



**DURANTS SCHOOL**  
**PUPIL ACHIEVEMENT**  
**AND PROGRESS**  
**2019-2020**

## **Contents**

School Profile .....	3
Curriculum Statement .....	8
Curriculum Assessment Tool.....	9
Curriculum approach .....	10
Approach to Reading/Communication .....	10
Curriculum Updates.....	11
Covid 19 .....	12
How we assess progress .....	13

## School Profile 2019-2020

Number of Pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (over 18 yrs)	Young Carers	Travellers
128	103	25	64	2	0	0	0

### Number of Pupils in each year group – 2019-2020

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	19	24	17	20	12	19	12	5

### Number of pupils per Department

Lower Department (35 pupils)		Middle Department (41 pupils)		Upper Department (33 pupils)		ARP Winchmore School (19 Pupils)	
29 males	6 females	34 males	7 females	28 males	5 females	12 males	7 females

The following chart is a break of pupils per year group for the Academic Year 2019-2020.

### NC Year Breakdown

NC Year	Male	Female	Total
7	15	4	19
8	17	7	24
9	16	1	17
10	16	4	20
11	9	3	12
12	17	3	20
13	10	2	12
14	3	1	4
<b>Total</b>	<b>103</b>	<b>25</b>	<b>128</b>

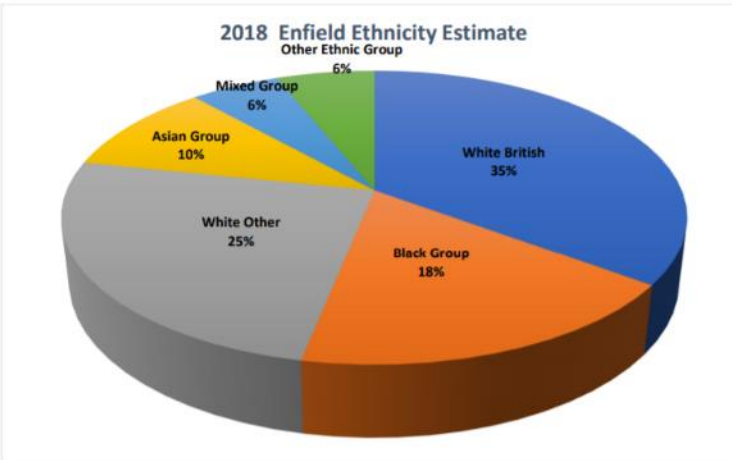
### Percentage of pupils by Ethnic Group

Asian & Other	Black	White British	White Other	Mixed Heritage	Other	Not specified
8 (6.25%)	64 (50%)	9 (7%)	4 (3.1%)	21(16.4%)	14 (11%)	8 (6.25%)

Percentage of ethnic groups in Enfield according to Enfield Borough Profile, 2018

Enfield’s Ethnicity estimates are produced in-house, using data from the 2001 and 2011 Censuses and the 2018 School Census conducted by the local education authority (LEA), The School Census results indicate the changing nature of the population and Enfield pupils recorded themselves under 95 different ethnic codes.

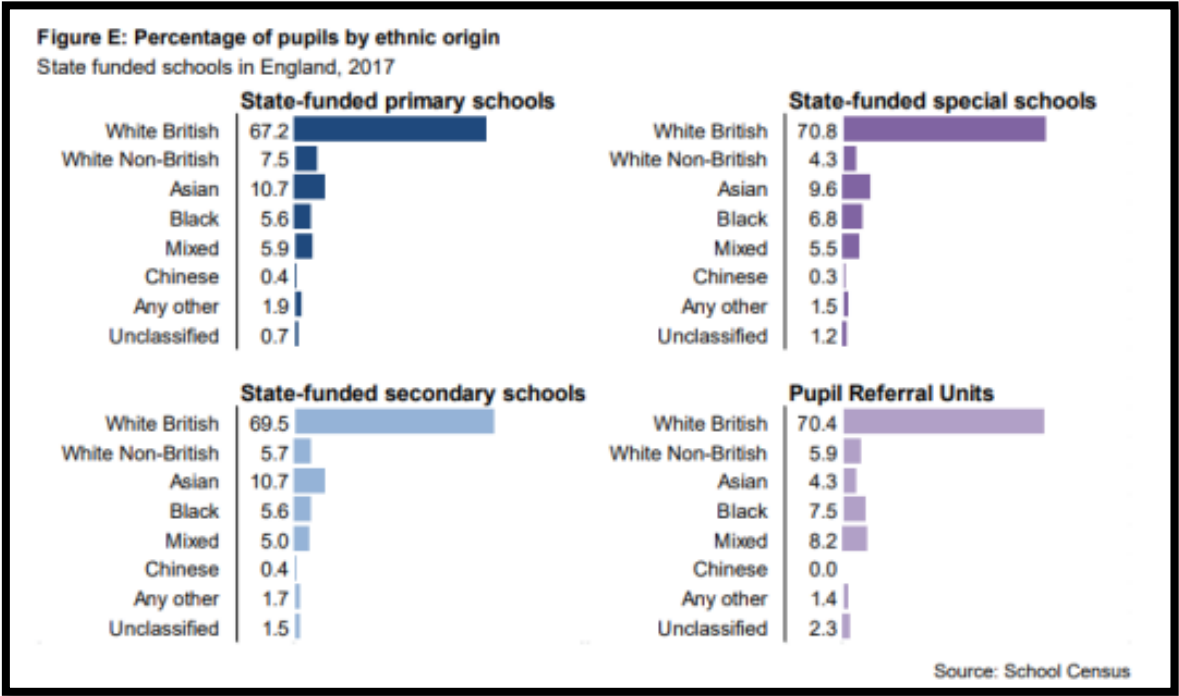
One of the most striking demographic characteristics of Enfield is its rich ethnic diversity. Based on the 2018 Enfield Ethnicity estimates, residents from White British backgrounds make up 35.18% of Enfield’s inhabitants with other White groups at 25.13%, Other Ethnic Groups at 6.09%, Mixed Groups at 5.50%, Asian Groups at 10.16% and Black groups at 17.94%



According to the ONS Borough Level Ethnicity projections (excluding the City of London), in 2018 Enfield was ranked as the 14th most diverse borough in London, with 38.87% of its population belonging to the Non-White Group, a decrease of 3.42% from the previous year.

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.

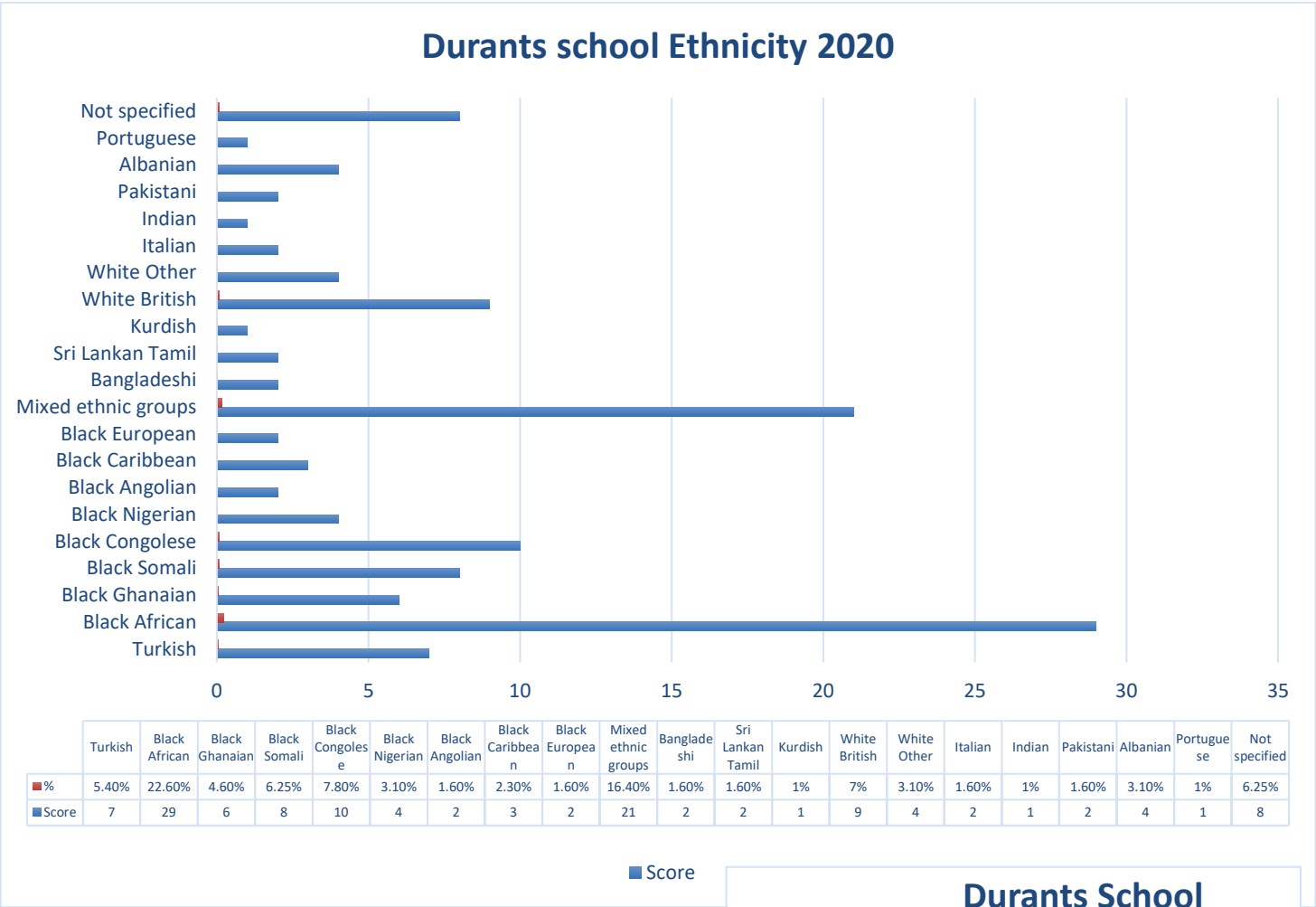
The chart below illustrates the percentage of pupils by ethnic origin for state-funded schools in England, 2017.



The figures are very different at Durants School

	State-funded special schools	Durants school 2019-2020
White British	70.8	7 %
White other	4.3	3%
Black ethnic group	6.8	50%
Mixed ethnic group	5.5	16.4%
Asian	9.6	6.25%
Other ethnic group	1.5	11%
Not specified		6.25%

Durants School Ethnicity can be broken down into the following:



The pie chart to the right is a summary of Ethnicity at Durants School.

The largest group showing:

Black ethnic group,

Mixed Ethnic group,

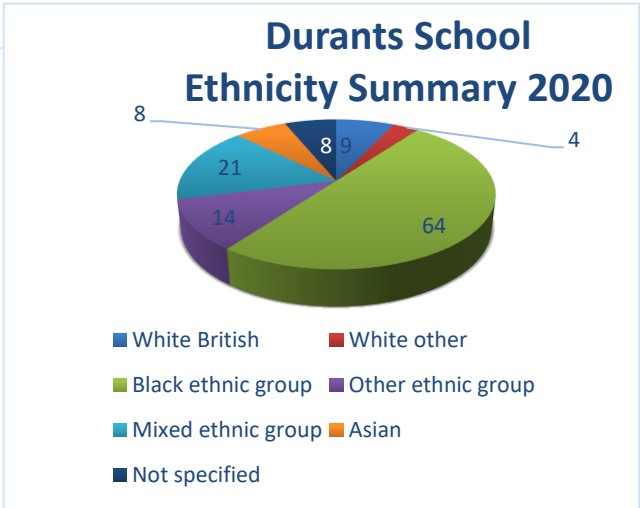
Other Ethnic group,

White British,

Asian,

Not specified ,

White other.



## Main languages spoken at home

72.6% (93) of our families speak English at home, however, that is not to say that English is the only language spoken in the home. 17.2% (22) come from families that do not speak English in the home and 10.2% (13) of our families have not specified.

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.

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, particularly during this worrying time with Covid-19 and where appropriate we provide interpreters to the Annual Reviews, EHCP plans, and other relevant meetings to ensure clear understanding.

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%).

## Free School Meals

50% (64 pupils) are eligible for free school meals at Durants School.

The average percentage of pupils eligible for free school meals for Academic year 2018-2019 in:

England is 14.1%

London is 17.4%

Enfield is 17.2%

Due to Covid-19 and not all pupils have attended school since March, 2020 therefore, the school has sent home food vouchers (to non-attendees' on FSM) and food parcels to all FSM pupils.

## Number of pupils by Learning difficulties

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

## Looked After Pupils

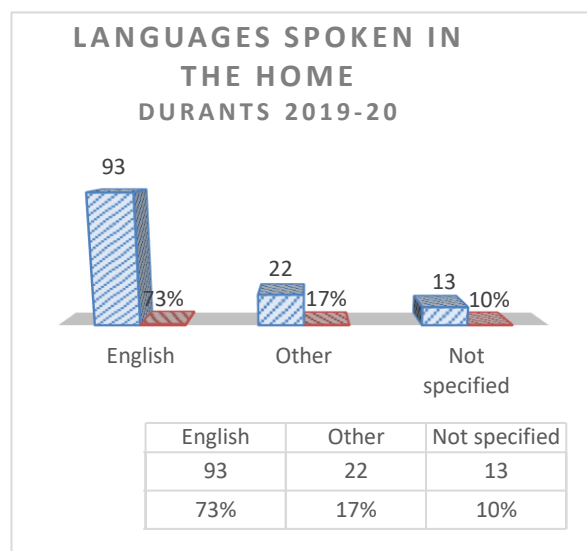
We have 2 looked after Pupil on role.

## Vulnerable Adults

This year we have no vulnerable adults (LA students over 18 years).

## 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 2019)

Leavers: 1

Long term absentees: 1 (in hospital due to mental health issues).

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

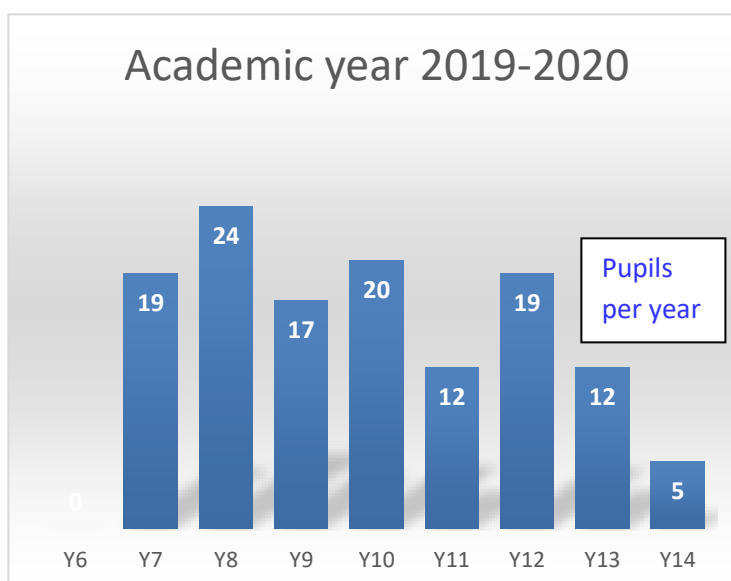
	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	Young Carers	Travellers
2011-2012	84	65	19	46	3		0	0
2012-2013	87	68	19	42	3		0	0
2013-2014	98	76	22	42	4		0	0
2014-2015	106	85	21	48	5		0	0
2015-2016	104	83	21	43	5		0	0
2016-2017	110	88	23	45	5		0	0
2017 – 2018	117	95	22	48	2		0	0
2018-2019	124	97	27	59	3	3	0	0
2019-2020	128	103	25	64	2	0	0	0

Durants School has increased to 18 class on site plus two satellite classes at Winchmore Secondary school.

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. At our ARP at Winchmore School, there is an option for Winchmore pupils to attend our classes periodically, if the need should arise.

All our pupils have transitioned to our new site at Southgate and have settled in very well. All pupils have adjusted quickly to their new environment.

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.

Due to Covid-19 our cohort was decreased to on average of 25 - 35 pupils per day from 23rd March, 2020 to 20<sup>th</sup> July 2020. For those pupils who did not attend school, teachers sent work packs home weekly and kept in touch with parents and families, providing support and advice, through continuous weekly phone calls and emails. All Annual Reviews, EHCP's and other important pupil related meetings with external professionals, were conducted virtually via Microsoft Teams.

### 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%
2019-2020	128	6.25%	50%	7%	3.1%	16.4%	17.25%

This Academic year shows that 93% of pupils at Durants (including those classified as "other") are from an ethnic background.

Based on the 2018 Enfield Ethnicity estimates, residents from White British backgrounds make up 35.18% of Enfield's inhabitants with other White groups at 25.13%, Other Ethnic Groups at 6.09%, Mixed Groups at 5.50%, Asian Groups at 10.16% and Black groups at 17.94%.

### Free School Meals

2015 - 2016, 41% pupils were eligible for Free School Meals.  
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2017 - 2018, 41% pupils were eligible for Free School Meals.  
2018 - 2019, 41 % pupils were eligible for Free School Meals.  
2019 – 2020, 50% pupils were eligible for Free School Meals.

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 £50,490.00.

## Curriculum Statement

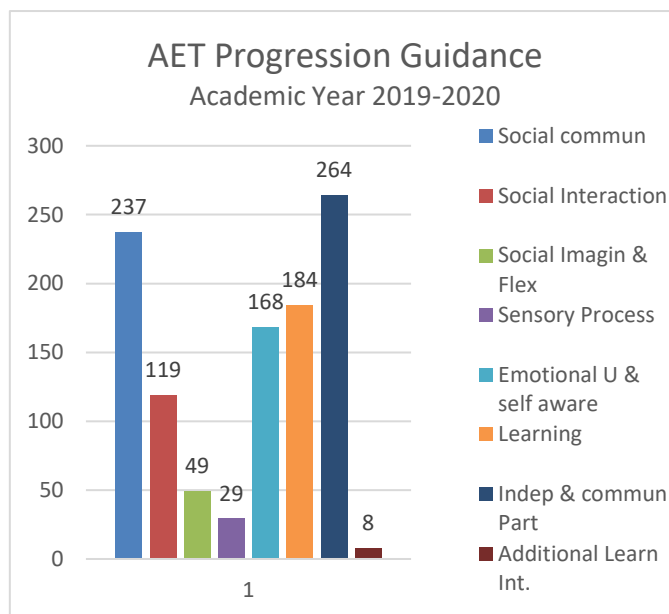
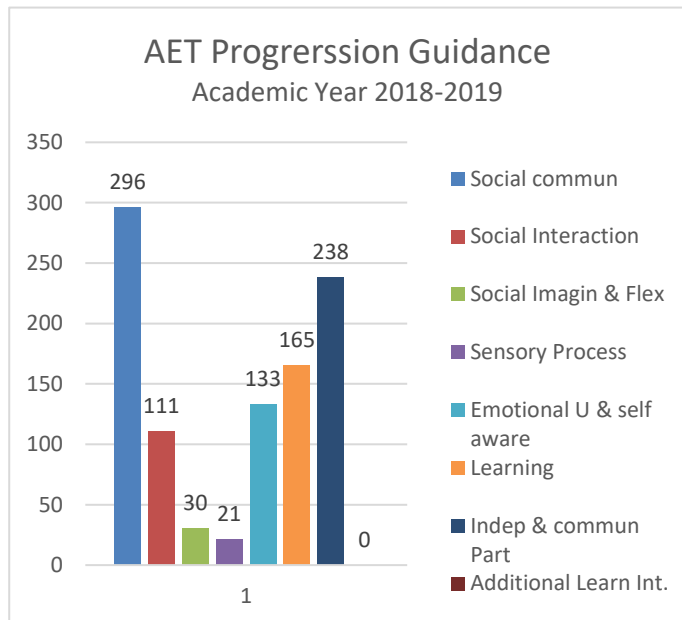
In line with a bespoke curriculum AQA Units and the AET, as a state-funded school we must offer a Learning environment which is Autism friendly and provides the following:

- 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. The progress shown is a roll over from previous year however it needs to be taken into consideration changes to the cohort each year. (Social communication has decreased due to the number of leavers in Academic year 2018-19.)

## Curriculum Assessment tool

We have continued using our bespoke Assessment Tool (introduced at the beginning of the Academic year 2018-2019) which is an Autism friendly Assessment Tool, to record pupil progress. This 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, consisting of Core subjects, Humanities (RE, Geography, History) and other subjects such as Food Tech, PE, SRE

& Creative Arts as well as incorporating ASDAN and AET targets which focus on non-academic areas. We still use our external assessment & comparison tool CASPA.

## Curriculum Approach

Students at Durants School are grouped according to their specific and educational 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 – Year 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 included in our curriculum, the AET (Autism Education Trust) progression framework to ensure non-academic progress is captured in all aspects of learning.

Our Upper Department (Year 12 – Year 14) follow a more practical curriculum through the medium of Externally Accredited AQA Units, which incorporate Core Subjects as well as daily functional living skills, Health & Safety practice and practical guidance towards Adulthood.

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. Due to Covid-19 pupils the majority of our pupils are working from home and in order to continue with their literacy learning, pupils without the necessary electronic equipment (laptop/tablet) have been supplied with one from school.

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 and we have supplied a number of parents with a variety of appropriate reading books to read with their child / children.

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. Again these resource have been sent home to parents who require them.

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 and these are revised annually. 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.

We have updated our curriculum to include the new RSE subject, which will be introduced in the first term of the next Academic year and we have sensitively adapted it to suit the needs and understanding of all our pupils, taking into consideration, Ethnic, Religious and cultural values.

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 Lower and Middle departments, we have updated our 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 successfully introduced PBS (Positive Behaviour Support) through the "Zones of Regulation", allowing each pupils to express how they are feeling through colour, which has proven to be correctly reformed for our pupils.

Since adding the AET progression framework to our curriculum, it has allowed us to record and work on areas that have not been acknowledged within our curriculum, for example basic life skills and other non- academic areas. We will be updating to phase 2 for the next Academic year.

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.**

The move to the new site in Southgate has been a tremendous success. Students settled in quickly as did the teachers and teaching staff and any teething problems were quickly resolved. Pupils are enjoying the large spaciouly bright classrooms, carefully adapted outside areas and large gym, as well as confidently transitioning to the detached Canteen, Life Skills room and Art room.

The old site at Pitfield Way in Enfield is currently been renovated to accommodate our new year 7 pupils for the Academic year 2020-2021.

## **Covid 19 - Pandemic**

There will be not any recordable Progress data for all sectors of this report for the Academic Year 2019-2020. This is mainly due to the Covid-19 Pandemic. In view of this pandemic, the majority of pupils and a percentage of our staff have not attended school from 23<sup>rd</sup> March 2020 up until the end of term (20<sup>th</sup> July 2020). Whilst the school remained open for our most vulnerable students and students with Key worker parents, it would be imbalanced and incorrect to report on overall progress achieved when the majority of students worked from home – work packs were sent home to each student on a weekly basis or as and when needed. This type of learning made it impossible for teachers to record any progress accomplished.

It is also an important factor to understand that all our pupils have Autism and very spiky profiles and the majority of quality learning and a high percentage of progress, is achieved during the final term of the year. This is the time of the year our students feel more comfortable with their class teachers and teams and as a result become more focused on their learning. The disruption of their standard routine and change of environment (staying at home instead of being at school) may prove to be very unsettling for our students, resulting in a break in their focus on the curriculum. It is fair to say that all our pupils were making good progress up to 23<sup>rd</sup> March, 2020.

## How We Assess Progress

