



**DURANTS SCHOOL**  
**PUPIL ACHIEVEMENT**  
**AND PROGRESS**  
**2020-2021**

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## School Profile 2020-2021

Number of Pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (over 18 yrs)	Young Carers	Travellers
163	135	28	86	4	0	0	0

### Number of Pupils in each year group – 2020-2021

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	32	24	26	18	21	13	18	11

### Number of pupils per Department

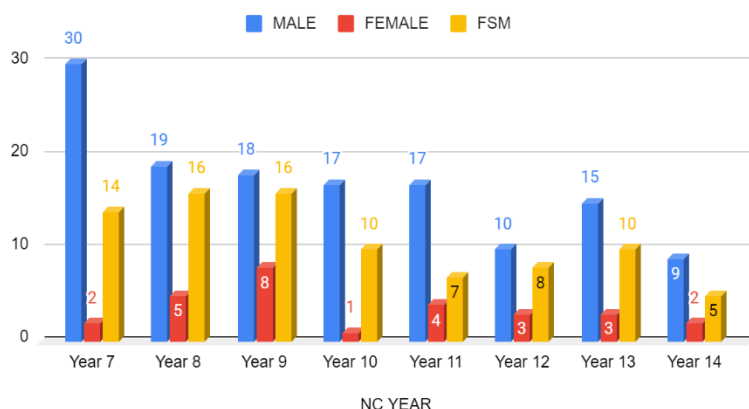
Lower Department (64 pupils)		Middle Department (37 pupils)		Upper Department (40 pupils)		ARP Winchmore School (22 Pupils) <small>(14 Lower Dept. 8 Middle Dept.)</small>	
56 males	8 females	32 males	5 females	32 males	8 females	15 males	7 females

### Pupils per year group for the Academic Year 2020-2021.

NC YEAR	MALE	FEMALE	FSM	TOTAL
Year 7	30	2	14	32
Year 8	19	5	16	24
Year 9	18	8	16	26
Year 10	17	1	10	18
Year 11	17	4	7	21
Year 12	10	3	8	13
Year 13	15	3	10	18
Year 14	9	2	5	11
<b>Total</b>	<b>136</b>	<b>28</b>	<b>86</b>	<b>163</b>

### Pupils per year group

Adademic Year 2020-2021



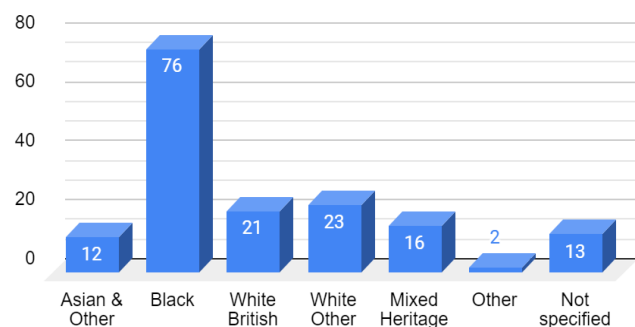
This Academic Year (2020-2021) there was a 21% increase in new students out of which 54% (22) of those new students, were Free school Meals

## Percentage of pupils by Ethnic Group

Asian & Other	Black	White British	White Other	Mixed Heritage	Other	Not specified
12 (7.4%)	76 (46.6%)	21 (12.9%)	23 (14.1%)	16(9.8%)	2 (1.2%)	13 (8%)

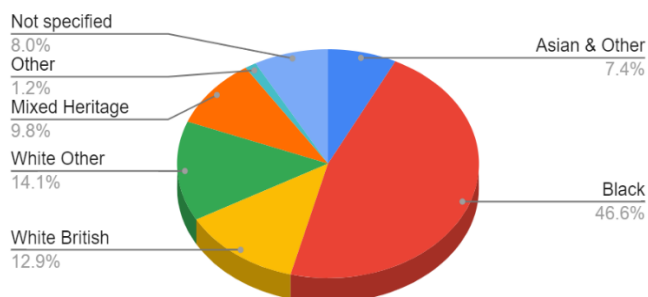
Durants School 2020 - 2021

Ethnic Groups



Durants School 2020 -2021

% Ethnic Groups



The above charts clearly show almost half of our pupil population (46.6%) consists of students from a 'Black' ethnic group. This group comprises of Black African, Black Somali, Black Congolese, Black Caribbean, Black Nigerian, Black Ghanaian, Black Angolan and Black European.

The 'White Other' ethnic group which consist of Albanian, Eastern European, Turkish, Kurdish, Portuguese, Italian, Greek and Irish, contains a pupil population of 14.1% followed by the 'White British' ethnic group at 12.9%.

Those of 'Mixed Heritage' consist of 9.8% followed by the 'Asian & Other' ethnic group at 7.4%. There is a 2% of pupils categorise under 'Other' and an 8% which are recorded as 'Not specified'.

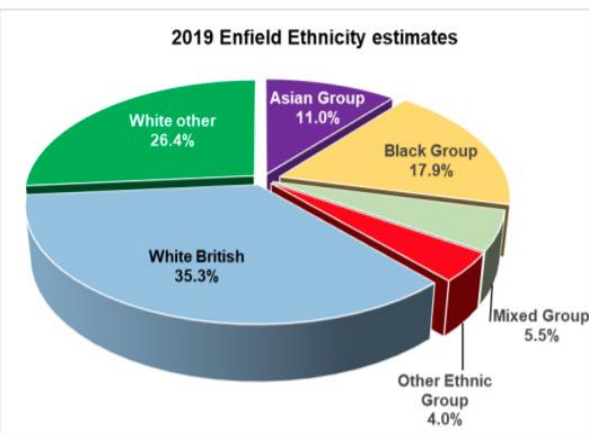
## Percentage of ethnic groups in Enfield Borough (Enfield Borough Profile 2021)

The Office for National Statistics have indicated that the data from the 2021 Census will not be released until March 2023 therefore the following information is taken from the 2011 Census. The 2011 Census data reveal, in comparison to the average London boroughs, Enfield had a slightly smaller White UK group (40.5% of total population) and relatively large numbers in the 'Other White' group (18.2%) and in Black groups (17.2%)

## Ethnicity Estimates 2019 (in-house estimates)

Enfield's Ethnicity estimates are produced in-house, using data from the 2011 Censuses and the 2019 School Census conducted by the local education authority (LEA). The School Census results indicate the changing nature of the population as Enfield pupils recorded themselves under 102 different ethnic codes. The estimates have been made for 22 groups by five-year age bands. Total populations have also been estimated for further groups that make up the Council's ethnic group classification that is used in

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



equalities. (See table). One of the most striking demographic characteristics of Enfield is its rich ethnic diversity. Based on these estimates, residents from White British backgrounds make up 35.3% of Enfield's inhabitants with other White groups (including White Irish) combined at 26.4%. Mixed Ethnic Groups account for 5.5%, Asian Groups for 11.0% and Black groups for 17.9% of Enfield's population. (*Enfield borough Profile 2021*)

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

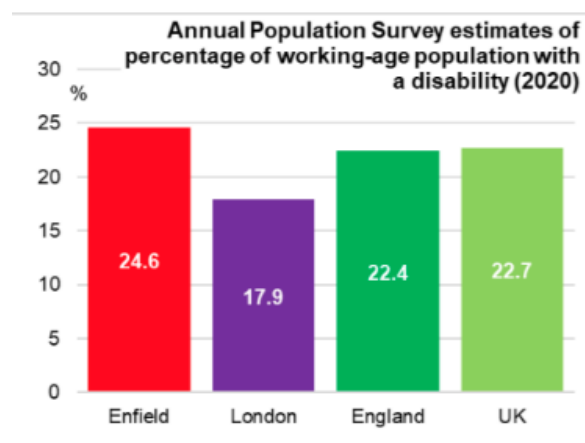
	Number of pupils	Asian	Black	White British	White Other	Mixed Heritage	Other & not specified
2011-2012	84	10.7%	47.6%	21.5%	15.5%	3.5%	1.2%
2012-2013	92	12%	49%	19.1%	14.2%	4.5%	1.2%
2013-2014	98	11.2%	47%	17.5%	14.3%	8%	2%
2014-2015	106	7.5%	54%	12%	11%	8.5%	12%
2015-2016	104	4.8%	52.8%	10.6%	15.4%	8.7%	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%
2020-2021	163	7.4%	46.6%	12.9%	14.1%	9.8%	9.2%

This Academic year shows that 87.1% of pupils at Durants School (including those classified as "other") are from an ethnic background.

## Disability

It is stated in the 2011 Enfield Census 52.5% of people with a disability or long-term health problem were of working age (16-64 years).

In the year ending December 2020, 52,700 Enfield residents aged 16-64 were estimated to have a disability, or nearly 25% of the working-age population. If correct, this would represent an increase of over 100% on the Census estimates for this age group, although the definition of 'disability' is significantly different in that it does not



require an examination of the severity of the effect of the disability upon the individual's daily activities. APS estimates indicate that the rate of disability among working-age individuals in Enfield is higher than the regional and national averages. (*Enfield borough Profile 2021*)

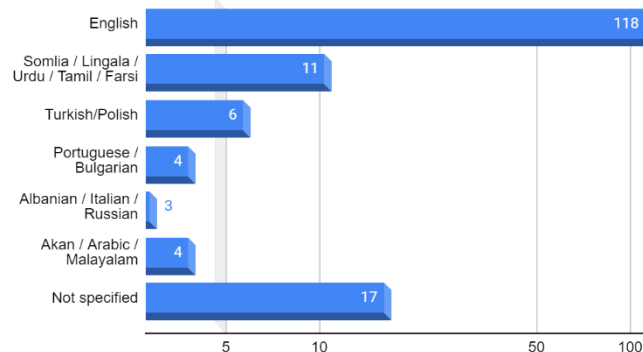
## Main languages spoken at home

72.4% (118) 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% (28) come from families that mainly speak another language in the home and 10.4% (17) of our families have not specified. (Chart B)

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%).

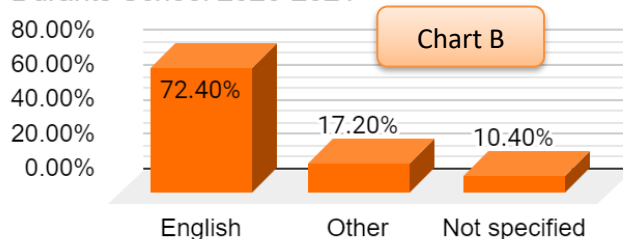
Languages spoken in the home

Durants School 2020-2021



Languages spoken in the home

Durants School 2020-2021



## Free School Meals

Statistics show:

- There are 8.9 million pupils attending 24,400 schools in England in 2020/21. This includes state-funded and independent schools.
- 20.8% are known to be eligible for free school meals, representing 1.74 million pupils. This has increased from 17.3% in January 2020.
- Over 420,000 pupils have become eligible for free school meals since the first lockdown on 23 March 2020. This compares to 292,000 for the same period (March 2019 to Jan 2020) before the pandemic. (*Schools, Pupils and their characteristics, Academic Year 2020/21*)

For the Academic Year 2020-2021, over half of the Durants School cohort of 52.8% (86 pupils) were eligible for free school meals.

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

## Number of pupils by learning difficulties

100% (163 pupils) of our pupils have a diagnosis of Autism with additional learning difficulties.

## Looked After Pupils

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

Leavers: 0

Long term absentees: 4 (due to Covid-19 related issues).

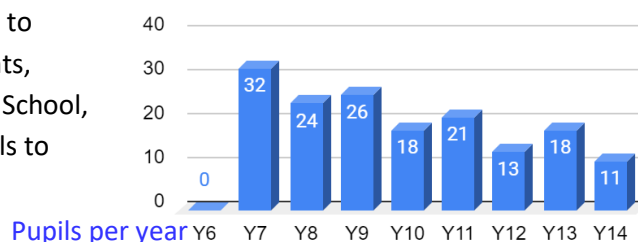
## Comparing school intake: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	Young Carers	Travellers
2016-2017	110	88	23	45	5		0	0
2017 – 2018	117	95	22	48	2		0	0
2018-2019	124	97	27	59	3	3	0	0
2019-2020	128	103	25	64	2	0	0	0
2020-2021	163	135	28	86	4	0	0	0

Durants School has increased to 20 class on site plus two satellite classes at Winchmore Secondary school. Class sizes vary from six to twelve pupils per class with a teacher and 2 – 6 teaching assistants, depending on the needs of the pupils. At our ARP at Winchmore School, there are two classes and there is an option for Winchmore pupils to attend our classes periodically, if the need should arise. Our ARP Unit at Winchmore School, are currently making arrangements to opening a new post 16 unit, which should be up and running for the next academic year.

## Durants School

Academic Year 2020-2021 cohort



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 difficulties, that can be described as having a Complex Learning Difficulties and Disabilities (CLDD), and this can present with an uncharacteristic or spikey profile.

Due to Covid-19 our cohort was decreased to on average of 35 pupils per day from 23rd March, 2020 to September 2020. The school remained open during lockdown for the more vulnerable students and those who needed the most support. From September 2020 to July 2021 teaching resumed to normal however some parents preferred to keep their children at home. That period also saw a lot of disruption due to classes, students and staff self- isolating. 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 welfare phone calls and emails. All Annual Reviews, EHCP's and other important pupil related meetings with external professionals and parents/carers, were conducted virtually via Microsoft Teams.

### **Free School Meals**

2015 - 2016, 41% pupils were eligible for Free School Meals.  
2016 - 2017, 41% pupils were eligible for Free School Meals.  
2017 - 2018, 41% pupils were eligible for Free School Meals.  
2018 - 2019, 41 % pupils were eligible for Free School Meals.  
2019 – 2020, 50% pupils were eligible for Free School Meals.  
2020 - 2021, 53% Pupils were eligible for Free School Meals.

Over the years, our Free School Meals students cohort has steadily increased to just over half of the pupils on role for 2020-2021. 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 all pupils achieve targets based on life skills and basic learning not covered by Academic learning, which will run concurrent with the curriculum throughout all (Lower, Middle, Upper) departments at Durants School & Durants Satellite at Winchmore.

This year we updated our AET from Phase 1 to Phase 2, allowing a greater range of non-academic Key areas (See below).

### **Key Areas**

- **Communication & Interaction**
- **Social Understanding & Relationships**
- **Sensory Processing**
- **Interests, Routines & Processing**
- **Emotional Understanding & Self- awareness**
- **Learning & engagement**
- **Healthy Living**
- **Independence and Community Participatio**



## Curriculum Assessment tool

We have continued using our bespoke Assessment Tool (introduced at the beginning of the Academic year 2018-2019) which is an Autism friendly Assessment Tool, to record pupil progress. This system is called “I Can Statements” and it covers progress in three stages: P1(i) – p3(ii), P4 to P8, Stage 1 – Stage 5 and to diminish the massive step between P8 and stage 1 we have introduced P9, P10 & P11 as stepping stones. This new system is easier and faster to use, attuned to capture progress from a differentiated curriculum, consisting of Core subjects, Humanities (RE, Geography, History) and other subjects such as Food Tech, PE, RSE & Creative Arts as well as incorporating ASDAN, AQA Units, and AET targets (which focus on non-academic areas). We still use our external assessment & comparison tool CASPA.

## Curriculum 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 have been 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 this year we have opened a school library which has a supply of books to cater for all our students' needs.

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 RSE, which is now compulsory and we have sensitively adapted it to suit the needs and understanding of all our pupils, taking into consideration, Ethnic, Religious and cultural values.

We have also introduced our British Values Scheme of Work (SOW) and policy as well as a bank of resources to suit the needs and understanding of all our pupils. This will enable our teaching staff to promote pupils' spiritual, moral social and cultural development (SMSC). Our aim is to nurture our pupils to grow into safe, caring, democratic, responsible and tolerant adults who make positive differences to their surrounding environment and British society. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, local community and the wider world.

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.

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 have updated our AET to phase two which consists of the following areas: Communication & Interaction, Social Understanding & Relationships, Sensory Processing, Interests, Routines & Processing, Emotional Understanding & Self- awareness, Learning & engagement, Healthy Living, Independence and Community Participation.

We have replaced our previous method of physical intervention (Approach) with PRICE (Positive Approaches to Challenging Behaviour). This new framework encompasses a large variety of strategies, de-escalation, diversion, and distraction skills, while maintaining the individual's rights and dignity. All staff have been trained to use this (as a last resort) and all new staff will be trained as and when needed.

Over the past year we have also become a registered exam centre and some of our students at our DSaW have successfully completed some GCSE's.

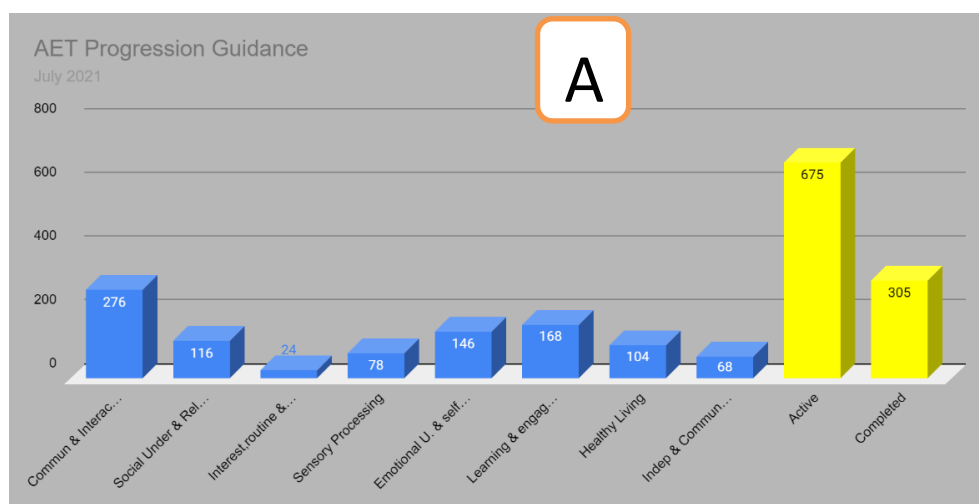
Our school council has resumed and has input from a number of pupils throughout the school (one student from each class).

## Covid 19 - Pandemic

Covid-19 has had a massive impact on pupils learning over the past two academic years and is still impacting on the education of all our pupils and their families. Disruption to lessons, routines, and transitions both in and out of school has had an enormous impact on staff and pupils, physically, emotionally and mentally. The school has taken all this into account and have supported (and continue to do so) staff, pupils and their families throughout this pandemic.

## AET (Autism Education Trust) Progression Guidance

Each year pupils are given AET targets and these form part of their IEP's. The school has adapted Phase 2 of the AET guidance and it is evident that 'Communication and Interaction' is an area that has been most beneficial for our students. (see chart A). Of the current 980 targets issued to pupils, 305 have been successfully achieved and 675 are currently active. As targets are achieved, they are replaced with new



targets and this is ongoing throughout the school year, therefore the number of active targets should not be misconstrued as unachieved targets.

**AQA Units (Upper Department & DSaW – (Durants Satellite at Winchmore))**

AQA Units are used by our Upper Department as their curriculum. This Academic Year, there were 1414 target units set for our pupils, varying in quantity per student (depending student’s ability). As seen in the bar chart 1, the students have achieved all their targets and have accomplished and completed an overall 462 extra units.

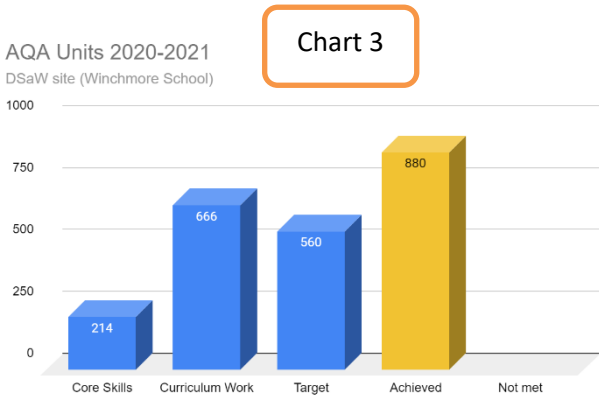


The AQA Units have been broken down into the Upper department at Southgate Site and The DSaW at Winchmore School to reveal:



854 targets set were achieved at Southgate plus overall an extra 142 AQA Units were also accomplished. (Chart 2)

A quantity of 560 AQA Targets were set for pupils at the DSaW site. These targets were successfully achieved as well as an extra 320 targets. Please note that students at the ARP Unit concentrated on Core Skills and Curriculum work. (Chart 3)



## Attainment Range across Key Stages

### Attainment range end of KS3

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English	P3(ii)-Stage 2.25	P4-Stage 3	P3 – Stage 4	P3 – Stage 4	P3 – Stage 4
Maths	P3(ii) – Stage 1.75	P4 – Stage 3	P3- stage 4	P3- Stage 3	P3 Stage 3
Science	P3(ii) – Stage 1.75	P4) – Stage 2	P3– stage 2	P3 – Stage 2	P3 – stage 4

### Attainment range end of KS4

	2016-2017	2017 - 2018	2018-2019	2019-2020	2020-2021
English	P3(ii) –Stage 1.50	P4 – Stage 2	P3 – stage 3	P43– stage 5	P4 – Stage 5
Maths	P3(ii) – Stage 2.75	P5 – Stage 3	P4 – Stage 3	P3 -stage 5	P3 – stage 5
Science	P3(ii) – P8	P6 – Stage 2	P3 – stage 2	P3 – stage 3	P4 – stage 5

## End of Key stage 3 & 4 targets

### KS2-3

There are 26 pupils are at the end of KS3.

Name	M/F (male/female) PP (pupil premium) LAC (Looked after child)			Attainment end of KS3 Subject Average			END OF KEY STAGE 3 TARGETS <ul style="list-style-type: none"> <li>Outstanding (60% plus progress)</li> <li>Targets achieved (40% to 60% progress)</li> <li>Under Achieved (below 40% progress)</li> </ul>								Completed AET Targets
Initials	M/F	PP	LAC	Eng	Math	Sci	Eng	Math	Sci	PSHE					
KT	F			P6	P6	P5									9
MN	M	✓		P6	P5	P4									4
TDJ	M	✓		P5	P5	P4									2
PT	M	✓		P6	P5	P4									5
NS	M	✓		P5	P4	P4									3
JI	M	✓		P5	P6	P4									2
DO	F	✓		P6	P6	P4									5
KK	M	✓		P6	P6	P6									4
IB	M	✓	✓	P6	P5	P4									1
THL	M			P10	P10	P8									3
MF	M	✓		P10	P10	P8									5
AH	M	✓		P10	P10	P8									3
SD	M			P10	P10	P8									5
NH	F			St 1	P11	P8									3
AK	M			P11	P11	P8									6
IO	M	✓		P11	P11	P8									5

DN	F			P10	P11	P8												5
SG	F			P9	P6	P6												4
SAY	M			P9	P8	P7												3
AK	M	✓		St 2	St 2	St 2												4
YM	M	✓		P7	P6	P6												5
PK	M	✓		P8	P8	P7												4
AM	F	✓		P2	P2	P2												0
MB	M			St 2	P11	P8												0
GB	F			St 2	St 2	St 1												0
JE	F			St 2	St 2	St 2												5

EKS3 targets in Literacy = 50% pupils were Outstanding, 31% on target and 19% below expected target.

EKS3 targets in Maths = 50% pupils were Outstanding, 31% on target and 19% below expected target.

EKS3 targets in Science = 38% pupils were Outstanding, 50% on target and 12% below expected target.

EKS3 targets in PSHE = 69% pupils were Outstanding, 4% on target and 27% below expected target.

EKS3 targets for PP students (15 Students):

Literacy = 47% pupils were outstanding, 27% on target and 26% below expected target.

Maths = 27% pupils were Outstanding, 40% on target and 33% below expected target

Science = 27% pupils were Outstanding, 60% on target and 13% below expected target

PSHE = 80% pupils were Outstanding, 0% on target and 20% below expected target

Looking at the overall average in Literacy, Maths, science and PSHE for KS3 pupils,

52% scored outstanding,

29% on target

19% were below expected target.

### KS3-4

There are 21 pupils at school at the end of Key stage 4.

Name	M/F (male/female) PP (pupil premium) LAC (Looked after child)			Attainment end of KS4			END OF KEY STAGE 4 TARGETS				Completed AET Targets
Initials	M/F	PP	LAC	Eng	Math	Sci	Eng	Math	Sci	PSHE	
LT	F			P9	P9	P7					7
DM	M	✓		St 1	St 1	P8					8
JB	M	✓		St 1	P11	St 1					5
DI	M			St 1	P11	St 1					5
YR	M	✓		St 1	P11	P8					5
ST	M			St 3	St 3	St 1					3
MI	M		✓	P11	P11	P8					6
PG	M			P6	P6	P6-					6
ML	M			P6	P6	P7					6
LAS	M			P6	P6	P7					13
NY	F			P7	P6	P6					0
SA	M	✓		St 1	P11	St 1					6
TO	M			P6	P6	P6					2
TN	M	✓		P6	P6	P6					0
AW	F			St 1	St 1	St 1					6
SH	M	✓		St 1	P11	P8					3
IA	M			P7	P8	P8					2
AL	M			P6	P8	P8					1



52 (44%) pupils made above expected progress

66 (55%) pupils made expected progress

1 (1%) pupils made below expected progress

**99% of pupils made expected or exceeded expected progress in Maths.**

### **Science**

We had 118 KS3- KS4 pupils in school including (22 at our DSaW site Winchmore school).

50 (42%) pupils made above expected progress

68 (58%) pupils made expected progress

0 (0%) pupils made below expected progress

**100% of pupils made expected or exceeded expected progress in Science.**

### **PSHE**

We had 115 KS3- KS4 pupils in school including (22 at our DSaW site Winchmore school).

71 (62%) pupils made above expected progress

44 (38%) pupils made expected progress

0 (0%) pupils made below expected progress

**100% of pupils made expected or exceeded expected progress in Science.**

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

#### **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**



**The overall 2019-2020 comparison for 89 pupils average results show:**

**No data due to Covid-19**

**In 2020-2021**

- 99% of pupils made expected or exceeded expected progress in English
- 99% of pupils made expected or exceeded expected progress in Maths
- 100% of pupils made expected or exceeded expected progress in Science

**The overall 2020 -2021 comparison for 119 pupils' average results show:**

- **53 (45%) of pupils exceeded expected progress overall**
- **66 (55%) of pupils made expected progress overall**
- **0 (0%) of pupils made below expected progress overall**

### **Attainment over 3 years – Using CASPA analysis**

Due to covid-19 there were no results for the last academic year (2019-2020). This has an impact on the targets set for each pupil by CASPA, as expected progress is measured in accordance with previous performance.

### **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 excellent overall progress, depicting the percentage of pupils achieving and exceeding their targets. Pupils have made exceptional progress in all core subjects this year, despite the interruption caused by Covid-19. 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 is made.

As seen below, in the overall average for Core subjects, girls have achieved more 'Above Expected Progress' than boys, however the boys have exceeded girls in the 'Expected Average' category. The White British category scored higher than the Ethnic groups in 'Above Expected progress' yet the Ethnic group scored more in the 'Expected Progress'. The non- FSM group scored higher in the 'Above Expected progress', nonetheless the FSM group scored higher in the 'Expected Progress' category. All the LAC pupils achieved 'Above Expected Progress'.

Group	English			Maths			Science		
	% pupils achieved or exceeded			% pupils achieved or exceeded			% pupils achieved or exceeded		
	2017-2018	2018-2019	2020 -2021	2017-2018	2018-2019	2020 -2021	2017-2018	2018-2019	2020 -2021
All pupils	82%	91%	99%	87%	90%	99%	77%	88%	100%
Boys	85%	90%	99%	86%	100%	99%	77%	97%	100%

Girls	69%	95%	100%	92%	90%	100%	77%	95%	100%
Ethnic groups	83%	84%	100%	86%	89%	99%	76%	88%	100%
White British	67%	67%	100%	100%	89%	100%	100%	89%	100%
FSM	86%	95%	100%	92%	100%	99%	81%	98%	100%
Non FSM	81%	87%	100%	83%	96%	100%	74%	96%	100%
LAC	0%	100%	100%	0%	100%	100%	100%	100%	100%

### Sub group progress 2020-2021– Analysis possible 119 pupils

Group of pupils	Number of pupils	Subject	Above expected progress	Expected progress	Below expected progress
Boys	99	Core av.	39 (39%)	55 (59%)	2(2%)
		English	37	61	1
		Maths	42	56	1
		Science	38	60	0
Girls	20	Core av.	11 (55%)	9(45%)	0(0%)
		English	10	10	0
		Maths	10	10	0
		Science	12	8	0
Ethnic Groups (Asian/Black/Other)	101	Core av.	40 (40%)	60 (59%)	1(1%)
		English	40	60	1
		Maths	42	58	1
		Science	37	63	0
White British	18	Core av.	10 (56%)	8(44%)	0 (0%)
		English	7	11	
		Maths	10	8	
		Science	13	5	
FSM	62	Core av.	19 (31%)	42 (69%)	1(1%)
		English	21	41	0
		Maths	20	41	1
		Science	17	44	0
Non FSM	57	Core av.	30(53%)	26(46%)	1 (1%)
		English	26	30	1
		Maths	32	25	0
		Science	33	24	0
LAC	3	Core av.	3 (100%)	1 (100%)	
		English	3		
		Maths	3		
		Science	3		

## Annual Review Targets

Each year pupils are set annual targets at their Annual Review meeting which address specific needs in relation to their autism. These are broken down into termly targets with strategies to achieve them. Each term the IEPs and strategies are reviewed. The AET Progression guidance framework is used to assist in selecting IEP targets which will be linked to each pupils' EHCP.

## Findings by Key Stage via CASPA

### Progress

#### Key stage 3 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
26 pupils	18	8	15	11	3	23	1

#### Key stage 4 profile (end of KS3)

Number of pupils overall	Boys	Girls	FSM	Non FSM	White British	Ethnic groups	LAC
21 pupils	18	4	6	15	2	19	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.  
(1 student exceeded expected levels in all core subjects)

100% of pupils eligible for FSM in Key Stage 4 made or exceeded expected levels of progress in core subjects.  
(2 students exceeded expected levels in two core subjects)

#### Pupils not eligible for FSM

99% of pupils not eligible for FSM in key stage 3 made or exceeded expected levels of progress in core subjects  
(3 pupils exceeded expected levels in all core subjects)

100% of pupils not eligible for FSM in Key stage 4 made or exceeded expected levels of progress in core subjects.  
(3 pupils exceeded expected levels in all core subjects)

#### Progress by ethnicity groupings

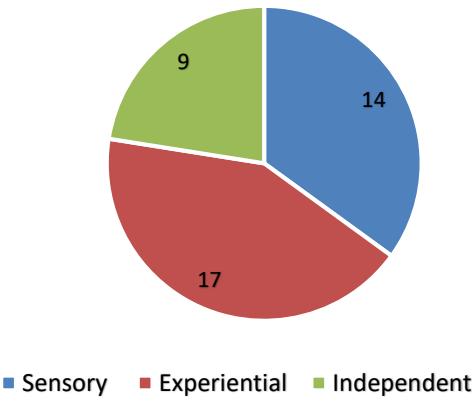
100% of pupils of ethnic groups made or exceeded expected progress in key stage 3 in core subjects. (4 pupils exceeded expected levels in all core subjects)

## Upper school department – AQA Overall Assessment – July 2021

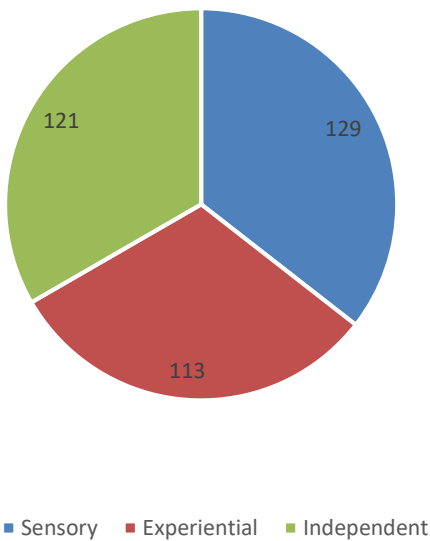
	GENDER		Free School Meals		Ethnicity		
Number of pupils	MALE STUDENTS	FEMALE STUDENTS	FSM	Non FSM	White British	Ethnic Groups	Leavers
<b>TOTAL STUDENTS: 40</b>	33 82.5%	7 17.5%	21 52.5%	19 47.5%	3 7.5%	37 92.5%	15 37.5%
<b>OVERALL UNITS + % -</b>	797 82.8%	165 17.2%	495 51.5%	467 48.5%	87 9%	875 91%	363 37.7%
<b>SENSORY: 14</b> <b>Overall of 40: 35%</b>	Students: 12 85.7%	Students:2 14.3%	Students:10 71.4%	Students:4 28.6%	Students:1 7.1%	Students:13 92.9%	Students:6 42.9%
<b>Overall Units=326</b> <b>33.9%</b>	266 UNITS 81.6%	60 UNITS 18.4%	222UNITS 68.1%	104 UNITS 31.9%	21 UNITS 6.4%	305 UNITS 93.6%	129 UNITS 39.5%
<b>OPTIONS=38</b> <b>11.6%</b>	32 84.2%	6 15.8%	26 68.4%	12 31.6%	3 7.9%	35 92.1%	14 36.9%
<b>CORE SKILLS=100</b> <b>30.7%</b>	84 84%	16 16%	68 68%	32 32%	8 8%	92 92%	37 37%
<b>PREPARING FOR ADULthood = 188</b> <b>- 57.7%</b>	150 79.8%	38 20.2%	128 68%	60 32%	10 5.3%	178 94.7%	78 41.5%
<b>EXPERIENTIAL: 17</b> <b>Overall of 40:42.5%</b> <b>-</b> <b>Overall Units= 362</b> <b>37.6%</b>	Students:13 76.5%	Students:4 23.5%	Students:6 35.3%	Students:11 64.7%	Students:0	Students:17 100%	Students:5 29.4%
	286 UNITS 79%	76 UNITS 21%	131 UNITS 36.2%	231 UNITS 63.8%		362 UNITS 100%	113 UNITS 31.2%
<b>OPTIONS=36</b> <b>10%</b>	28 77.8%	8 22.2%	13 36.1%	23 63.9%		36 100%	8 22.2%
<b>CORE SKILLS=109</b> <b>30.1%</b>	89 81.7%	20 18.3%	40 36.7%	69 63.3%		109 100%	40 36.7%
<b>PREPARING FOR ADULthood =217</b> <b>59.9%</b>	169 77.9%	48 22.1%	78 35.9%	139 64.1%		217 100%	65 30%
<b>INDEPENDENT: 9</b> <b>Overall of 40:22.5%</b>	Students:8 88.9%	Students:1 11.1%	Students:5 55.6%	Students:4 44.4%	Students:2 22.2%	Students:7 77.8%	Students: 4 44.4%
<b>Overall units= 274</b> <b>28.5%</b>	245 UNITS 89.4%	29 UNITS 10.6%	142 UNITS 51.8%	132 UNITS 48.2%	66 UNITS 24%	208 UNITS 76%	121 UNITS 44.2%
<b>OPTIONS=61</b> <b>22.3%</b>	55 90.2%	6 9.8%	35 57.4%	26 42.6%	15 24.6%	46 75.4%	27 44.3%
<b>CORE SKILLS=120</b> <b>43.8%</b>	108 90%	12 10%	62 51.7%	58 48.3%	31 25.8%	89 74.2%	52 43.3%
<b>PREPARING FOR ADULthood=93</b> <b>33.9%</b>	82 88.2%	11 11.8%	45 48.4%	48 51.6%	20 21.5%	73 78.5%	42 45.2%
<b>TOTALS: 962</b>	797	165	495	467	87	875	

Breakdown Of Number Of AQA Units Achieved Showing All Areas Of Post 16 Curriculum

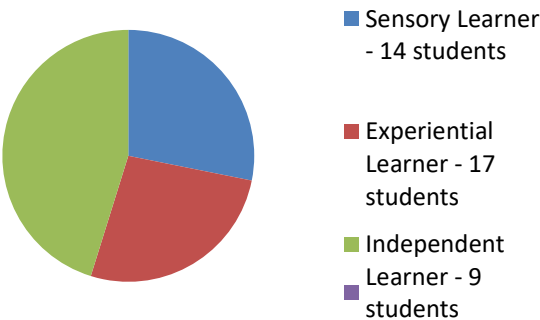
Differentiated Type of Learner: Number of Students - 40



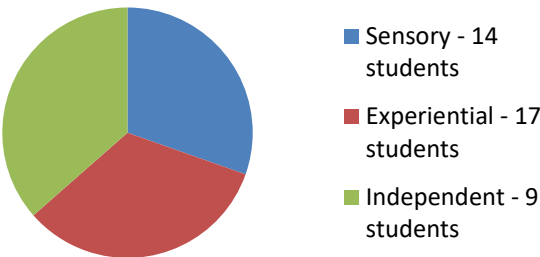
Leavers - AQA Units



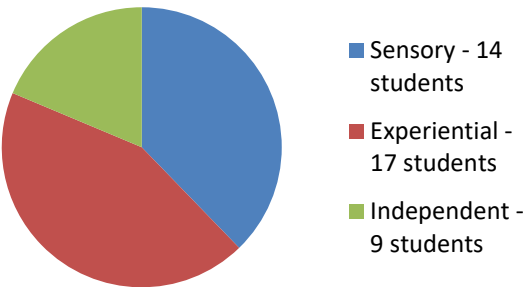
Options - Overall AQA Units



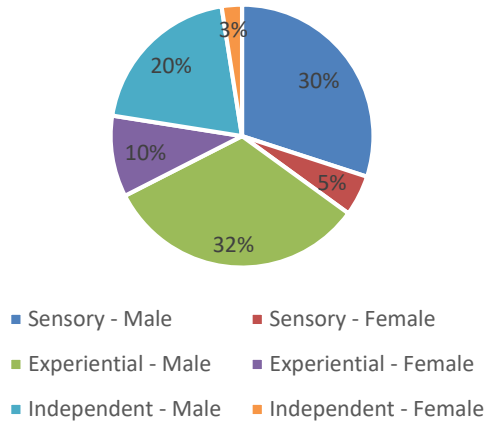
Core Skills - Overall AQA Units



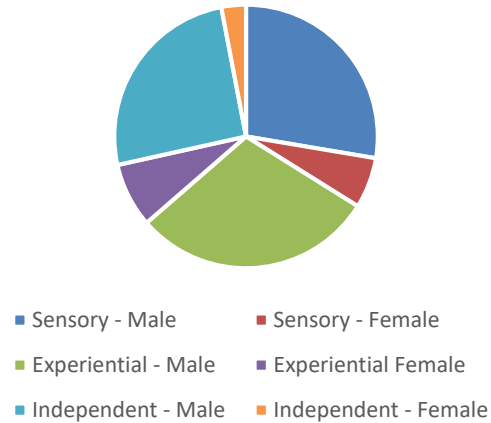
Preparing for Adulthood - Overall AQA Units



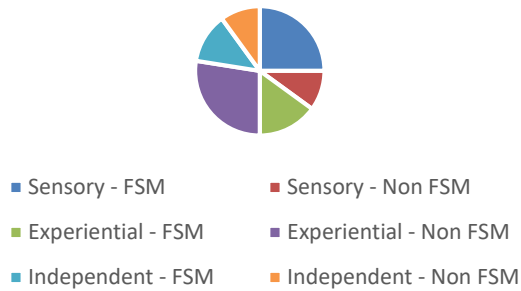
### Gender



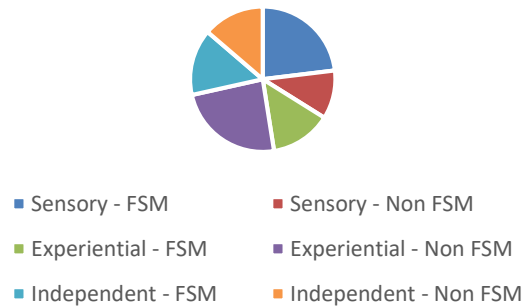
### Gender - Overall AQA Units



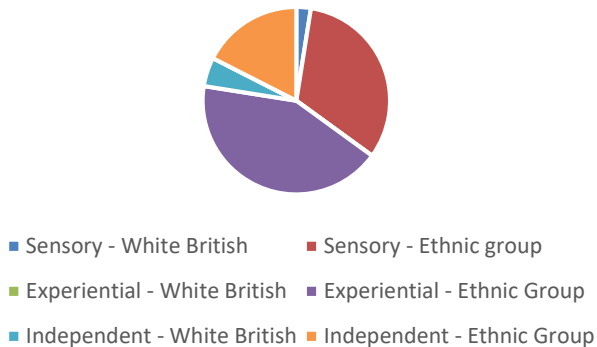
### Free School Meals



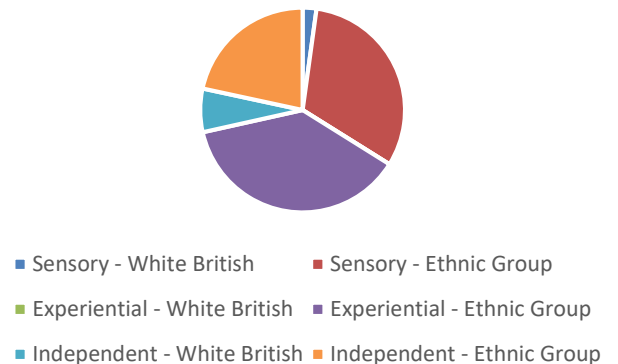
### FSM - Overall AQA Units



### Ethnicity



### Ethnicity - Overall AQA Units



## Progress

Please note that although there were 42 students in years 12-14, 2 students continued with Middle school curriculum and therefore did not follow AQA Units and have not been included in the findings. However, one of these students in year 13 is included in the leavers. For the purposes of the analysis of

the data: Sensory students are from Mozart, Marzo + James Joyce classes; Experiential learners are from Carroll and Tajiri classes and Independent learners from Newton class.

Most Sensory Students have achieved over their target AQA Units, achieving within the 'Outstanding' criteria (+3 units). One student has achieved within the average range, while one student has not achieved his target as there have been significant behaviour difficulties, which have been impacted by the Covid restrictions when he had more than one term off school and has had to be educated at an approved venue for a further term.

Experiential students have had mixed achievement rates, ranging from 29% 'Average' achievement; 18% achieving 'Good' and 53% achieving 'Outstanding' criteria. Unfortunately the impact of the Covid restrictions has had a significant effect on these results with students being at home for considerable stretches of time, through illness either of themselves or their families

The independent students have fared extremely well despite all the difficulties. Only one student has achieved in the 'Average' range, while all other students have achieved 'Outstanding' with some students achieving exceptionally well, far above their target, using online correspondence to continue their education and AQA Units even though they were not in school, showing great motivation and commitment.

ATTAINMENT LEVELS FOR 40 PUPILS (+ 1 non AQA student)		
LEAVERS JULY 2021 (YEARS 12, 13 + 14) – 16		
Sensory	Experiential	Independent
6 (Note 1 student under-achieved)	5 (+1 not included in main quotient)	4
1	2	1
	2	
4	1	3
YEARS 12 + 13 - 25		
Sensory	Experiential	Independent
8	12	5
	3	
	1	
8	8	5

KEY CODE:

**Average**

**Good**

**Outstanding**

#### LEAVERS 2021 – 16 Students

Type of Learner	Barnet + Southgate College	Other Social Services Placements	Out of Borough College
Sensory – 6	0	5	1
Experiential – 6	4	1	1
Independent - 4	3		1
TOTAL: 16	7	6	3

## **FINDINGS:**

The actual number of units has remained fairly consistent from last year; with students in 2019-2020 achieving 993 units overall; † the current year 2020-2021 with 962 AQA units. The number of AQA Units represents an overall average of approximately 24 units per student. This is broken down with 23.3% average units for Sensory students; 21.3% for Experiential students and 30.4% for Independent Learners. This confirms how the independent students have been able to adapt to and cope with the exceptional COVID situation throughout the year, whereas the Experiential students have been unable to access online activities in order to achieve their AQA Units and the Sensory classes have maintained a consistency as the majority have been in school throughout the lockdown as they are some of the most vulnerable students.

Looking at the graphs and the data, although overall the students have generally achieved within their expectations regarding Gender / Free School Meals/ Ethnicity, there are a few anomalies, which are highlighted below.

NOTE: There have been no LAC students this year

### **GENDER**

Mainly Sensory female students have achieved better than their male counterparts: 4.1% more AQA units overall, whereas females in both Experiential and Independent learners are marginally achieving less than males(-1.3%)

### **FREE SCHOOL MEALS**

Non FSM Sensory students have achieved +3% greater than FSM students, as well as Non FSM Independent students - +3.2%, however Experiential FSM students have achieved marginally better than Non FSM students (+1.3%)

### **ETHNICITY**

The sole white British Sensory student has achieved slightly less than his counterparts (-1.8%), however the Independent White British students have fared 2.4% (options) and 3.6% (core skills) better than the ethnic groups

### **CURRICULUM SUMMARY**

There has been a better balance of AQA units achieved for all students in Core Skills (Language + Literacy & Mathematical Skills) and the four Preparing for Adulthood Outcomes (Employment, Good Health, Friends, Relationships + Community & Independent Living), than in previous years, although there has been a much higher take up of PfA Units for Sensory and Experiential students at the expense of Option (Creative or Current Affairs) Units.

Generally, Options Units accounted for 14% of all AQA Units; Core Skills accounted for 34.2% and Preparing for Adulthood accounted for 51.8%.

### **LOOKING FORWARD**

With 72.5% of students achieving AQA Units in 'outstanding' 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 2021-2022 will be as follows:

SENSORY LEARNERS: Minimum 22 AQA Units in Year 12: +/- 1 Units (Average range): + 2 (Good): + 3 (Outstanding) rising to 25 Units in Year 13 and 28 Units in Year 14

EXPERIENTIAL LEARNERS– minimum 25 AQA Units in Year 12: + / - 1 Units (Average range): + 2 (Good): + 4 (Outstanding) – rising to 28 in Year 13 and 30 units in Year 14



## DURANTS SATELLITE AT WINCHMORE PROGRESS REPORT– JULY 2021

### DSaW Progress report

#### Qualifications

Our three Year 11 students leave KS4 this year with a number of fantastic qualifications.

- **Student 1-**
  - GCSE English Language Grade 9,
  - GCSE English Literature Grade 9,
  - GCSE Mathematics Grade 5,
  - GCSE Double award Science Grade 8-8,
  - GCSE History Grade 9 and Level 2 (Dist)
  - Cambridge Technical Award in IMedia.
- **Student 2-**
  - GCSE Mathematics Grade 8,
  - GCSE Spanish Grade 5,
  - Entry Level English EL3,
  - Entry Level Double Award Science EL3
- **Student 3-**
  - Entry Level English EL2,
  - Entry Level Mathematics EL3
  - Entry Level Single Award Science EL3

#### AQA Units

**KS3- Students** - KS3 students have been introduced to AQA unit awards and have completed a number of them in English, Science and History this year. We will continue to build on this next year by increasing the number of units to challenge and celebrate the achievements of our young peoples' learning.

**KS4-Students** - KS4 students are well underway in their achievements within the AQA UAS. Many units are steps / components towards Entry Level qualifications whilst others acknowledge their learning and attainment in other subjects. The units completed in KS4 can range from Entry Level up to Level 3 which prepares our young people for their transition to post-16 education. This academic year, despite Covid-19 lockdown during the spring term, ARP2 students have a combined total of 730 unit awards.

### **Jack Petchey winners**

We have had two DSaW winners this year for the Jack Petchey award.

### **Duke of Edinburgh Award (Bronze)**

This year, eight DSaW students in KS4 have completed the DofE award at Bronze level. They accomplished some challenging activities and developed their skills across all areas of development. They also took part in a community component litter picking activity, within our local community for which many members of the local community acknowledged and praised them for the work they completed. The students at this site, have completed a range of fundraising activities and have gained experience in many new skills for life.

## How We Assess Progress

