



DURANTS SCHOOL
PUPIL ACHIEVEMENT
AND PROGRESS
2016-2017

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School Profile 2016-2017

Number of Pupils overall	Boys	Girls	FSM	LAC	Young Carers	Travellers
111	88	23	45	5	0	0

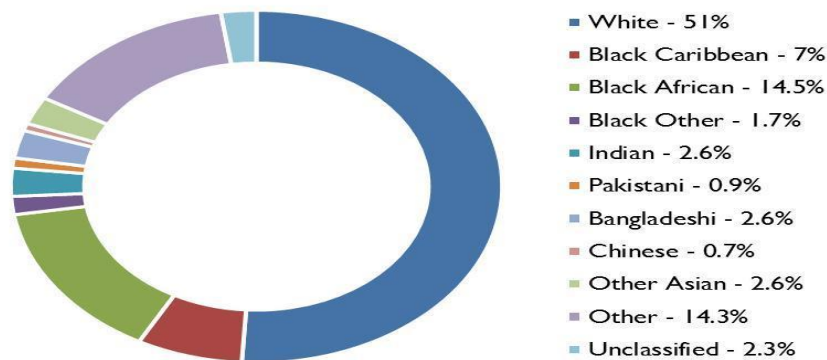
Number of Pupils in each year group – 2015-2016

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	16	13	21	14	6	13	17	7

Percentage of pupils by Ethnic Group

Asian & Other	Black	White British	White Other	Mixed Heritage	Other
10 (9%)	61 (55%)	9 (8%)	14 (13%)	14 (13%)	3 (2%)

Percentage of ethnic groups in Enfield Secondary schools according to 2012 census



Main languages spoken at home

16.3% of our pupils are living in homes where English is not spoken at home. (According to the 2011 census, of the residents in London, 22% (1.7 million) (<http://www.bbc.co.uk/news/uk-21259401>) use a main language other than English) 36% of our pupils are living in homes where English is used as a second language and 43% of our pupils are solely English speaking homes.

Enfield's population is highly diverse and in the 2015 school Census conducted by the local education authority (LEA), Enfield pupils recorded themselves as having under 95 different ethnic groups.

We are aware of our responsibilities to these pupils and are working hard to close the gap to ensure that all of our pupils' needs are met. Our Family Support Worker is working closely with our families and where appropriate we provide interpreters to the Annual Reviews, EHCP plans, and other relevant meetings to ensure clear understanding.

Free School Meals

41% (45 pupils) are eligible for free school meals . According to the school Census of 2013, 27.8% of Primary schools pupils and 24.7% 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 substantially above the London average (21.3%) for 2014. According to official HMRC statistics, as of 31st August 2013 (the latest date for which this information is available), 24.9% of all dependent children under the age of 20 in Enfield are in low-income families.

The average percentage of pupils eligible for free school meals in England for 2016 is as follows:

Nursery & state funded primary schools:	15.2%
State-funded secondary schools	14.1%
State funded Special schools	37.4%

Number of pupils by Learning difficulties

99.1% (108 pupils) of our pupils have a diagnosis of Autism with varying learning difficulties.

Looked After Pupils

We have 5 Looked after Pupils on role.

Young Carers

We have no young carers.

Traveller children

We have no traveller children in school.

Pupil Mobility

Joiners: 0 (pupils joined the school after the initial intake in September 2016)

Leavers: 5 (there has been 5 leavers during the course of the year)

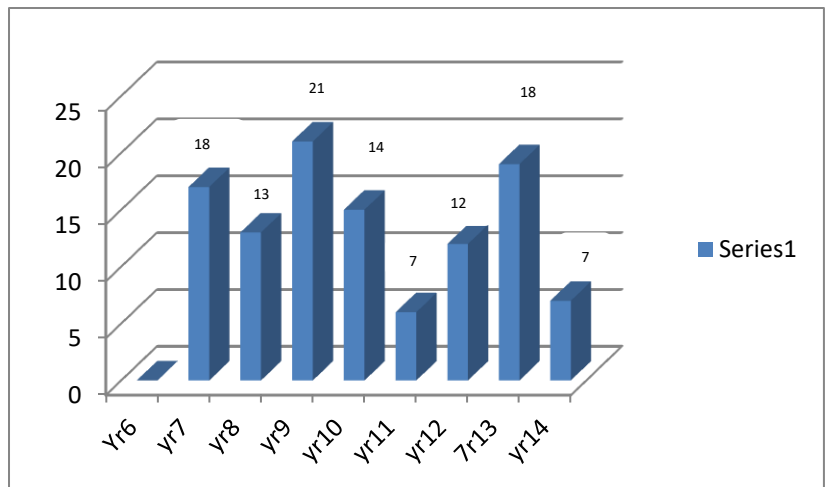
Long term absentees: 3 (3 pupils absent from school due to mental health issues but placed in a different provision)

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-	104	83	21	43	5	0	0

2016							
2016-2017	110	88	23	45	5	0	0

Durants School comprises of 14 class on site plus one satellite class at Winchmore Secondary school. This will increase to two classes from September 2017. Class sizes vary from four to ten pupils per class with a teacher and 2 – 5 teaching assistants, depending on the needs of the pupils. There is a classroom in the school, purposefully constructed as a self-contained unit, specifically created to accommodate pupils who find accessing a functional classroom extremely difficult and would favour more of a sensory based / AQA units curriculum.



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

Number and % of pupils by ethnic group

Pupils per year

	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%
2016-2017	110	9%	55%	8%	13%	13%	2%

This Academic year shows that 91.8% 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.
 2016 - 2017, 41% pupils were eligible for Free School Meals.

In the 2016 – 2017 financial year, Durants School received funding of £935 for each pupil registered as eligible for free school meals. The total pupil premium funds received was £39,270.00.

Curriculum Statement

In line with the New National Curriculum Statement as a state-funded school we must offer a curriculum which is broadly based and balanced 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 they may need to rely on later on in life.

Updated Curriculum Assessment tool

This year, Durants School have updated their Assessment Tool to a more bespoke, Autism friendly Assessment Tool, to record pupil progress. This new system is called “I Can” statements and it covers progress from P1(i) up to P8, Stage 1 – Stage 5 and to diminish the difference between the two, 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, modified to focus on areas that were currently not tracked as progress and it is cost effective and compatible with our external assessment & comparison tool CASPA. This system will be fully operational from the start of the next academic year.

Curriculum Approach

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. Durants school provides all learners with opportunities to achieve through a rich, broad, balanced and differentiated curriculum, which is also co-ordinated to ages, abilities, interests, aptitudes and special needs. Our curriculum approach needs to reflect the diversity of needs and age range of our student population. The Durants school curriculum has been devised for pupils in the Lower and Middle Departments (Year 7 – 11). Our provision is relevant (Autism Specific), fun and accessible to help remove any barriers to learning, thereby allowing engagement and progress to take place.

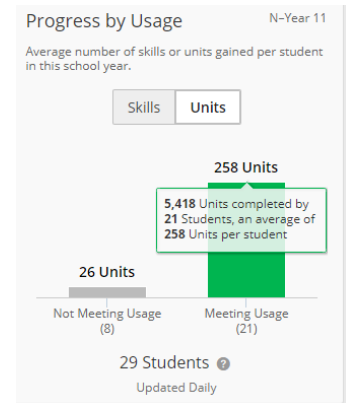
Pupils learn through play (including a sensory diet), exploration, practical activities and community involvement. Our curriculum Programmes of Study have been developed to support pupils to:

- Develop communication skills in speech, gesture, sign /symbol so that they can interact with other people, make choices, follow instructions and explanations and access the key concepts needed for learning.
- Establish key skills in literacy, numeracy, science and ICT.
- Learn to co-operate with other people, self-regulate (when necessary) and to build positive relationships and to take responsibility for themselves and their actions.
- Learn the skills which will help them be more independent in adult life.
- Learn about the world around them and the wider community.
- Develop self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults.
- Develop confidence, essential life skills and personal independence.

Our approach to reading and phonics 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.

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 are currently using 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 the average number of skills or units gained per student per year. It is also fashioned to support each pupil by differentiating tasks according to the needs of the pupil and has two areas of attainment. This year 136 certificates have been handed out to students for completion of full Stages and this number changes daily.



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 new "I can Statements" assessment tool as well as Our CASPA (Comparison and Analysis of Special Pupil Attainment) providing a rich set of comparison data.

Changes to the Curriculum

With the changes made to the curriculum over the past two years, we have noted that further changes need to be made to comply with the needs of our pupil and completely encapsulate all progress achieved. We are in the process of completing this for the next academic year. As our Assessment tool we are currently using both I can statement as well as b-squared to assess progress ranging from P1(i) to Stage 5. To diminish the difference between P8 and Stage 1 in Literacy and Numeracy, we have introduced three stepping stones (P9, P10, P11), which will be up and running next academic year.

This year we have written our own programmes of study which have been developed to allow teachers to set suitable learning challenges for our pupils, to respond to our pupils' diverse learning needs and to include all learners by overcoming potential barriers to learning and assessment.

The programmes of study ensure continuity, progression and full subject coverage, providing the basis for developing our bespoke Schemes of Work.

In both departments, we have developed new long term plans which cover more suitable Autism friendly topics, relevant to the needs and interests of our pupils. The curriculum for the lower department is spread across a 3 year cycle and in middle department it is over 2 years.

Previously, the assessment tool B-squared did not fully cover the KS3 & KS4 topics being taught in the school. In line with the new 'I Can' Statements, we have developed topics and learning objectives for each subject area which can be directly assessed using our new assessment tool.

We have revamped our Science curriculum, making it a more Autism friendly subject. Science will now encompass more realistic and differentiated challenges for all our pupils.

Attainment Range Across Key Stages

Attainment range end of KS3

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	P4 – NC 3	P4 – NC2C	P4 – NC1B	P4 – Stage 3.25	P3(ii)-Stage 2.25
Maths	P5 – NC 4	P4 – NC2A	P4 – NC1B	P4 - Stage 2.75	P3(ii) – Stage 1.75
Science	P4 - NC 4	P4 – NC2	P3ii-P7	P3(ii) - Stage 2	P3(ii) – Stage 1.75

Attainment range end of KS4

	2012-2013	2013-2014	2014-2105	2015-2016	2016-2017
English	P4 – NC3	P4 – NC2C	P5-NC3	P3(ii) – stage 2.25	P3(ii) – Stage 1.50
Maths	P5 – NC3	P4 – NC3	P4-NC3	P3(ii) – Stage 2.25	P3(ii) – Stage 2.75
Science	P4 – NC4	P4 – NC3	P5-NC4	P3(ii) – P7	P3(ii) – P8

Progress against Progression Guidance (End of Key Stage)

We have 21 pupils are at the end of KS3. Two pupils enrolled in September 2016 (at ARP) one pupil enrolled summer term 2016 (no records)

KS2-3

Name	Attainment end of KS2			Attainment end of KS3			Progression Guidance Quartiles						
	Eng	Math	Sci	Eng	Math	Sci	Eng		Math		Sci		
AOS	P4	P4	P3(ii)	P4	P4	P3(ii)		M		M		M	
HS	P3(ii)	P3(ii)	P3(ii)	P4	P3(ii)	P3(ii)			U		M	M	
TB	P5	P7	P5	P6	P7	P4			U	L		L	
GM	P7	P8	P7	1.50	1.75	P8			U		U	M	
BG	Enrolled Jan '16			P6	P7	P4							
KS	Enrolled May '16			1.75	1.75	1.75			U		U		U
AC	P8	P8	P8	P11	1.75	P8			U		U	L	
AW	Enrolled Sept '16			P11	1.75	P8							
DNB	Enrolled Sept '16			P11	P11	P8							
DM	P4	P3(ii)	P4	P5	P5	P4			U		U	L	
TAS	P6	P5	P4	P6	P6	P5	L			M		M	
BD	P7	P8	P5	1.25	1.50	P7			U		M		U
HW	P8	1.50	P7	1.25	1.75	P7	L			L		L	
KA	P5	P6	P5	P6	P6	P4			U	L		L	
CE	P7	P7	P5	P8	P8	P5		M		M		L	
EOB	P5	P5	P4	P7	P7	P6			U		U		U
SD	P3(ii)	P4	P3(ii)	P4	P4	P5			U		M		U
SK	P4	P5	P4	P5	P6	P5			U		M		M
AD	P3(ii)	P4	P3(ii)	P5	P6	P5			U		U		U
JD	P4	P4	P4	P4	P4	P4		M			M		L
DB	P4	P5	P5	P5	P5	P5			U	L		L	

26% pupils made lower quartile progress. (11% English in; 22% in Maths; 44% in Science)

30% pupils made median quartile progress (17% in English; 44% in Maths; 28% in Science)

44% pupils made upper quartile progress (72% in English; 34% in Maths; 28% in Science. (1 pupil in all core subjects)

KS3-4

There are 7 pupils at school from the end of Key stage 3 to the end of Key stage 4. (1 students joined this year)

Name	Attainment end of KS3			Attainment end of KS4			Progression Guidance Quartiles						
	Eng	Math	Sci	Eng	Math	Sci	Eng		Math		Sci		
BK	P4	P4	P4	P4	P4	P4		M		M		M	
DB	P8	1.50	P7	P8	1.50	P6	L			L		L	
AOK	P6	P5	P5	P6	P5	P4		M		M		L	
MH	P4	P5	P5	P5	P6	P4			U		M	L	
EG	P4	P5	P4	P4	P5	P4		M		M		M	
MC	P3(i)	P3(i)	P3(i)	P3(ii)	P3(ii)	P3(ii)		M		M			U
ST	Enrolled Sept '16			P11	1.75	P8							

28% pupils made Lower quartile progress (16% in Literacy; 17% in Maths; 50% in science)

61% pupils made Medium quartile progress (67% Literacy; 83% Maths; 33% Science)

11% pupils made Upper quartile progress (17% Literacy; 0% in Maths; 17% in Science)

Progression Guidance Quartiles by subjects

KS3 21 pupils data from 18)	LQ	MQ	UQ	Target exceeded	Target Achieved
Speaking	13	5		6%	44%
Listening	10	8			56%
Reading	16		2	11%	56%
Writing	17	1			50%
Measurements	11	1	6	39%	94%
Number	15	1	2	17%	61%
Geometry	10	1	7	44%	78%
Statistics (6 pupils)	6				6%
Science	9	6	3	44%	78%
PSHE	14	2	2	22%	67%

KS4 7 Pupils (data from 5)	LQ	MQ	UQ	Target exceeded	Target Achieved
Speaking	4	1			40%
Listening	2	2	1	20%	60%
Reading	5				
Writing	5				
Measurements	3	1	1	20%	80%
Number	4	1			20%
Geometry	4		1	20%	30%
Statistics (6 pupils)	1				20%
Science	4	1			20%
PSHE	5				20%

Whilst a high number of pupils both in KS3 & KS4 are in the lower quartile, 59.3% of pupils reached their targets in KS3 and 29 % in KS4

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 2016-2017 was only possible for 74 students.. 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 76 KS3- KS4 pupils (plus 2 who joined mid-year) who were at school between July 2016 and July 2017, and comparison was possible for 74 pupils.

11 (15%) pupils made above expected progress.

57 (77%) pupils made expected progress.

6 (8%) pupils made below expected progress.

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

Maths

We had 76 KS3- KS4 pupils, who were at school between 2016 and July 2016, and comparison was possible for 74 pupils.

7 (10%) pupils made above expected progress

58 (78%) pupils made expected progress

9 (12%) pupils made below expected progress

88% of pupils made expected or exceeded expected progress in Maths.

Science

We had 76 KS3- KS4 pupils who were at school between July 2015 and July 2016, and comparison was possible for 36 pupils.

No pupils made above expected progress

35 (97%) pupils made expected progress

1 (3%) pupils made below expected progress

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

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

In 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

In 2016-2017

- 92% of pupils made expected or exceeded expected progress in English
- 88% of pupils made expected or exceeded expected progress in Maths
- 97% of pupils made expected or exceeded expected progress in Science

The overall 2016 -2017 comparison for 74 pupils average results show:

- **21 (29%) of pupils exceeded expected progress overall**
- **52 (70%) of pupils made expected progress overall**
- **1 (1%)of pupils made below expected progress overall**

Attainment over 3 years – CASPA data

Over the last three years we have seen spikes and dips in progress made, which depended on the nature of the cohort per academic year. The majority of pupils this year have made a steady increase in overall progress, depicting the percentage of pupils achieving and exceeding their targets. Many factors that have occurred throughout the year including the introduction of the New EHCP's, work on generating a bespoke Autism Friendly curriculum which will include the AET Progression Guidance and creating an appropriate assessment tool that is compatible with the NC guidelines & P levels and our new Curriculum. 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,the progress made by the boys is greater that the progress made by the girls this year, 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.

Sub group progress 2016-2017 – Analysis possible for 74 out of 76 pupils

Group of pupils	Number of pupils	Subject	Above expected progress	Expected progress	Below expected progress
Boys	61	Core av.	6	52	3
		English	10	48	3
		Maths	6	48	7
		Science(31 pupils)	0	30	1
Girls	13	Core av.	1	9	3
		English	1	9	3
		Maths	1	10	2
		Science (5 pupils)	0	5	0
Ethnic Groups (Asian/Black/Other)	69	Core av.	7	56	6
		English	10	53	6
		Maths	7	54	8
		Science (36 pupils)	0	35	1
White British	5	Core av.	0	5	0
		English	1	4	0
		Maths (5 pupils)	0	4	1
		Science (3 pupils)	0	3	0
FSM	31	Core av.	2	28	1
		English	3	24	4

		Maths (31 pupils)	2	27	2
		Science (21 pupils)	0	21	0
Non FSM	43	Core av.	5	24	5
		English	8	33	2
		Maths (43 pupils)	5	31	7
		Science (15 pupils)	0	14	1
LAC	3	Core av.		1	
		English		1	
		Maths		1	
		Science		1	

Attainment over 3 years – Using CASPA analysis

Group	English			Maths			Science		
	% pupils achieved or exceeded			% pupils achieved or exceeded			% pupils achieved or exceeded		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
All pupils	93%	77%	92%	94%	85%	88%	94%	92%	97%
Boys	91%	82%	95%	95%	87%	89%	92%	90%	97%
Girls	100%	55%	77%	90%	75%	85%	100%	100%	100%
Ethnic groups	99%	69%	85%	92%	76%	82%	93%	85%	89%
White British	100%	83%	100	100%	100%	80%	100%	100%	100%
FSM	94%	81%	87%	94%	89%	94%	92%	96%	100%
Non FSM	91%	74%	95%	93%	81%	84%	96%	86%	93%
LAC	60%	50%	100%	80%	100%	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 academic year, results are back on track, despite the many changes throughout the year.

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. This year saw the introduction of EHCP reports to replace pupil statements. All IEP strategies will be directly linked to each pupil's EHCP.

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
21 pupils	18	3	12	9	1	20	0

Pupils eligible for Free School Meals (FSM)

57% of pupils eligible for FSM in key stage 3 made or exceeded expected levels of progress in core subjects.

Pupils not eligible for FSM

48% of pupils not eligible for FSM in key stage 3 made or exceeded expected levels of progress.

Progress by ethnicity groupings

100% 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	2014-2015 5 Pupils	2015-2016 17 pupils	2016-2017 21 pupils
English	80%	86%	90%
Maths	100%	86%	95%
Science	80%	90%	100%

Progress in key stage 3 has slightly risen in in all core subjects 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
7	6	1	3	4	0	7	0

Averaging in core subjects, 100% of pupils in KS4 made expected progress,.

When we analyse data looking at pupils who are eligible for FSM we find that 99% on FSM have made expected progress and 100% of pupils not on FSB have made expected and above expected progress.

Breaking down the core subjects we have found the following:

	<u>FSM</u>	<u>Non FSM</u>
Literacy	67% expected progress	75% expected progress (25% above expected)
Numeracy	100% expected progress	75% expected progress (25 above expected)
Science	100% expected progress	100% 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 33% above expected progress	25% expected progress
Numeracy	83% expected progress (17% above expected progress)	100% expected progress
Science	100% 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	2014-2015 18 pupils	2015-2016 19 pupils	2016-2017
English	94%	58%	86%
Maths	78%	89%	100%
Science	89%	94%	100%

Upper Department

Number of pupils	MALE	FEMALE	FSM	Non FSM	White British	Ethnic Groups	LAC
TOTAL: 37	27	10	14	23	4	33	5
	73%	27%	37.84%	62.16%	10.81%	89.19%	13.51%
SENSORY: 11 (29.73%)	10 (27% of total) (90.9% of group)	1 (2.73% of total) (9.1% of group)	9 (64.3% of total) (81.8% of group)	2 (8.7% of total) (18.2% of group)	1 (2.7% of total) (9.1% of group)	10 (30.3% of total number) (90.9% of group)	1 (2.7% of total) (9.1% of group)
EXPERIENTIAL: 20 (54%)	12 (32.4% of total) (60% of group)	8 (21.6% of total) (40% of group)	4 (28.6% of total) (20% of group)	16 (69.6% of total) (80% of group)	2 (10.81% of total) (10% of group)	18 (54.5% of total) (90% of group)	3 (8.1% of total) (15% of group)
INDEPENDENT: 6 (16.22%)	5 (13.51% of total) (83.33% of group)	1 (2.7% of total) (16.66% of group)	1 (7.1% of total) (16.66% of group)	5 (21.7% of total) (83.33% of group)	1 (25% of total) (16.66% of group)	5 (15.2% of total) (83.33% of group)	1 (2.7% of total) (16.66% of group)

Progress

Sensory Students have achieved over their minimum of 16 AQA Units, with one achieving in the 'Good' range and all other Sensory students in the 'Outstanding' criteria (+3 units).

Experiential students have achieved similarly with only one student in 'Good' range (+2 units) with everyone else achieving 'Outstanding' criteria.

All Independent students have achieved over their expected 22 units, all within the 'Outstanding' criteria.

ATTAINMENT LEVELS FOR 37 PUPILS		
LEAVERS JULY 2017 (YEARS 13 + 14) - 8		
Sensory	Experiential	Independent
3	2 (inc 1 LAC)	3 (inc 1 LAC)
YEARS 11, 12, 13 - 29		
Sensory	Experiential	Independent
7	17 (inc 1 LAC)	3
1 (LAC)	1 (LAC)	

KEY CODE:

Outstanding

Good

Average

Total Units

	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT			LAC STUDENTS		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	S	E:	I:
TOTAL STUDENTS: 37		11 (29.73%)	10 (90.9%)	1 (9.1%)	20 (54%)	12 (60%)	8 (40%)	6(16.2%)	5 (83.3%)	1 (16.67%)	9.1%	15%	16.7%
ENTERPRISE	38	13 34%	12	1	13 34%	10	3	12 32%	10	2	2	2	2
COMMUNITY	83	9 11%	9	0	41 49%	28	13	33 40%	27	6	1	10	6
TRAVEL TRAINING	37	3 8.%	3	0	10 27%	10	0	24 65%	20	4	1	5	4
FITNESS + ORIENTEERING	161	46 28.5%	42	4	103 64%	51	52	12 7.5%	10	2	0	9	2
COMMUNICATION + LITERACY SKILLS	118	20 17%	18	2	62 52.5%	38	24	36 30.5	30	6	1	9	6
MATHEMATICAL SKILLS	165	37 22.4%	33	4	104 63%	59	45	24 14.6%	20	4	1	11	4
WORK RELATED LEARNING	64	16 25%	14	2	36 56.25%	20	16	12 18.75%	9	3	0	4	2
DAILY LIVING SKILLS/ LIFE SKILLS	125	58 46.4%	53	5	55 44%	33	22	12 9.6%	10	2	6	2	2
PERSONAL CARE	93	25 26.9%	24	1	56 60.2%	32	24	12 12.9%	10	2	3	5	2
CREATIVE/ GARDENING	44	17 38.6%	16	1	27 61.4%	12	15	0	0	0	1	3	0
	% of units	244 26.3%	224 91.8%	20	507 54.6%	293 57.8%	214 42.2%	177 19.1%	146 82.5%	31	16	80	30
TOTALS	928 25 UNITS (approx per student)	22 UNITS (approx per student)	22 ave	20	25 UNITS (approx per student)	24 ave	27 ave	29 UNITS (approx per student)	29 ave	31	16	Av 20	30

Free School Meals

FREE SCHOOL MEALS	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT		
		TOTAL	FSM	NON FSM	TOTAL	FSM	NON FSM	TOTAL	FSM	NON FSM
TOTAL STUDENTS: 37		11 29.3%	9 81.8% (of group)	2 18.2% (of group)	20 54.1%	4 20% (of group)	16 80% (of group)	6 16.2%	1 16.6% (of group)	5 83.3% (of group)
OPTIONS: Inc Enterprise, Community, Travel Training, Fitness + Orienteering	319 UNITS	71 29.1% of total Sensory units	59 83.1% of group	12 16.9% of group	167 32.9% of Experiential total units	34 20.35% of group	133 79.65% of group	81 45.8% of total Independent units	14 17.3% of group	67 82.7% of group
CORE SKILLS: Communication + Literacy, Mathematical skills, MFL	283 UNITS	57 23.4% of total Sensory units	46 80.7% of group	11 19.3% of group	166 32.8% of Experiential total units	35 21.1% of group	131 78.9% of group	60 33.9% of total Independent units	10 16.66% of group	50 83.33% of group
COURSEWORK:	326 UNITS									
EXPLORING LEARNING		116 47.5% of total units	96 82.75% of group	20 17.25% of group						
VOCATIONAL STUDIES					174 34.3% of total units	34 19.54% of group	140 80.46% of group			
FOUNDATION STUDIES								36 20.3% of total units	6 16.66% of group	30 83.33% of group
		244	201	43	507	103	404	177	30	147
TOTALS	928 UNITS	22 UNITS (approx per student)			25 UNITS (approx per student)			29 UNITS (approx per student)		

Ethnicity

ETHNICITY 2017	TOTAL UNITS	SENSORY			EXPERIENTIAL			INDEPENDENT		
		TOTAL	WHITE BRITISH	ETHNIC GROUPS	TOTAL	WHITE BRITISH	ETHNIC GROUPS	TOTAL	WHITE BRITISH	ETHNIC GROUPS
TOTAL STUDENTS: 37		11 29.7%	1 9.1% (of group)	10 90.9% (of group)	20 54.1%	2 10% (of group)	18 90% (of group)	6 16.2%	1 16.6% (of group)	5 83.3% (of group)
OPTIONS: Inc Enterprise, Community, Travel Training, Fitness + Orienteering	319 UNITS	71 29.1% of total Sensory units	4 5.6% of group	67 94.6% of group	167 32.9% of Experiential total units	12 7.2% of group	155 92.8% of group	81 45.8% of total Independent units	14 17.3% of group	67 82.7% of group
CORE SKILLS: Communication + Literacy, Mathematical skills, MFL	283 UNITS	57 23.4% of total Sensory units	2 3.5% of group	55 96.5% of group	166 32.8% of Experiential total units	16 9.6% of group	150 90.4% of group	60 33.9% of total Independent units	10 16.66% of group	50 83.33% of group
COURSEWORK:	326 UNITS									
EXPLORING LEARNING		116 47.5% of total units	10 8.6% of group	106 91.4% of group						
VOCATIONAL STUDIES					174 34.3% of total units	18 10.3% of group	156 89.7% of group			
FOUNDATION STUDIES								36 20.3% of total units	6 16.66% of group	30 83.33% of group
		244			507			177		
TOTALS	928 UNITS	244 UNITS (approx 22 per student)			507 UNITS (approx 25 per student)			177 UNITS (approx. 29 per student)		

FINDINGS:

Although the actual number of AQA Units presented have reduced from 1010 to 928 this year, all students have accessed all of the areas offered to them (Core skills, Options and Individual Course Work) and there is much more of a balance between all areas.

On evaluating the different types of learner; for Sensory students those with Ethnic Minority have performed better than White British, while for Free School meals and non- Free school meals for Sensory students, they have performed the same. However, looking at number, the majority of 'Sensory' students (81.9% of group) have Free School meals. They have also pursued more units through their main coursework (47.5%), including Daily Living Skills / Life Skills, while there is more of a balance between Core Skills (22.4%) and Options (29.1%) of total units completed by sensory students.

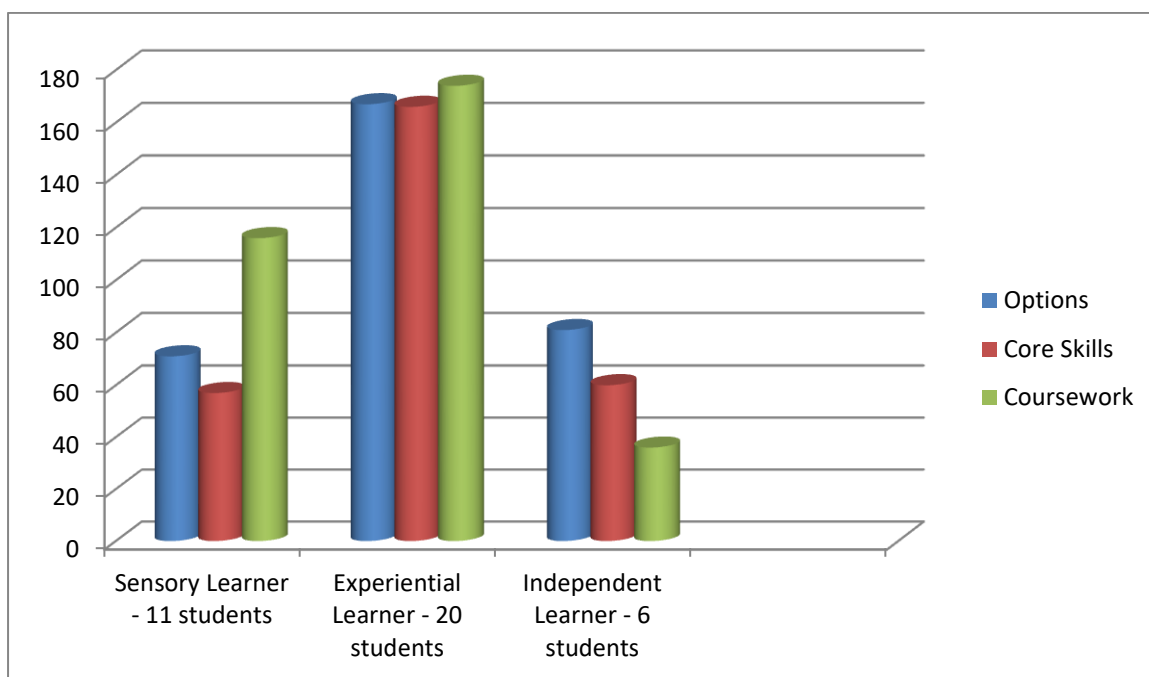
For Experiential students there is a fairly even balance across all areas of the curriculum: coursework (34.3%); Core skills (32.8%) and Options (32.7%) as well as Free School meals (an average of 20% with a deviation of 21.1% + 19.54%) and non-Free School meals (average of 80% with deviation of 78.9% + 80.46%) , also for both students of Ethnic minority (mean of 90%, with deviation of 92.8% + 87.9%) and White British (mean of 10% with deviation of 7.2% + 10.3%).

For Independent students the balance of units achieved is slightly different. Overall, there has been a greater emphasis on achieving units in Options, especially Travel Training, Enterprise and Community, which for the future development of these learners is absolutely appropriate. There is also a balance for Independent students with Free School meals and non- Free school meals (minor deviation of 17.3% for mean of 16.6%), as well as for those students of Ethnic minority and White British.

When looking at Male / Female differences across all groups, the one female Sensory student (20 units) has performed less well than her male peers (average 22 units). This is due to her being a school refuser for three months and only being in school on a part-time basis for five months, nevertheless it is a testament to the staff who have supported her to achieve as well as she has. Experiential female students (achieving an average of 27 units) have performed slightly better than their male counterparts (achieving an average of 24 units), this is as a result of one Experiential male student, being re-integrated into school, with an expectation of achieving 6 units, due to minimum involvement. Similarly, one female Independent learner has achieved above expected progress (achieving 31 units against 29 average for male students). An Independent male student is being hospitalised for the remaining 4 months of the school year.

For five LAC students (1 sensory, 3 experiential and 1 independent); the Sensory student has achieved less than average in comparison to other Sensory students, however he has achieved the expected number of units in the year, despite a high level of behavioural issues. The experiential students' data has been reduced due to the Experiential student mentioned above, who re-integrated into Durants in January 2017 and has only been accessing the curriculum since April / May 2017. The Independent LAC has achieved slightly better than average (30 units achieved against 29 average)

BREAKDOWN OF NUMBER OF UNITS ACHIEVED SHOWING BALANCE ACROSS ALL AREAS OF POST 16 CURRICULUM



LEAVERS 2017 – 8 Students

Type of Learner	Barnet + Southgate College	Flower Lane, Barnet	New Options/ Formont	Day Service/ Ambitious College
Sensory	0	1	1	1
Experiential	2			
Independent	3			

LOOKING FORWARD

With most students achieving AQA Units in either the ‘good’ or ‘outstanding’ range 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 2017-18 is as follows:

SENSORY LEARNERS: Minimum 18 AQA Units per year: +/- 1 Units (Average range): + 3 (Good): + 4 (Outstanding)

EXPERIENTIAL LEARNERS– minimum 22 AQA Units per year: + / - 1 Units (Average range): + 3 (Good): + 5 (Outstanding)

INDEPENDENT LEARNERS– minimum 25 AQA Units per year: + / - 1 Unit (Average range): + 3 (Good): + 5 (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 two 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. Doors to this area remain unlocked except as a last resort and in exceptional circumstances. In this instance, it is for the shortest possible time and correct policy procedures and protocols are maintained. 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.

2013-2014: 95.39% **2014-2015: 94.91%** **2015-2016: 93.55%** **2016-2017: 93.52%**

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, 92% of pupils achieved or exceeded the amount of expected progress this year in English.

Across Lower & Middle Departments, 88% of pupils achieved or exceeded the amount of expected progress this year in Maths.

Across the Lower & Middle Departments, 97% 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. We found this year that those of FSM showed slightly higher progress in Maths and Science than those not eligible.

When we compare gender, girls do slightly better than boys in all core subjects, but this difference is not significant.

The number of incidents of challenging behaviour reduced significantly from September 2016 to July 2017 due to effective interventions and staff confidence in de-escalation strategies when 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. To cover the non-academic range of progress we will be introducing the AET (Autism Education Trust) progression guidance for the next Academic year.

School Targets 2017-2018

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. Continue to use the reading scheme 'Lexia' throughout the school

PECS, Language Boards, Communication Books, Makaton and Total Communication, Intensive Interaction: 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 implement our updated Science Curriculum and schemes of work and increase the number of pupils achieving results above expected levels of progress in each area/topic

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, ranging from P1(i) to Stage 5. To demise the gap between P8 & Stage 1 in Maths & English, we have introduced three stepping stones (P9, P10, P11). The AET Progression Framework will be introduced the next Academic Year, to work alongside the curriculum enabling teachers to capture progress in non-academic areas.

How We Assess Progress

