sci	Eng		Math		Sci		
NN	P4	P4	P3(ii)	P5	P4	P4			U		M			U
GK	P6	P6	P5	P5	P6	P4	L			L			L	
ER	P7	P8	P7	P7	1.25	P6	L			L			L	
GY	P4	P5	P4	P5	P5	P3(ii)			U	L			L	
EN	P7	P8	P6	P8	1.50	P6		M			M		L	
DA	1c	P8	P7	1.50	1.75	P6		M				U	L	

EA	P7	P7	P6	P8	1.5	P6		M				U	L			
CT	1a	2c	1	1.75	2.25	P8	L			L			L			
LA	1c	1a	1	1.50	1.75	P8		M		L			L			
ED	P8	1b	P6	P9	1.50	P6	L			L			L			
HM	1a	1b	P8	2.25	1.75	P8	L			L			L			
JM	P5	P5	P5	P6	P6	P4			U		M3		L			
NB	P3	P4	P3	P5	P6	P5			U			U			U	
LE	P7	P8	P5	P8	1.25	P6		M		L				M		
TS																
BI		Left Mid year														
JR		Left Mid year														

86% pupils made lower quartile progress. (78% in Science; 57% in Maths; 36% in English)

50% pupils made median quartile progress (36% in English; 21% in Maths; 7% in Science)

43 % pupils made upper quartile progress (29% in English; 21% in Maths; 14% in Science. (1 pupil in all core subjects)

KS3-4

There are 14 pupils at school from the end of Key stage 3 to the end of Key stage 4.

Name	Attainment end of KS3			Attainment end of KS4			Progression Guidance Quartiles												
	Eng	Math	Sci	Eng	Math	Sci	Eng			Math			Sci						
initials																			
NM	P4	P4	P3(ii)	P4	P4	P3(ii)		M			M		L						
GS	P6	P7	P5	P7	P8	P5			U			U			M				
AB																			
MH	P3(i)	P3(i)	P3(i)	P3(i)	P3(ii)	P3(ii)		M			M								U
RM	P5	P5	P5	P5	P5	P3		M			M		L						
RJ	P6	P6	P4	P5	P6	P3(ii)	L				M		L						
DS	P6	P8	P5	P6	P8	P6		M		L									U
ZDL	1b	1.25	P7	1.50	1.75	P6		M				U	L						
SA	1b	1c	P8	1.50	1.75	P7		M				U	L						
JE	1c	1a	P8	P8	1.50	P5	L			L			L						
LR	1.50	1.50	2.25	1.50	2.25	P8	L			L			L						
SD	1.50	1.75	2.25	1.50	2.25	-	L					U	L						
UM	1.25	1.25	P8	P8	1.25	P4													
VL	P8	P7	P5	P8	P8	P6	L						U	L					

50% pupils made Upper quartile progress (7% in Literacy; 36% in Maths; 14% in science)

57% pupils made Medium quartile progress (43% Literacy; 28% Maths; 7% Science)

71% pupils made Lower quartile progress (36% Literacy; 36% in Maths; 64% in Science)

Progression Guidance Quartiles by subjects

KS3 14 pupils	LQ	MQ	UQ	Target exceeded	Target Achieved
Speaking	7	5	2	14%	50%
Listening	5	7	2	14%	64%
Reading	10	3	1	7%	29%
Writing	11	1	2	14%	24%
Measurements		14			100%
Number	7	5	2	14%	50%
Geometry		14			100%
Statistics (8 pupils)		8			100%
Science	13	1			7%
PSHE	8	6			43%

KS4 12 Pupils	LQ	MQ	UQ	Target exceeded	Target Achieved
Speaking	5	7			58%
Listening	6	6			50%
Reading	9	3			25%
Writing	11	1			8%
Measurements		12			100%
Number	6	4	2	17%	50%
Geometry		12			100%
Statistics (6 pupils)		12			100%
Science	10	1	1	8%	17%
PSHE	6	5	1	8%	50%

Progress made between the quartiles is not entirely accurate due to the change in the National Curriculum. Three of the topics in Maths (Measurement, Geometry & Statistics) have received 100% target achieved due to the impossible task of vetting the transfer of data and resetting targets into these new categories. Many areas where progress has been achieved are not evident due to the re-shuffle of data and introduction of new/different topics.

CASPA analysis of core subject – ignoring category of need

In addition to Progression Guidance we track the progress of all our pupils in KS3 to KS4 through CASPA. Comparison using CASPA for 2015-2016 was only possible for 62/69 pupils. The remaining 7

pupils have either not been at the school over a whole key stage and therefore CASPA did not have sufficient historical data to accurately include them in the reports or their levels were out of range. This year our KS5 pupils (35) are currently not on CASPA. They are not tracked on the b squared system as they are presently following an AQA accredited curriculum.

English

We had 66 KS3- KS4 pupils (plus 2 who joined mid-year) who were at school between July 2015 and July 2016, and comparison was possible for 62 pupils.

5 (8%) pupils made above expected progress.

43 (69%) pupils made expected progress.

14 (23%) pupils made below expected progress.

77% of pupils made expected or exceeded expected progress in English.

Maths

We had 66 KS3- KS4 pupils (plus 2 who joined mid-year) who were at school between July 2015 and July 2016, and comparison was possible for 62 pupils.

1 (2%) pupils made above expected progress

45 (83%) pupils made expected progress

8 (15%) pupils made below expected progress

85% of pupils made expected or exceeded expected progress in Maths.

Science

We had 66 KS3- KS4 pupils (plus 2 who joined mid-year) who were at school between July 2015 and July 2016, and comparison was possible for 62 pupils.

No pupils made above expected progress

44 (92%) pupils made expected progress

4 (8%) pupils made below expected progress

92% of pupils made expected or exceeded expected progress in Science.

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

In 2012-2013

- 88% of all pupils achieved or exceeded the amount of expected progress in English
- 86% of all pupils achieved or exceeded the amount of expected progress in maths
- 91.7% of all pupils achieved or exceeded the amount of expected progress in science

In 2013-2014

- 99% of all pupils achieved or exceeded the amount of expected progress in English
- 100% of all pupils achieved or exceeded the amount of expected progress in maths
- 100% of all pupils achieved or exceeded the amount of expected progress in science

In 2014-2015

- 93% of pupils made expected or exceeded expected progress in English.
- 94% of pupils made expected or exceeded expected progress in Maths.
- 94% of pupils made expected or exceeded expected progress in Science.

In 2015-2016

- 77% of pupils made expected or exceeded expected progress in English
- 85% of pupils made expected or exceeded expected progress in Maths
- 92% of pupils made expected or exceeded expected progress in Science

The overall 2014–2015 comparison for 95 pupils average results show:

- **13 (14%) of pupils exceeded expected progress overall.**
- **80 (84%) of pupils made expected progress overall.**
- **2 (2%) of pupils made below expected progress overall.**

The overall 2015 -2016 comparison for 62 pupils average results show:

- **9 (15%) of pupils exceeded expected progress overall**
- **43 (69%) of pupils made expected progress overall**
- **10 (16%) of pupils made below expected progress overall**

Attainment over 3 years – CASPA data

Over the last four years we have seen spikes and dips in progress made, however most pupils have made a steady increase in progress overall. The percentage of pupils achieving and exceeding their targets is not as high this year as previous years. Many factors that have occurred throughout the year including the introduction of the New National Curriculum (causing data to be reassigned to different/new topics) could be a factor to this. The school has 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 in made.

As seen below, girls do slightly better than boys, and there are still a small number of pupils from a minority ethnic background who do slightly less well than pupils from a White British background. This year pupils' progress slightly dipped in Maths & science and this should be monitored next year.

Sub group progress 2015-2016 – Analysis possible for 62 out of 67 pupils

Group of pupils	Number of pupils	Subject	Above expected progress	Expected progress	Below expected progress
Boys	51	Core av.	4	42	5
		English	4	38	9
		Maths (46 pupils)	1	39	6
		Science(40 pupils)	0	36	4
Girls	11	Core av.	1	8	2
		English	1	5	5
		Maths (8 pupils)	0	6	2
		Science (8 pupils)	0	8	0
Ethnic Groups (Asian/Black/Other)	56	Core av.	4	45	7
		English	4	43	13
		Maths (54 pupils)	1	45	8
		Science (48 pupils)	12	68	6
White British	6	Core av.	1	5	1
		English	1	4	1
		Maths (5 pupils)	0	5	0
		Science (3 pupils)	0	3	0
FSM	31	Core av.	3	25	3
		English	3	22	6
		Maths (27 pupils)	1	23	3
		Science (26 pupils)	0	25	1
Non FSM	31	Core av.	2	25	4
		English	2	21	8
		Maths (27 pupils)		22	5
		Science (22 pupils)		19	3
LAC	5 total pupils (2 pupils KS4) (3 pupils KS5)	Core av.		1	1
		English		1	1
		Maths		1	1
		Science	1		1

Attainment over 3 years – Using CASPA analysis

Group	English			Maths			Science		
	% pupils achieved or exceeded			% pupils achieved or exceeded			% pupils achieved or exceeded		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
All pupils	99%	93%	77%	100%	94%	85%	100%	94%	92%
Boys	98.5%	91%	82%	100%	95%	87%	100%	92%	90%
Girls	100%	100%	55%	100%	90%	75%	100%	100%	100%
Ethnic groups	98.5%	99%	69%	100%	92%	76%	100%	93%	85%

White British	100%	100%	83%	100%	100%	100%	100%	100%	100%
FSM	100%	94%	81%	100%	94%	89%	100%	92%	96%
Non FSM	98%	91%	74%	100%	93%	81%	100%	96%	86%
LAC	100%	60%	50%	100%	80%	100%	100%	100%	100%

Over the last three years we have seen a steady increase in progress made, however the cohort for 2015-2016 there has been a slight dip in core subjects. This is partly due to the fact that pupils are still making progress, but doing so at a slower pace plus the big change to the National Curriculum. This has been addressed with the teachers and strategies put in place to help raise progress in these areas.

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.

Our results for this year show that 54% of annual review targets were met.

Findings by Key Stage

Progress against PROGRESSION GUIDANCE expectations (ignoring levels of learning difficulty)

Key stage 3 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
17 (in school between July 2013 and July 2014)	15	2	6	11	1	16	0

Pupils eligible for Free School Meals (FSM)

91% of pupils eligible for FSM in key stage 3 made or exceeded expected levels of progress in core subjects.

Pupils not eligible for FSM

90% of pupils not eligible for FSM in key stage 3 made or exceeded expected levels of progress.

Progress by ethnicity groupings

81% of pupils of ethnic groups made or exceeded expected progress in key stage 3 in core subjects.

There are no significant issues with regards to pupils making progress in key stage 3, which varies from year to year, however we will work to increase the number of pupils making above expected progress in all core subjects.

Percentage of pupils in key stage 3 who made expected or exceeded expected progress over 3 years.

Subject	2013-2014 14 pupils	2014-2015 5 Pupils	2015-2016 17 pupils
English	85%	80%	86%
Maths	83%	100%	86%
Science	83%	80%	90%

Progress in key stage 3 has slightly risen in Literacy & Science since last year. This is a bigger cohort.

Key stage 4 profile (end of KS4)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
14 (in school between July 2013 and July 2014)	11	3	5	9	0	14	2

90% of pupils in KS4 made expected progress, in core subjects.

When we analyse data looking at pupils who are eligible for FSM we find that 88% on FSM have made expected progress and 82% of pupils not on FSB have made expected progress.

Breaking down the core subjects we have found the following:

	<u>FSM</u>	<u>Non FSM</u>
Literacy	63% expected progress	55% expected progress
Numeracy	88% expected progress	91% expected progress
Science	100% expected progress	90% expected progress

Gender KS4

We examined the data to see if there are any gender differences and found the following:

	<u>KS4 Boys (15)</u>	<u>KS4 girls (4)</u>
Literacy	67% expected progress	25% expected progress
Numeracy	93% expected progress	75% expected progress
Science	93% expected progress	100% expected progress

We then examined the data to see if there was any difference in the performance of ethnic groups and we found that 86% pupils, regardless of ethnic groups, made expected progress in core subjects in key stage 4.

Percentage of pupils in key stage 4 who made expected or exceeded expected progress over 3 years.

Subject	2013-2014 10 pupils	2014-2015 18 pupils	2015-2016 19 pupils
English	87%	94%	58%
Maths	87%	78%	89%
Science	87%	89%	94%

Key stage 4 accreditation

Number of pupils	MALE	FEMALE	FSM	Non FSM	White British	Ethnic Groups	LAC
TOTAL: 37	27	10	13	24	4	33	3
	73%	27%	35.1%	64.9%	10.8%	89.2%	8.1%
SENSORY: 12 32.4%	10 (27% of total) (83.3% of group)	2 (5.4% of total) (16.7% of group)	7 (53.9% of total) (58.3% of group)	5 (20.8% of total) (41.7% of group)	0 (0% of total) (0% of group)	12 (32.4% of total) (100% of group)	1 (2.7% of total) (8.3% of group)
EXPERIENTIAL: 17 45.9%	11 (29.7% of total) (64.7% of group)	6 (16.2% of total) (35.3% of group)	5 (38.5% of total) (29.4% of group)	12 (50% of total) (70.6% of group)	1 (25% of total) (5.9% of group)	16 (48.5% of total) (94.1% of group)	1 (2.7% of total) (5.9% of group)
INDEPENDENT: 8 21.6%	6 (16.2% of total) (75% of group)	2 (5.4% of total) (25% of group)	1 (7.7% of total) (12.5% of group)	7 (29.2% of total) (87.5% of group)	3 (75% of total) (37.5% of group)	5 (13.5% of total) (62.5% of group)	1 (2.7% of total) (12.5% of group)

	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT			LAC STUDENTS Inc in Totals		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	S: SS	E: IS	I: AW
TOTAL STUDENTS: 37		12 (32.4%)	10 (83.3%)	2 (16.7%)	17 (45.9%)	11 (64.7%)	6 (35.3%)	8 (21.6%)	6 (75%)	2 (25%)			
OPTIONS: Inc Enterprise, Community, Travel Training, Fitness + Orienteering	181 UNITS	16	13 81.25%	3 18.75%	117	79 67.5%	38 32.5%	48	36 75%	12 25%	1	10	8
CORE SKILLS: Communication + Literacy, Mathematical skills, MFL	361 UNITS	67	58 86.6%	9 13.4%	107	72 67.3%	35 32.7%	187	139 74.3%	48 25.7%	6	5	24
COURSEWORK:	468 UNITS												
EXPLORING LEARNING		250	211 84.4%	39 15.6%							19		
VOCATIONAL STUDIES					156	104 66.7%	52 33.3%					8	
FOUNDATION STUDIES								62	45 72.6%	17 27.4%			9
TOTALS	1010 UNITS	333 UNITS (approx 27 per student)	282	51	380 UNITS (approx 22 per student)	255	125	297 UNITS (approx 37 per student)	220	77	26	23	41

FREE SCHOOL MEALS	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT		
		TOTAL	FSM	NON FSM	TOTAL	FSM	NON FSM	TOTAL	FSM	NON FSM
TOTAL STUDENTS: 37		12 (32.4%)	7	5	17 (45.9%)	5	12	8 (21.6%)	1	7
OPTIONS: Inc Enterprise, Community, Travel Training, Fitness + Orienteering	181 UNITS	16	9 56.25%	7 43.75%	117	33 35.45%	84 71.8%	48	5 10.4%	43 89.6%
CORE SKILLS: Communication + Literacy, Mathematical skills, MFL	361 UNITS	67	36 53.7%	31 46.3%	107	33 30.8%	74 69.1%	187	24 12.8%	163 87.2%
COURSEWORK:	468 UNITS									
EXPLORING LEARNING		250	154 61.6%	96 38.4%						
VOCATIONAL STUDIES					156	49 31.4%	107 68.6%			
FOUNDATION STUDIES								62	7 11.3%	55 88.7%
TOTALS	1010 UNITS	333 UNITS (approx 27 per student)	174	159	380 UNITS (approx 22 per student)	115	265	297 UNITS (approx 3 7 per student)	36	262

ETHNICITY	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT		
		TOTAL	WHITE BRITISH	ETHNIC GROUPS	TOTAL	WHITE BRITISH	ETHNIC GROUPS	TOTAL	WHITE BRITISH	ETHNIC GROUPS
TOTAL STUDENTS: 37		12 (32.4%)	0 (0%)	12 (100%)	17 (45.9%)	1 (5.9%)	16 (94.1%)	8 (21.6%)	3 (37.5%)	5 (62.5%)
OPTIONS: Inc Enterprise, Community, Travel Training, Fitness + Orienteering	181 UNITS	16		16 100%	117	8 6.8%	109 93.2%	48	18 37.5%	30 62.5%
CORE SKILLS: Communication + Literacy, Mathematical skills, MFL	361 UNITS	67		67 100%	107	5 4.75	102 95.25%	187	68 36.4%	119 63.6%
COURSEWORK:	468 UNITS									
EXPLORING LEARNING		250		250 100%						
VOCATIONAL STUDIES					156	9 5.8%	147 94.2%			
FOUNDATION STUDIES								62	24 38.7%	38 61.3%
TOTALS	1010 UNITS	333 UNITS (approx 27 per student)	0	333	380 UNITS (approx 22 per student)	22	358	297 UNITS (approx 37 per student)	110	187

FINDINGS:

All students have achieved Outstanding progress throughout the year and have far exceeded expectations with the overall number of completed units achieved in all areas of the Sixth Form Curriculum, i.e. Options, including Travel Training, Community, Enterprise and Fitness and Orienteering; Core Skills including language + Communication, Mathematics and for the more Independent student we have introduced MFL units in Spanish; also specific coursework in either Exploring Learning (Sensory Learners), Vocational Studies (Experiential learners) and Foundation Studies (Independent Learners).

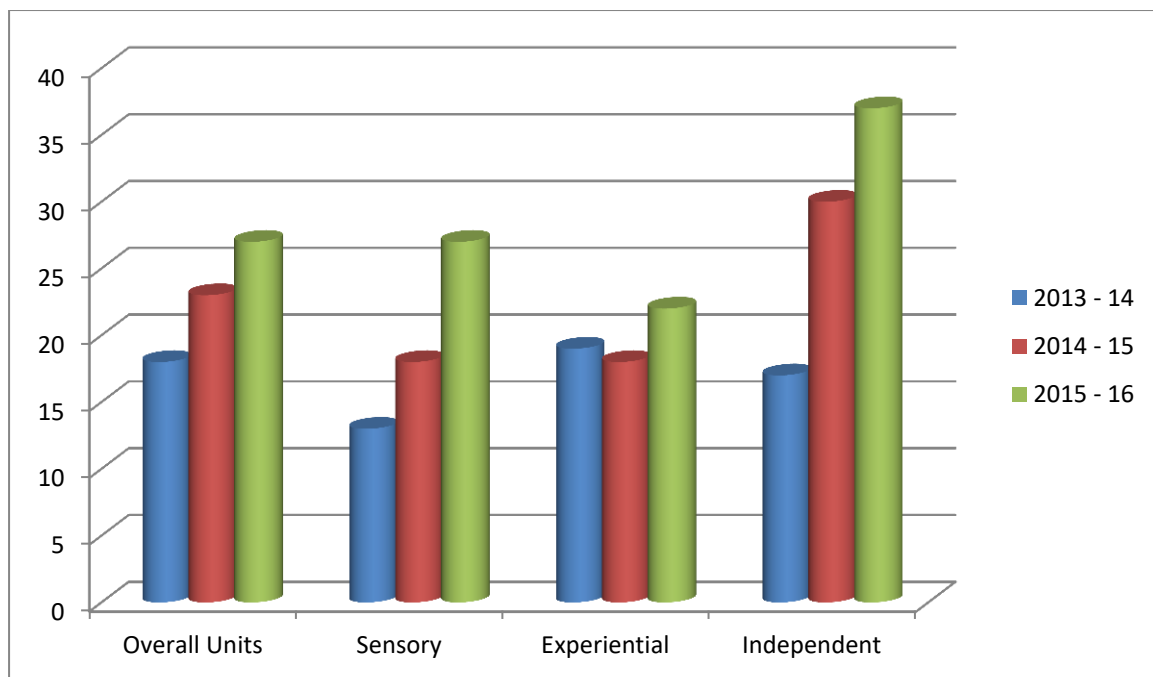
However, looking at the results there is a range in the number of units achieved across the curriculum depending on the focus of the specific learner and their needs. For example: Independent learners have focused on pursuing Core Skills, while Sensory learners have worked through their specific coursework in order to fulfil their learning needs. Meanwhile, the Experiential Learners' approach to completing the curriculum has been much more of a balance of Options, Core Skills and Coursework

There is no differentiation between those students with Gender or Ethnicity or those Experiential and Independent Learners with Free School Meals. However there appears to be a discrepancy for the Sensory Students Coursework with Free School Meals / Non FSM. This is the result of two students managing to complete a higher amount of units than was expected; the main range was between 19 – 22, whereas YU achieved 30 and MAS achieved 26. All LAC students, have achieved the same number of units as the rest of their class.

There has been a 13.9 % increase in the overall number of AQA Units achieved from 2014 -15 figures.

PROGRESS

As mentioned previously all students have achieved in the 'Outstanding' range for their ability level and type of learner, which in effect dictates the levels of future achievement. To develop the curriculum would be to encourage a balance for the Sensory Learner to achieve a greater number of Options Units as well as for the Independent Learners. With a wide range of student accessing the curriculum there has to be a flexibility to allow for individual student's needs. To conclude the department will be looking towards not only introducing new Units for students at all levels, in order to extend their skills, as we have done this year by introducing MFL. With this in mind there will be a greater focus on Travel Training, Work Related Learning and Enterprise in order to equip our students for their future adult life



	ACTUAL NUMBER OF UNITS FOR SESSION 2013-14	ACTUAL NUMBER OF UNITS FOR SESSION 2014-15	INCREASE/DECREASE FROM 2013-14	ACTUAL NUMBER OF UNITS FOR SESSION 2015-16	INCREASE/DECREASE FROM 2014-15
TOTAL PUPILS	35	32	-3	37	+5
TOTAL UNITS	632	729	+ 93 (+15.3% increase)	1010	+281 (+13.9% increase)
	18 UNITS PER STUDENT	23 UNITS PER STUDENT		27 UNITS PER STUDENT	

LEAVERS 2016

Type of Learner	Barnet + Southgate College	Alexandra College, Camden	Oaklands College, St. Albans	Marcus + Marcus
Sensory	2	1	1	1
Experiential	2			
Independent	6			
	10	1	1	1

PATHWAYS TO INDEPENDENCE

Pathways to Independence is an in-depth profile that looks at a comprehensive range of aspects of Daily Living and Personal Life Skills. Staff update Pathways to Independence on a termly basis using a colour coding system over a period of three years. They report on the findings to inform a student's future placement, which will be shared with the placement on leaving Durants. However, it is central to a student's life skills to incorporate the Pathways to Independence profile into preparatory tasks the students can apply both in the classroom and when out in the community.

LOOKING FORWARD

All students achieved their AQA Units within the 'outstanding' range, except for one student in the 'good' range who has only been at Durants for five months. It is therefore important to look to progression with a 10% - 20% increase to the baseline number of AQA Units achieved in one year.

Accordingly the baseline for achieving in 2016 – 17 is as follows:

SENSORY LEARNERS: Minimum 20 AQA Units per year: +/- 1 Units (Average range): + 2 (Good): + 3 (Outstanding)

EXPERIENTIAL LEARNERS– minimum 20 AQA Units per year: + / - 1 Units (Average range): + 2 (Good): + 3 (Outstanding)

INDEPENDENT LEARNERS– minimum 25 AQA Units per year: + / - 1 Unit (Average range): + 2 (Good): + 4 (Outstanding)

Behaviour

We believe that all children and young people have the right to be treated with respect and dignity even in circumstances where they display difficult or challenging behaviour.

There was a downward trend in the number of incidents over the year as behaviour plans/strategies have been put in place and knowledge of the pupils increased amongst the teams of staff working with them. Communication with parents is paramount as is communication with relevant outside agencies (social services etc.) As pupils settled into their new environments, generalised the use of their communication systems and developed the use of self-regulation strategies, anxieties appeared to reduce and behaviours improved.

Behaviour in the classroom and attitudes to learning

Pupils' behaviour at Durants is well managed via clear procedures, policy and practice providing continuity and consistency of approach from all staff. As a last resort, the school follows the "Approach" methodology, a physical intervention used to deal with difficult and challenging situations in a positive and supportive manner. All staff have received the relevant training and the school have 2 accredited trainers onsite, so that all staff are able to deal effectively with crisis to prevent injury or harm. All staff have high expectations of pupils' behaviour in the classroom and systems and structures encourage clear working.

The majority of pupils have a timetable (class or individual) and visual structures to help them approach lessons well prepared. Where behaviours are challenging, pupils have a behaviour support plan which is followed by all members of staff working with that pupil. All classrooms have quiet areas and rooms for pupils to use for calming/self-regulate. Motivators and rewards systems are linked with pupils' learning.

Attendance

Durants has good attendance data. We work with parents to ensure that pupils attend school unless unwell and impress on parents that good attendance links in with high achievement.

2012-2013: 92.47% 2013-2014: 95.39% 2014-2015 94.91% 2015-2016 93.55%

The attendance of pupils at Durants is in line with expectations in Mainstream schools and is not reflective of attendance in the special school sector. This is a contributory factor to the "Outstanding" progress that our data shows.

Main Findings

A high percentage of our pupils achieve expected and above expected levels of progress in core areas despite the change in the New National Curriculum 2015-16.

Across the Lower & Middle Departments, 77% of pupils achieved or exceeded the amount of expected progress this year in English.

Across Lower & Middle Departments, 85% of pupils achieved or exceeded the amount of expected progress this year in Maths.

Across the Lower & Middle Departments, 92% of pupils achieved or exceeded the amount of expected progress this year in Science.

The Upper Department have reached outstanding in all three of their learning areas (Sensory, Experiential, Independent), having achieved higher than expected in their AQA modules per learning area.

41% of our pupils are eligible for free school meals and there is no significant difference in their performance when compared with those who are not eligible.

When we compare gender, girls do slightly better than boys in English, but the numbers are small and this difference is not significant.

The number of incidents of challenging behaviour reduced significantly from September 2015 to July 2016 due to effective interventions and staff confidence in handling behaviours.

Target Setting

The school uses Upper Quartile Progression Guidance targets as starting points in setting challenging targets, taking into account attainment at the end of the previous key stage. Progress towards meeting targets is monitored through Progress Review Meetings held by senior leaders with each department (Heads of Departments and teachers). The meetings take place termly.

In addition to this, targets are set for the subject strands that make up the core subjects and progress towards meeting those are also monitored throughout the year at the Progress Review Meetings. IEP targets are scrutinised to ensure they are autism specific, are sufficiently challenging and that pupils are on track to meet them. Through this process we are confident that challenging and appropriate targets are set for each pupil. This close monitoring also helps us to identify whether pupils are having difficulty with any particular strand within a subject and whether particular sub groups are experiencing difficulty. Where pupils are not making expected progress, interventions (including therapeutic input) are usually in place and case studies will be written.

We are also aware that Progression Guidance and CASPA are not the only indicators of progress, and we take into account lateral progress, particularly for pupils working around P4, as well as behaviour, attitude to learning, developing communication skills, life and independence skills.

School Targets 2016-2017

English: to further develop and enhance speaking, listening and written communication skills through a variety of media including ICT (IPad).

Reading: to further improve pupils' comprehension skills, using colourful semantics where appropriate, reducing the gap between accuracy and comprehension. A new reading scheme 'Lexia' has been trialled and will be used throughout the school

PECS and PODD: all classes are having intense support using iPads to support communication.

Maths: to increase pupils' understanding of the concepts in all strands of maths through the effective use of Numicon and increase pupil progress in the new National Curriculum modules.

Science: to increase the number of pupils achieving results above expected levels of progress in each of the sixteen areas of the new National Curriculum.

Attendance: to increase our attendance rate to 95% and to monitor the progress of pupils with poor attendance and to see whether there is a correlation with their attainment.

Independence: To further develop our "Pathways to Independence" to ensure teachers can support pupils to make progress towards independence in all aspects of life skills.

Behaviour: To monitor individual behaviour support logs, to help track individuals over a longer period of time. To further update behaviour support plans to ensure they are positive and proactive.

Assessment: New 'I can' Statements have been introduced to track progress for pupils achieving above level P8. These statements have been introduced electronically and will be used by teachers for the first time this academic year.

How We Assess Progress

