



DURANTS SCHOOL
PUPIL ACHIEVEMENT
AND PROGRESS
2018-2019

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School Profile 2018-2019

Number of Pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (over 18 yrs)	Young Carers	Travellers
124	97	27	59	1	3	0	0

Number of Pupils in each year group – 2018-2019

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	23	16	20	14	20	14	7	10

Number of pupils per Department

Lower Department (36 pupils)		Middle Department (38 pupils)		Upper Department (34 pupils)		ARP Winchmore School (16 Pupils)	
28 males	8 females	31 males	7 females	27 males	7 females	11 males	5 females

Percentage of pupils by Ethnic Group

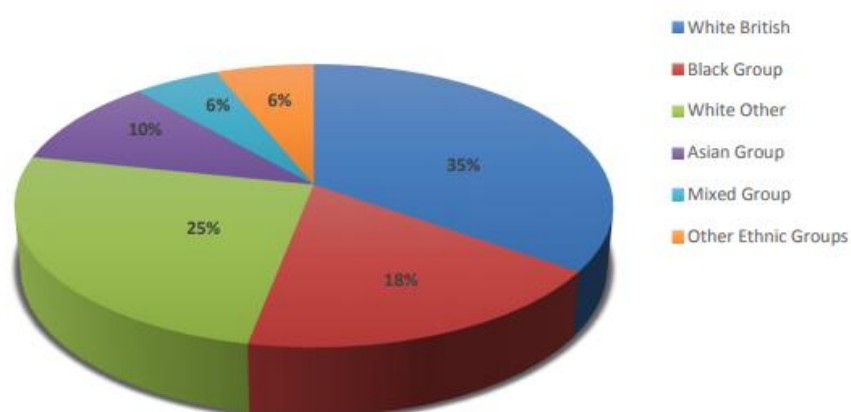
Asian & Other	Black	White British	White Other	Mixed Heritage	Other
11 (9%)	71 (57%)	11 (9%)	18 (14%)	12(10%)	1 (1%)

Percentage of ethnic groups in Enfield according to Enfield Borough Profile, 2017

Enfield is among the most ethnically diverse areas in the country. The school Census (2017) indicates the changing nature of the population and Enfield pupils recorded themselves under 95 different ethnic codes.

The most striking demographic characteristics of Enfield, is its rich ethnic diversity. Based on the 2017 Enfield Ethnicity estimates, residents from White British backgrounds make up 34.77% of Enfield's inhabitants with other White groups at 25.23%, Other Ethnic Groups at 6.14%, Mixed Groups at 5.34%, Asian Groups at 10.24% and Black groups at 18.28%.

2017 Enfield Ethnicity Estimate

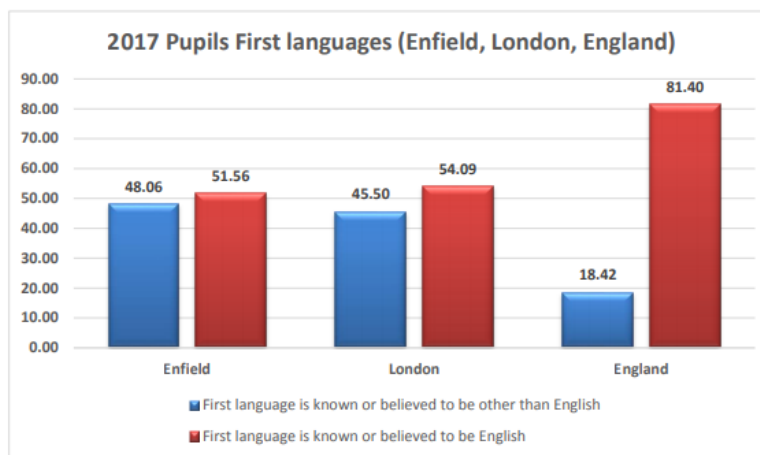


According to the ONS Borough Level Ethnicity projections (excluding the City of London), in 2016 Enfield was ranked as the 11th most diverse borough in London, with 40.43% of its population belonging to the Non-White Group, an increase of 3.10% from the previous year and slightly below the London average increase of 3.96%.

The Office for National Statistics

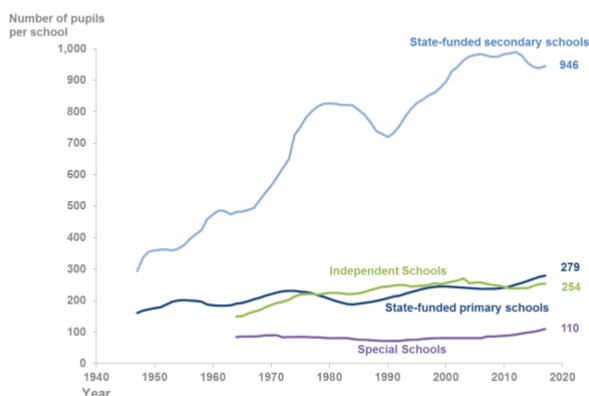
The Labour Force Survey, compiled by the ONS (Office for National Statistics) informs that in 2015 the percentage of the estimated adults who speaks English at home is 69.6% a significant decrease of 8.8% since 2009. This fits the trend of Enfield being more diverse with the increase of residents whom English is their not their first language.

According to the 2017 Department for Children, Schools and Families School Census, an average percentage of 48.06% of pupils from Enfield's Primary, Secondary and Middle School had a first language which was known or believed to be other than English, slightly above the London average of 45.50 and very significantly above England's 18.42%. In reverse Enfield (51.56%) also had a significantly lower average percentage of pupils whose first language was known or believed to be English, compared to London (54.09%) and England (81.40%).



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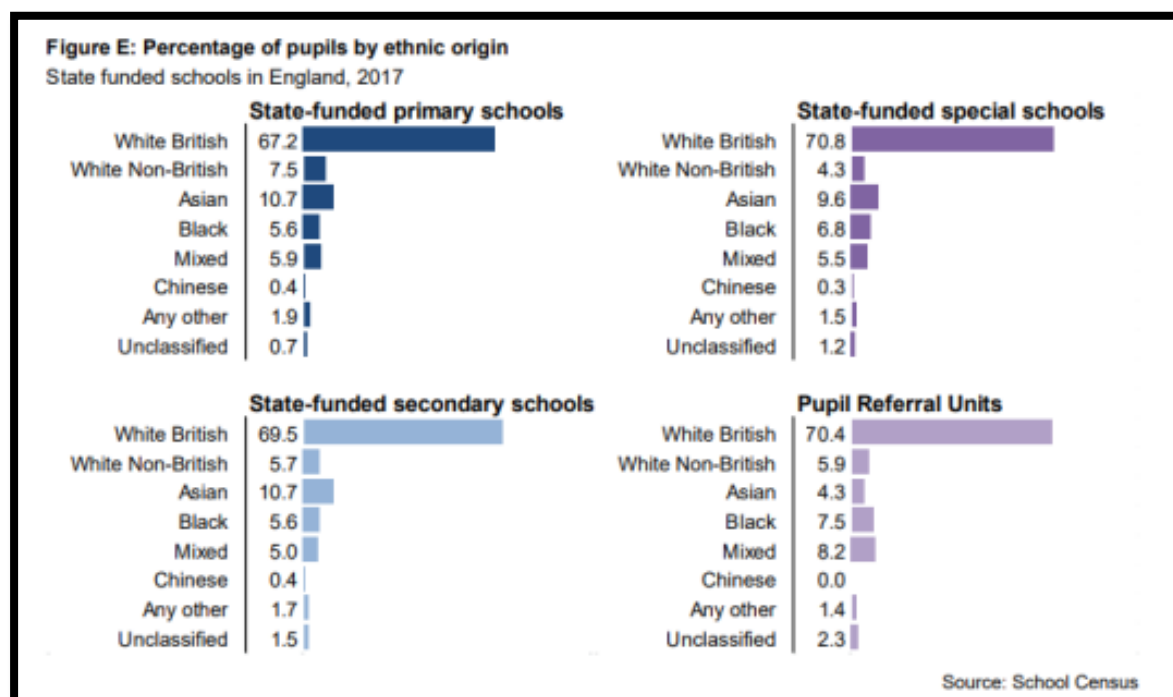
Figure B: The average size of all school types increased in 2017, with secondary schools reversing the drops in average size in recent years
Average pupil numbers in state-funded primary and secondary schools in England, 1947-2017.



Source: School Census

According to the 2017 school Census, it has shown that the average pupil numbers in state-funded Special schools in England is on the rise.

The chart below illustrates the percentage of pupils by ethnic origin for state-funded schools in England, 2017.



The figures are very different at Durants School

	State-funded special schools	Durants school
White British	78.8	9%
White non-British	4.3	14%
Asian	9.6	9%
Black	6.8	57%
Mixed	5.5	10%
Chinese	0.3	-
Any other	1.5	1%
Unclassified	1.2	-

Main languages spoken at home

45% of our pupils are living in homes where English is a second language. 7% of our pupils come from non-English speaking homes and Interpreters are required for parents attending school meetings/reports.

The 2017 school census states that 20.6% Primary schools and 16.0% secondary school pupils are exposed to a non-English language in their home.

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.

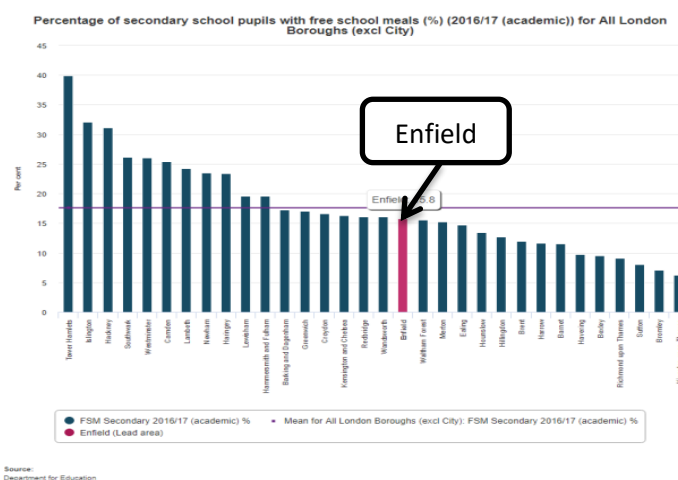
We are aware of our responsibilities to these pupils and are working hard to close the gap to ensure that all of our pupils' needs are met. Our Family Support Worker is working closely with our families and where

appropriate we provide interpreters to the Annual Reviews, EHCP plans, and other relevant meetings to ensure clear understanding.

Free School Meals

41% (51 pupils) are eligible for free school meals.

The percentage of Secondary school pupils with free school meals for the academic year 2016/2017 for all English regions show London as topping the board, however the quantity of pupils on FSM has steadily decreased since the academic year 2011 from 25.4% to 17%



Enfield Borough is placed just less than the middle of the table for Secondary pupils claiming FSM, when comparing against the rest of the London Boroughs.

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

100% (124 pupils) of our pupils have a diagnosis of Autism with varying learning difficulties.

Looked After Pupils

We have 1 looked after Pupil on role.

Vulnerable Adults

We have 3 vulnerable adults (LA pupils over 18yrs) on our role.

Young Carers

We have no young carers.

Traveller children

We have no traveller children in school.

Pupil Mobility

Joiners: 5 (pupils joined the school after the initial intake in September 2017)

Leavers: 4 (there has been 4 leavers during the course of the year, (2 death)

Long term absentees: 4 (including 1 Pupil is currently attending 3 days a week & 1 long term absence).

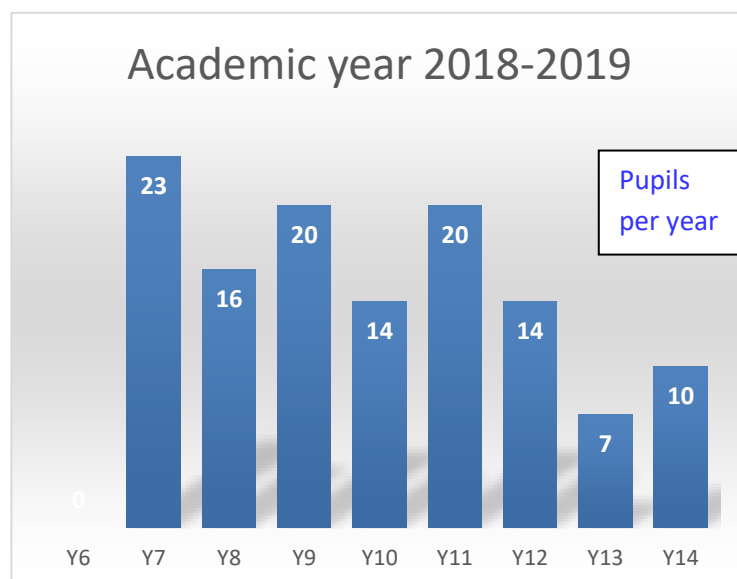
Comparing, 2011-2012, 2012-2013, 2014-2015, 2015-2016, 2017-2018, 2018-2019

	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	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
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

Durants School has increased to 16 class on site plus two satellite classes at Winchmore Secondary school. Class sizes vary from four to nine pupils per class with a teacher and 2 – 5 teaching assistants, depending on the needs of the pupils. At our ARP at Winchmore School, there is an option for Winchmore pupils to attend our classes periodically, if the need should arise. 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.

We are in the process of preparing our students for the transition to a new site in Southgate, London, for the next Academic year, beginning in the Autumn term.

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

	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%
2017-2018	117	9%	58%	7%	12%	13%	1%
2018-2019	124	9%	57%	9%	14%	10%	1%

This Academic year shows that 91% of pupils at Durants (including those classified as “other”) are from an ethnic background.

The office for National Statistics have recorded that the proportion of total population by ethnicity, England and UK, APS, Jan - Dec 2017 is 84.6% white, 15.4% other.

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.

This 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

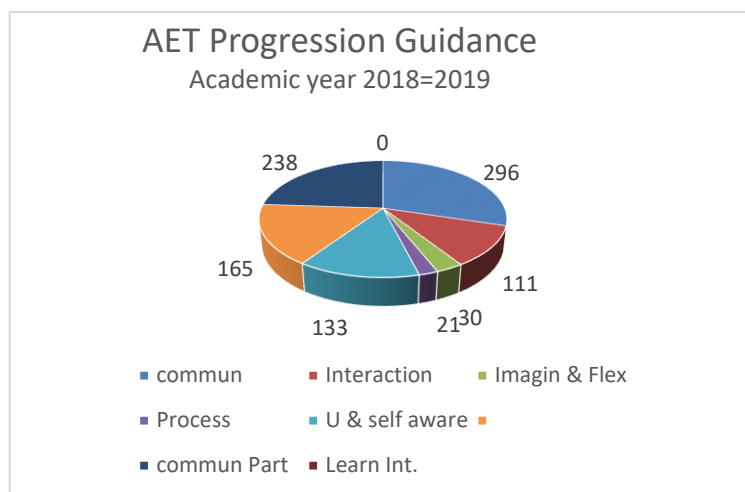
In line with a bespoke curriculum AQA Units and the AET, as a state-funded school we must offer a Learning environment which is Autism friendly and provides the following:

- 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 the pupils in the Upper Department, prepare for life as young adults, when pupils finish their education at Durants.

Key Areas

- Social Communication
- Social Interaction
- Social Imagination & Flexibility
- Sensory Processing
- Emotional Understanding & Self-awareness
- Learning
- Independent & Community Participation
- Additional Learning Intentions.



As shown above the three main areas continue to be: Independent & Community Participation, Social Community & Learning.

Updated Curriculum Assessment tool

This year, Durants School have been using their bespoke updated their Assessment Tool (introduced at the beginning of the Academic year) which is an Autism friendly Assessment Tool, to record pupil progress. This new 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, 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.

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), age appropriate, fun and accessible to help remove any barriers to learning, thereby allowing engagement and progress to take place. We have include in our curriculum, the AET (Autism Education Trust) progression framework to ensure non-academic progress is captured in all aspects of learning.

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 enable them to be aware of health & safety and 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 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.

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 software can also be worked on by pupils at home.

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.

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

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

Curriculum Updates

The Durants school curriculum has been devised and upgraded for pupils in the Lower and Middle Departments. Our provision is relevant, fun and accessible to help remove any barriers to learning thereby allowing engagement and progress to take place.

Changes we have made

We have written our own programmes of study for each subject which has an individualised scheme of work for each topic. This allows us as 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 schemes of work correlate with our new assessment tool 'I Can Statements, and through the use of our marking scheme, it allows teachers, teaching assistants and pupils to see what they are currently achieving and the new targets being set for them in each curriculum area. Each scheme of work starts at P4 and ranges through to Stage 4.

In both departments, we have developed new long term plans which cover more suitable 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.

We feel the changes to our curriculum provide our pupils with opportunities to learn through play, exploration, practical activities and community involvement. We have also introduced PBS (Positive Behaviour Support) through the “Zones of Regulation”, allowing each pupils to express how they are feeling through colour.

Our curriculum Programmes of Study have been developed to support pupils to:

- Develop communication skills in speech, gesture, sign or 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, to build positive relationships and to take responsibility for themselves.
- Learn the skills which will help them be more independent in adult life.
- Learn about the world around them and the wider community.
- Develop effective communication through speech or sign and to interact confidently with other people.
- 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 and personal independence

Durants New Site – Southgate, London.

Throughout the last summer term, Durants have been preparing their students for the move to a brand new site in Southgate, London. Once the building was ready and fit for purpose, pupils visited the new site on numerous occasions, to familiarise themselves with the new building, their classroom and the surrounding area, ensuring a smooth transition in the autumn term. The staff have put a tremendous effort into ensuring that all classrooms are prepared and ready for use for the September start and ensured that the pupils feel safe and secure in their new environment. This project took almost a decade to carry out, from initial talks to completion. The site provides a plethora of both educational and enjoyable amenities throughout the school, both indoors and outdoors. The classrooms are bright and spacious and each of the downstairs classrooms have a secluded outside area. The playground is ample sized with new activities and sheltered areas. The wellbeing of the staff is also looked after with an area in the building away from pupils, sporting a large staffroom, a kitchen, staff lockers and toilet and shower facilities.

Attainment Range Across Key Stages

Attainment range end of KS3

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English	P4 – NC2C	P4 – NC1B	P4 – Stage 3.25	P3(ii)-Stage 2.25	P4-Stage 3	P3 – Stage 4
Maths	P4 – NC2A	P4 –NC1B	P4 - Stage 2.75	P3(ii) – Stage 1.75	P4 – Stage 3	P3- stage 4
Science	P4 – NC2	P3ii-P7	P3(ii) - Stage 2	P3(ii) – Stage 1.75	P4) – Stage 2	P3– stage 2

Attainment range end of KS4

	2013-2014	2014-2105	2015-2016	2016-2017	2017 - 2018	2018-2019
English	P4 – NC2C	P5-NC3	P3(ii) – stage 2.25	P3(ii) –Stage 1.50	P4 – Stage 2	P3 – stage 3
Maths	P4 – NC3	P4-NC3	P3(ii) – Stage 2.25	P3(ii) – Stage 2.75	P5 – Stage 3	P4 – Stage 3
Science	P4 – NC3	P5-NC4	P3(ii) – P7	P3(ii) – P8	P6 – Stage 2	P3 – stage 2

End of Key stage 3 & 4 targets

We have 19 pupils are at the end of KS3. (Highlighted names PP pupils)

KS2-3

Name	Attainment end of KS2 Average			Attainment end of KS3 Average			<ul style="list-style-type: none"> Exceeded Targets Targets achieved Not yet achieved 						Completed AET Targets
Initials	Eng	Math	Sci	Eng	Math	Sci	Eng		Math		Sci (Average)		
NY	P5			P6				1/4		1/3			3
TO	P4	P4	P3(ii)	P6	P5	P5	1	2/4					5
LT	P7	P7	P5	P8	P8	P7		1/4					6
IA	P6	P5	P4	P7	P7	P7	1	1/4	1	2/3			0
SH	P7	P7	P6	S. 1	P8	P8		2/4	2	2/3			3
DM	P7	P7	P6	P8	P10	P8		2/4		2/4			5
JB	P6	P7	P6	P8	P11	P8		2/4		3/4			3
DI	P7	P8	P8	P8	P11	S.1	1		1	3/4			5
YR	P7	P7	P6	S.1	P11	P8		3/4		3/4			5
ST	S1	S2	S1	S3	S2	S2		3/4	1	3/4			3
MI	P8	P8	P6	P11	P10	P8		1/4		1/3			5
AW	P9	P8	P7	P11	P11	P8		3/4	1	2/4			5
PG	P3(ii)	P5	P5	P5	P5	P5	1	1/4		1/3			2

ML	P5	P4	P5	P6	P4	P6		1/4		1/3				2
LAS	P3	P4	P4	P6	P5	P5	1	2/4		1/3				8
SA	P7	P7	P6	P11	P10	P8		1/4		1/3				3
EK	S1	S3	S1	S3	S4	S2	1	2/4		1/4				4
JB	S1	S2		S2	S2		1	2/4		1	3/4			5
SB	-	-	-	S3	S4	S3	2			3				3

EKS3 targets in Literacy, 100% on target (42% of pupils have exceeded their target)

EKS3 targets in Maths, 89% on target, 11% not yet achieved their target. (37% of pupils have exceeded their target)

EKS3 targets in Science, 63% on target and 37% not yet achieved their target (16% of pupils have exceeded their target)

KS3-4

There are 18 pupils at school at the end of Key stage 4. (Highlighted names PP pupils)

Name	Attainment end of KS3			Attainment end of KS4			<ul style="list-style-type: none"> Exceeded Targets Targets achieved Not yet achieved 						Completed AET Targets
initials	Eng	Math	Sci	Eng	Math	Sci	Eng		Math		Sci		
AD	P4	P5	P4	P5	P6	P6							
JD	P4	P4	P4	P5	P5	P6		1/4		1/4			
AOS	P4	P4	P3	P5	P4	P5							
HS	P4	P3	P3	P5	P4	P4							
DB	P5	P5	P5	P5	P6	P7		1/4		1/3			
SK	P5	P6	P5	P5	P6	P6		1/4		1/3			
DM	P5	P5	P4	P6	P6	P6		2/4		1/3			
EOB	P7	P8	P6	P10	P10	P8		2/4		1/3			
CE	P8	P8	P5	P8	P9	P8		1/4		1/3			
KA	P6	P6	P4	P7	P8	P7		1/4	1	2/3			
TAS	P6	P7	P6	P7	P7	P8		2/4		2/3			
SD	P4	P5	P5	P7	P8	P7	2	3/4	3				
TB	P6	P6	P4	P7	P8	P7	3		2		4		
GM	P8	P10	S.1	P11	P11	S.2		3/4		1/4			
BG	P10	P10	S1	S1	S.3	S2				3/4			
AW				S2	S2	S2		3/4	1	2/4	3		
DNB				S3	S2	S2		1/4		1/4			
AC	S1	S1	S1	S3	S3	S2		1/4		1/4			

EKS4 targets in Literacy, 78% on target, 22% not yet achieved their target (11% of pupils have exceeded their target)

EKS4 targets in Maths, 83% on target, 17% not yet achieved their target (22% of pupils have exceeded their target)

EKS4 targets in Science, 56% on target and 44% not yet achieved their target (11% of pupils have exceeded their target)

CASPA analysis of core subject – ignoring category of need

In addition to Progression Guidance we track the progress of all our pupils in KS3 to KS4 through CASPA. Our KS5 pupils (35) are currently not on CASPA. They are not tracked on our I Can Statements system as they are presently following an AQA accredited curriculum.

Literacy

We had 89 KS3- KS4 pupils in school including (16 at our ARP Winchmore school).

17 (19%) pupils made above expected progress.

64 (72%) pupils made expected progress.

8 (9%) pupils made below expected progress.

91% of pupils made expected or exceeded expected progress in English.

Maths

We had 89 KS3- KS4 pupils in school including (16 at our ARP Winchmore school).

20 (23%) pupils made above expected progress

67 (75%) pupils made expected progress

2 (2%) pupils made below expected progress

98% of pupils made expected or exceeded expected progress in Maths.

Science

We had 89 KS3- KS4 pupils in school including (16 at our ARP Winchmore school).

20 (23%) pupils made above expected progress

66 (74%) pupils made expected progress

3 (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 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

In 2017-2018

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

In 2018-2019

- 91% of pupils made expected or exceeded expected progress in English
- 98% of pupils made expected or exceeded expected progress in Maths
- 97% of pupils made expected or exceeded expected progress in Science

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

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

Attainment over 3 years – CASPA data

Over the last four years we have seen spikes and dips in progress made, which somewhat depended on the nature of the cohort per academic year. The majority of pupils this year have made a steady increase in overall progress, depicting the percentage of pupils achieving and exceeding their targets. Pupils have made exceptional progress in all core subjects this year. 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, boys have achieved more Above Expected Progress in the Core Average but girls have slightly exceeded boys in the Expected Average category. The White British category scored higher than the Ethnic groups in both above/expected progress and non- FSM group scored slightly higher than FSM group in Expected Progress but not in the Above Expected Progress.

Sub group progress 2016-2017 – Analysis possible 84 pupils

Group of pupils	Number of pupils	Subject	Above expected progress	Expected progress	Below expected progress
Boys	69	Core av.	16 (23%)	50 (72%)	3(4%)
		English	13	49	7
		Maths	16	53	0
		Science	18	49	2
Girls	20	Core av.	3 (15%)	15 (75%)	1 (5%)
		English	4	15	1
		Maths	4	14	2
		Science	2	17	1
Ethnic Groups (Asian/Black/Other)	80	Core av.	17 (21%)	60 (75%)	3(4%)
		English	16	59	5
		Maths	18	61	1
		Science	17	61	2
White British	9	Core av.	2 (22%)	5(55%)	2(22%)
		English	1	5	3
		Maths	2	5	1
		Science	3	5	1
FSM	44	Core av.	9 (20%)	35 (80%)	1(2%)
		English	7	35	2
		Maths	6	38	0
		Science	13	30	1
Non FSM	45	Core av.	10(22%)	31(69%)	4 (9%)
		English	10	29	6
		Maths	14	29	2
		Science	7	36	2
LAC	1	Core av.		1 (100%)	
		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		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
All pupils	92%	82%	91%	88%	87%	90%	97%	77%	88%
Boys	95%	85%	90%	89%	86%	100%	97%	77%	97%
Girls	77%	69%	95%	85%	92%	90%	100%	77%	95%
Ethnic groups	85%	83%	84%	82%	86%	89%	89%	76%	88%
White British	100	67%	67%	80%	100%	89%	100%	100%	89%

FSM	87%	86%	95%	94%	92%	100%	100%	81%	98%
Non FSM	95%	81%	87%	84%	83%	96%	93%	74%	96%
LAC	100%	0%	100%	100%	0%	100%	100%	100%	100%

Over the last three years we have seen subtle increases and decreases in pupil progress. This Academic year all groups have made progress in Science. The diverse cohort each year also has an impact on the progress made.

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 ongoing introduction of EHCP reports to replace pupil statements and the AET Progression guidance framework to assist in selecting IEP targets which will be linked to each pupils' EHCP.

Findings by Key Stage

Progress

Key stage 3 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
19 pupils	15	4	5	14	3	17	1

Pupils eligible for Free School Meals (FSM)

100% of pupils eligible for FSM in key stage 3 made or exceeded expected levels of progress in core subjects.

Pupils not eligible for FSM

93% of pupils not eligible for FSM in key stage 3 made or exceeded expected levels of progress in core subjects (3 pupils in all core subjects)

Progress by ethnicity groupings

100% of pupils of ethnic groups made or exceeded expected progress in key stage 3 in core subjects. (2 in all core subjects)

There are no significant issues with regards to pupils making progress in key stage 3, which varies from year to year, however it is noted that there has been a greater increase of progress in Science this academic year.

Key stage 4 profile (end of KS4)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
18	15	3	11	7	0	18	0

Averaging in core subjects, 100% of pupils in KS4 made expected progress, (6 pupils made above expected progress)

When we analyse data looking at pupils who are eligible for FSM we find that 100% on FSM have made expected/ above expected progress and 100% of pupils not on FSM have made expected and above expected progress in one or more core subject areas.

Breaking down the core subjects we have found the following:

	<u>FSM (11 pupils)</u>	<u>Non FSM (7 pupils)</u>
Literacy	100% expected progress (9% above expected)	86% expected progress (25% above expected)
Numeracy	100% expected progress (57% above expected)	100% expected progress (18% above expected)
Science	91% expected progress (9% above expected)	100% expected progress (14% above expected)

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 (3)</u>
Literacy	93% expected progress (20% above expected progress)	100% expected progress (0% above expected progress)
Numeracy	100% expected progress (27% above expected progress)	100% expected progress (66% above expected progress)
Science	93% expected progress (7% above expected progress)	100% expected progress (33% above expected progress)

We then examined the data to see if there was any difference in the performance of the overall average in the ethnic groups and we found that 100% pupils, regardless of ethnic groups, made expected progress/above expected progress in part/all core subjects in key stage 4.

DURANTS SCHOOL UPPER DEPARTMENT - AQA OVERALL ASSESSMENT – JULY 2017

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 (YEAR 13 + 14) - 8		
Sensory	Experiential	Independent
3	2 (inc 1 LAC)	3 (inc 1 LAC)
YEAR 11, 12, 13 - 29		
Sensory	Experiential	Independent
7	17 (inc 1 LAC)	3
1 (LAC)	1 (LAC)	

KEY CODE:

Outstanding	Good	Average
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DURANT'S SCHOOL UPPER DEPARTMENT - AQA OVERALL ASSESSMENT – JULY 2017

	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%	16.67%
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
COMMUNICATIO N + 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

DURANTS SCHOOL UPPER DEPARTMENT - AQA OVERALL ASSESSMENT – JULY 2017

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 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
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.

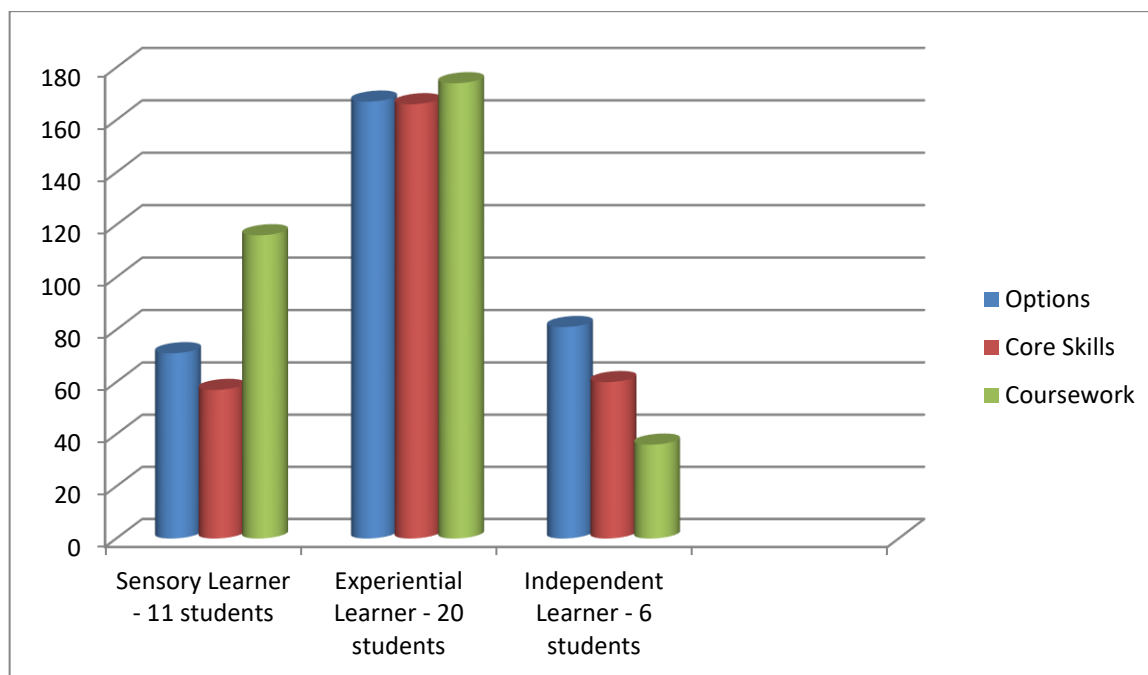
For Experiential students there is a fairly even balance across all areas of the curriculum: coursework (34.3%); Core skills (32.8%) and Options (32.7%) as well as Free School meals (an average of 20% with a deviation of 21.1% + 19.54%) and non Free School meals (average of 80% with deviation of 78.9% + 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 better (achieving 31 units against 29 average for male students). An Independent male student 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)

FINDINGS:

The actual number of AQA Units presented has increased by more than 10% from 928 in 2016-17 to 1053 units, which reflects the 10% increase in the recommended targets for all students this year.

Looking at the overall units for each group of students: male / female; FSM / non FSM; White British / ethnic minorities / LAC, each group have generally performed within expected ratios, with a few exceptions.

Overall, female students have performed slightly better than their male counterparts (+2.9% / -2.9% respectively); those not on FSM have performed slightly better than those on FSM (+2% / -2%) and those from Ethnic Minorities have performed better than White British (+2.6% / - 2.6%); LAC students have performed slightly less than expected (- 2.4% see below). Nevertheless none of these percentages show any significant differences as some of the numbers of students are quite low.

As per last year, there is a higher number of 'Sensory' students: 60% of group, representing 46.1% of the whole number of students who have Free School meals. These students have achieved a higher percentage of Core Skills than either Experiential or Independent Learners (34.2%, which equates to +6.4% overall / 46.9% -5.8%: Experiential and 18.9% - 0.5%: independent). However, this does mean that they have accessed less units in their Coursework.

Experiential students have achieved a significantly higher proportion of units with their Options choices (including Enterprise, Community, Travel Training, Fitness + Orienteering as well as Arts Award and Horticulture). This reflects the growing need to develop their independence skills through alternative mediums. Independent Learners have also achieved a slightly higher amount of units in these areas as well. For Experiential learners who receive Free school meals have achieved a higher proportion of units (+9.2%) in Core Skills than their non FSM counterparts (-9.2%), a similar pattern emerges with Independent Learners in Core Skills. Otherwise there is a balance across the other disciplines

For three LAC students (1 sensory, 1 experiential and 1 independent); the Sensory student has achieved as well as the other Sensory students, he has achieved more than his target number of units in the year (+3, although slightly lower than the average increase of +6), despite a high level of behavioural issues. The experiential student has achieved more than his expected number of target units (+ 9 units – average +9) The independent student data has been reduced due to the LAC student suffering from psychosis, and has difficulties in participating / engaging in written work, preferring to have his answers scribed, nevertheless he has achieved in the 'Good' criteria with two units above his target (the average for independent learners was +7 above their target).

LOOKING FORWARD

With almost all students achieving AQA Units in 'outstanding' range (only one student achieving in 'good' range), it is therefore important to look to progression with approximately a 20% increase to the baseline number of AQA Units achieved in one year. However, this may vary slightly, depending on individual pupil circumstances.

Accordingly the baseline for achieving in 2018-19 is as follows:

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

EXPERIENTIAL LEARNERS– minimum 26 AQA Units per year: + / - 1 Units (Average range): + 2 (Good): + 4 (Outstanding)

INDEPENDENT LEARNERS– minimum 30 AQA Units per year: + / - 1 Unit (Average range): + 3 (Good): + 5 (Outstanding)

There will also be a focus on Enterprise and Work Related Learning in 2018-19, with all students participating in an Enterprise / WRL units, as well as developing Travel Training skills (which might only be looking at an awareness of need) and Personal Care, this will include units on health + hygiene, social awareness, as well as looking at relationships that are age appropriate.

How We Assess Progress

