



Amwell View School and Specialist Sports College
School Improvement Plan 2024-2025

SCHOOL CONTEXT	
Most recent Ofsted grade	Outstanding (2024)
Key Ofsted actions from last report	
Staff turnover for the previous year	September 2023- September 2024 = 28%
Number of pupils on roll (all pupils have an EHCP)	September 2024 = 174 January 2025 = 184
Percentage of pupils on track to meet expected attainment targets	97%
Number of pupils currently not on track to meet expected attainment targets	3%
Number of pupils with English as an additional language (EAL)	17
Number of pupils receiving Pupil Premium	53
Children Looked After	September 2024 = 0 January 2025 = 1
Number of boys	Sept 2024 = 117 (115 + 2 Arlesdene) January 2025 = 126 (124 + 2 Arlesdene)
Number of girls	September 2024 = 57 (55 + 2 Arlesdene) January 2025 = 59 (57 + 2 Arlesdene)
Overall absence (2023-24)	5.3% (8.3% with outliers)
Persistent absence (2023-24)	25.7% (pupils with less than 90% attendance)



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Key areas to improve	1. To increase capacity 2. To improve Pupil Attendance Rates 3. To improve Recruitment and Retention Plan 4. To develop an extended Sensory Development and PMLD Curriculum 5. Develop Leadership Pathways 6. To improve communication with parents, staff and stakeholders 7. Continued Professional Development
Key staffing areas of issue	1. Recruitment and Retention 2. Increase staffing to meet extra capacity – Tribunal Direction 3. Maternity / part-time - Changes to Employment Law
Key performance indicators for the next 3 years	1. To increase Capacity Number of pupils on roll • 2021-2022 - 154 • 2022-2023 – 162 • 2023-2024 – 170 • 2024-2025 – 184 • 2025-2026 – 206 • 2026-2027 – 210



Key performance indications for the next 3 years	2. To improve Attendance Rates Attendance Rates • 2021-2022 – 90.6% (minus outliers) (88.0% whole school) • 2022-2023 – 90.6% (minus outliers) (87% whole school) • 2023-2024 – 92.5% (minus outliers) (90.9% whole school) • 2024-2027 – target 90% plus
Key performance indicators for the next 3 years	3. To improve Recruitment and Retention Number of new starters and leavers • 2022-2023 – 25 New Starters / 28 Leavers • 2023-2024 – 30 New Starters / 34 Leavers / 1 non-starter • 2024-2027 – in line with national trend for turnover of staff • Staff Survey to be sent out twice a year to measure staff satisfaction
Key performance indicators for the next 3 years	4. To improve and develop the Sensory Development and PMLD Curriculum • To improve the curriculum opportunities for PMLD children across the school by supporting teachers to develop their understanding of sensory development through learning walks, observations, planning assessment checks, EHCP outcomes for pupils.



Key performance indicators for the next 3 years	5. To develop Leadership Pathways To increase Leadership Team and improve clarity of leadership roles • 2022-2023 Leadership team 2 x and 3 MLT • 2023-2024 Leadership team of 3 x SLT and 4 MLT • 2024-2025 – Recruit new COG and Financial Governor. • Utilise SSAT and NPQ Training to support Leadership Development • Focused INSET and Twilight Training to develop Teacher Line Management and knowledge of Leadership (Dr Zachary Walker and Dr Emma Kell) • Staff survey to be sent out twice a year to measure impact of Leadership • Skills Matrix for Governors to recognise skill sets and provide training to improve skills and knowledge • Consider structural change needed to manage increased capacity over multiple sites • Consider succession planning for key leadership roles
Key performance indicators for the next 3 years	6. To improve communication with parents, staff and stakeholders Increase number of opportunities to engage with parents, staff and stakeholders Improve quality of technologies or medium the school uses to communicate • Number of parents and pupils who attend Parents Evenings increases. • Number of regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school and where school leaders can be visible and responsive to parents increases. • Parent View encouraged and Parent Survey to be sent to parents yearly to measure impact of school communication • Develop the use of Instagram alongside Arbor, Tapestry and class emails to further engage parents and family members. • Encourage parents to contribute to the school community through fundraising for identified projects. • Measure staff communication through Staff Surveys



Key performance indicators for the next 3 years	7. To develop staff Continued Professional Development • Number of staff members who complete CPD courses or training • Number of staff members who mentor and develop other professionals • Number of SENCOs knowledge improved through tours, observations, network events, in-house specialist training. • Number of teachers develop their knowledge and leadership skills
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OBJECTIVES FOR 2024-2025

Achievement and Progression gap issues	There are no gaps in achievement between disadvantaged pupils and their peers at this school. Leaders are fully aware of the poverty of life and cultural experience for many disadvantaged pupils in this context and have prioritised the pupil premium spend to address this 42 pupils are under a CIN plan which a representative from SLT attend and monitors.
Objective 1	To increase Capacity Half termly meetings with the LA Gatekeeper to keep the referral list accurate and up to date. Work with DSPL Primary Outreach Lead to observe prospective pupils and communicate in a timely manner to all Consultation Requests from the LA for Amwell View School. Current Picture: 6 new starters September 2024 (6 x Year 14 leavers in July 2024) 170 1 new starter September 2024 (pupil moved to Primary LD provision) 170 1 new starter September 2024 (pupil moved to Secondary LD provision) 170 4 new starters September 2024 (placed in Arlesdene Nursery Satellite) 174 10 new starters January 2025 (10 existing Year 8, 9, 10 pupils to move to Tonwell Satellite allowing 10 new starters aged Reception, Year 1, 2 to enroll at the main site) 184 - September 2025 (2 x Year 14 leavers July 2025) 182 - September 2025 (1 x Year 11 leaver July 2025 early college placement) 181 - September 2025 (3 new starters) 184 - September 2025 (22 new starters at Tonwell depending on recruitment)
Objective 1	To increase Capacity Satellite Provisions Develop Satellite Provisions to increase capacity.



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- Create a satellite provision at Arlesdene Nursery (Cheshunt)
 - Work with the Local Authority and Claire Cobain (HT Arlesdene) to repurpose the family centre situated with Arlesdene Nursery.
 - Furnish and improve side access to a newly constructed playground to the rear of the classroom. Work with Burleigh Primary School to acquire some of their field.
 - Agree Terms of Reference/Service Level Agreement, Parents Agreement, Staffing arrangements, financial agreement, safeguarding and attendance procedures and monitoring arrangements.
 - Claire Cobain to become Associate Member of the Governing Body to report and be accountable to the governing body.
 - Agree financial contribution
 - Support recruitment process and CPD
 - Agree programme of support and monitoring
 - Organise EHCP Reviews

- Create a satellite provision at Tonwell Primary School (10 pupils January 2025; increase to 32 pupils September 2025)
 - Work with the Local Authority to consider a long term plan for the recently closed Tonwell Primary School.
 - Visit the site to establish a plan to ensure the school is safe and fit for purpose.
 - Following the closure of Tonwell School liaise with staff and parents to ensure transparency around the use of the site and gather support to allow the satellite to open pre consultation for fewer than 16 children (10 children January 2025).
 - Consult with the 10 existing Amwell View parents to discuss potential move and the curriculum development opportunities that will be provided for their child.
 - Work with HCC Planning to clear and agree modifications to the site to ensure the safety of children with SLD.
 - Work with Local Authority to identify 10 pupils in Reception Year1 and Year2 to start January 2025.
 - Recruit staff for satellite provision
 - Agree Health and Safety and Compliance Policies and Procedures
 - Organise Site Management
 - Plan curriculum and timetables
 - Leaders to arrange a schedule of support and monitoring
 - Organise EHCP Reviews
 - Organise opportunities for parents to visit the site
 - September 2025 organise Hertfordshire Transport and Office admin / Site support



Objective 1	To increase Capacity Physical Environment Amwell View School: • Design and plan a new car park layout to consider staff, transport buses, emergency vehicles and visitors. Also, consider EV charging and maximizing the space available. • Redesign kitchen to create more space to meet the demand • Build additional cleaners cupboard to meet the cleaning requirements of a larger school. • Redesign the swimming pool changing rooms to better meet the needs of our pupils, consider hygiene, space, shower facilities, flooring and changing facilities with ceiling track hoisting. • Successful Application to HCC to repair and replace roofs around the school (August 2024 meet with Artelia to discuss project plan. • Build Rebound Therapy room and additional storage to the rear of the school to replace temporary container and concrete garage. • Improve/refurb Class06, Class07, Class11 and downstairs meeting room. • Improve storage for chlorine, bus seats, garden machinery and childrens • Improve area adjacent to The Hatch to create a seating area • Create a permanent shaded area in the large playground
	Mainstream Network • Continue to develop the network with mainstream schools: ○ Hollybush Primary School (Hertford) ○ Flamstead End Primary School (Cheshunt) ○ Hillmead Primary School (Bishop's Stortford) ○ Rye Park Nursery (Hoddesdon) ○ Arlesdene Nursery (Cheshunt) • Establish the links with the following schools: ○ St. Catherine's Primary School (Hoddesdon) ○ Cranbourne Primary School (Hoddesdon) • Increase the number of professionals who attend the half-termly network events. Tours of Amwell View offered to all SENCO's in Hertfordshire through DSPL3. Encourage SENCO's to join the network and attend Amwell View's Network Event.



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	DSPL3 • Successfully recruit DSPL3 Manager and SEND Lead • Establish budget and strategic action plan • Recruit admin assistant • Create website • Send regular newsletters to all schools and stakeholders • Run board meetings • Offer tours and invite schools to Amwell View yearly training / network event
Objective 2	To improve Pupil Attendance Rates • Attendance Champion to continue to meet with HT and SLT to discuss attendance at least weekly. In line with policy Attendance Champion liaises with Hertfordshire Attendance Officer with regards to persistent absence. • Attendance Champion to report to the Governors termly through the Headteacher's Report. • Engage with parents and improve communication and understanding of the importance of attending school. • Review and update Attendance Policy in line with government policy • Monitor pupil holiday requests
Objective 3	To improve Recruitment and Retention Plan • Recruit required number of Teaching Assistants to appropriately staff classrooms and curriculum areas monitor the effectiveness of recruitment and retention through the different routes currently used. • Improve Staff Induction process by creating a bank of bite sized focus training to support practical application of skills and knowledge. A Middle Leader to work alongside Primary Outreach Teacher to devise a programme of induction with a focus on core training. • Club Leads to look at staffing structure to ensure club staffing ratios are appropriate providing the school with contracted opportunities to train groups of staff. • HR to work alongside Induction Leads and Line Managers to ensure new staff members have a thorough introduction to the organization and opportunity to feedback.



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	• Job specifications and expectations for the three tier progressive pathway for TAs have now been established. Expectations of performance are now built into the TA performance appraisal process. Teacher mentor identified for H5 TAs to support their development when leading aspects of the curriculum, with an additional 6 month probation period throughout this transition. • Performance Appraisal process to support staff wellbeing, motivation and development. Wellbeing and Leadership training will support staff to engage in the performance appraisal process. • Staff Survey has been reviewed and updated alongside HR Governor. Survey will be sent twice a year and governors will take a lead role when analysing the results and subsequent actions and responses. • Exit interview for Teachers and any long standing members of staff with Governor
Objective 4	To improve and develop the Sensory Development and PMLD Curriculum • Create action plan created to consider how subject leads will identify key development points for staff training, the cohort of PMLD pupils, the increase in sensory development subject leads and the intent, implementation and impact of sensory development across the school. • Develop and share the AVS PMLD Curriculum. • Introduce a Sensory Spotlight feature to staff meetings to support teachers' understanding of supporting pupils with MSI,VI, HI, PMLD. • Introduce Access to Learning documents for HI, VI and MSI pupils. • Support new TAP to work with teachers integrating functional physical development interventions across the curriculum. • Deep Dive for Sensory Development by HIP.
Objective 5	To develop Leadership Pathways • Line Management is a focus for the school with a view to develop Teacher Leadership throughout the Teaching Team. Planned INSET with key note training from Dr. Zachary Walker (Leadership) and Dr Emma Kell (Wellbeing). Series of Twilights planned for Teachers to discuss The Role of a Line Manager, planned for Autumn Term 2024. Dr. Emma Kell will provide further Twilights in December 2024 focused on Courageous Conversations. • Develop Senior Leaders Appraisal using the same format as the HT Appraisal. This will consider whole school development, key priorities and be held with the HT and COG.



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	• Following the introduction of a new Senior Leader and a three tier senior leadership structure. Develop transparency around the roles and the responsibilities of the Headteacher, Deputy Head and Senior Leader role. • Dr Emma Kell to carry out Disc Profiling with all of the Leadership Team and provide subsequent training where all leaders review their profile and identify areas that may need to develop or be aware of. • Use key performance indicators and the appraisal process to identify future leaders. Identify key development areas and support growth through training, mentorship and opportunities to take responsibility for areas of school improvement. • Utilise SSAT and NPQ Training to support Leadership Development • Regional networks have been established for EYFS and Post16, PE and Music and will be used to share and gain knowledge to develop the quality of education within Amwell View School, Hertfordshire and beyond. Use the developing links through working with Tes (ITT) and Chiltern Education (Regional Hub for ECF). • Use the mainstream network, developing inclusive practice to encourage the leadership team to support and develop practice to support children with SEN in other settings.
Objective 6	Improve Communication with parents, staff and stakeholders • Encourage parents and pupils to attend Parents Evenings to engage in informal discussions and identify key community partners for parents to liaise with. Identify areas of strength and development through feedback from parents. • Analyse and action key points from Parent and Staff Surveys, Ofsted Parent View, ongoing feedback to events and regular communication. Create regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school. Senior Leaders to be visible and responsive to parents. • Communication with parents and staff remains effective using Instagram, Arbor, Tapestry and Class Email. • Senior teacher now responsible for community cohesion to review structure of After School/Holiday Clubs, Events and parent liaison. • Website is up-to-date and maintained with current key areas promoted to increase parent and pupil engagement. • Following the fundraising for the Adventure Playground/Butterfly Memorial Garden it was clear that parents want to contribute to the school through fundraising. This has been very positive and often involves pupils, staff and parents creating a community feel. We will look to encourage this further.



Objective 7	Continued Professional Development H5, Unqualified • Write Job Descriptions / Key Responsibilities for H5 TA's • Liaise with H5 TAs and Teacher's to ensure expectations are clear and the appropriate level of support is being offered • Through TA Appraisals identify staff who are looking to progress into Teaching and provide relevant CPD, opportunities and support ECT, ITT • Middle Leaders to provide mentor support to ECTs • Leaders to continue to facilitate ECT training through Chiltern Education as an ECT Eastern Region Hub • Senior Leaders to mentor Initial Teacher Trainees through Tes Straight into Teaching Elklan and Induction • Refine the number of staff who enroll on the full ELKLAN course. Following a review of the number of staff who successfully completed the course and the subsequent impact there is a need to identify staff members who will benefit most for the full course. • Primary Outreach Teacher to create a series of bite size training to support staff development. This will be identified through Teacher line management and TA Appraisal. • Middle Leader to oversee Induction process. Keep records of initial meetings and priority objectives set to support staff development and feed into the probationary and appraisal process. Sensory Development • Introduce a Sensory Spotlight feature to staff meetings to support teachers' understanding of supporting pupils with MSI,VI, HI, PMLD. • Twilight teacher CPD to introduce new AVS PMLD curriculum. Leadership SSAT and NPQ • Work with Dr Emma Kell and Dr Zachary Walker to support Leadership Development of all Teachers and encourage dialogue around the role of a Line Manager. • Identify emerging leaders to engage in training through SSAT or NPQ.
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QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To develop a PMLD curriculum to support priority objective settings, activity ideas and clarify what learning looks like for our PMLD and lower ability pupils.	Complete draft curriculum for each EHCP heading (plus Sensory and Physical).	Teachers feel more confident in setting appropriate learning objectives. Teachers feel more confident showing horizontal progress rather vertical progress. Teachers understand what learning looks like for PMLD and lower achieving pupils. Teachers use a wider variety of resources and activities to support learners.	Lisa	Autumn 1 2024 for first draft	Leadership time / twilight training	4
	Sensory Team to review and amend each section as necessary.	Sections reviewed and amended so far: Cognition and Learning Communication and Interaction Body Awareness Fine Motor Development Gustatory and Olfactory Development	Jess and Jane	Autumn 1 and 2 2024	Leadership time / twilight training	4
	Add Tapestry examples to support understanding of what learning looks like.	Examples to be added once all sections are complete 2025/26	Lisa, Jess and Jane	Spring 1 2025	Leadership time / twilight training	4



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	Introduce the PMLD curriculum to teachers through twilight CPD	Curriculum shared It is an ongoing document	Lisa, Jess and Jane	23 rd April 2025	Leadership time / twilight training	
	Support teachers to develop their planning for pupils with PMLD through learning walks	Discussions, support and resource signposting to support teachers	Lisa, Jess and Jane	Each term 2024/25	Leadership time / twilight training	4
	Deep Dive 9 th Oct 2024 – Herts Improvement Person, Margaret Goodchild	Integrated implications of HIP findings to plan	Lisa, Jess and Jane	Autumn 2 2024	Leadership time	4
Support new TAP to integrate functional physical development interventions across the curriculum	Develop 2024/25 timetable for TAP to join identified pupils' classes	TAP and teachers work together to ensure physical development is integrated throughout the school day.	Jane	Summer 2 2024	Leadership time	
To introduce a Sensory Spotlight feature to staff meetings to support teachers understanding of supporting pupils with MSI, VI, HI, PMLD.	To establish 6 dates to add to staff meeting agenda.	Dates are spread out over the year, so key information can be shared and discussed which will impact quality learning objectives and planning for future half-termly plans. Dates and subject set for 2024-2026	Jane, Lisa and Jess	Summer 2 2025	Leadership time	4
	Topic: Using the sensory room	Teachers are more confident using the sensory room. They are able to support their TA's in	Lisa, Jane and Jess	4 th Sept 2024 Magic Room update (in Sensory Studio)	Post staff meeting (directed time)	4



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		using the sensory room with confidence.				
	Topic: How to create sensory stories	Teachers are able to create sensory stories to meet the needs of their pupils, understanding that by starting with a sensory story, they can build learning with more able pupils.	Lisa, Jane and Jess	23 rd Oct 2024 What is a Sensory Story?	Post staff meeting (directed time)	4
	Topic: What does learning look like for sensory learners?	Teachers will understand what to look for when supporting PMLD, HI, VI and MSI pupils.	Lisa, Jane and Jess	26 th Feb 2025 Who are our sensory learners?	Post staff meeting (directed time)	4
	Topic: Sensory integration	Teachers will have a greater understanding of sensory processing disorders - and what they need to do to help their pupils learn more effectively.	Lisa, Jane and Jess	19 th March 2025 Sensory Integration	Post staff meeting (directed time)	4
	Topic: PMLD Check in	PMLD Curriculum CPD twilight thoughts/reflections	Lisa, Jane and Jess	30 th April 2025 PMLD Curriculum check in	Post staff meeting (directed time)	4
	Topic: PMLD Evidence recording	PMLD Evidence recording pilot training and reflections	Lisa and Jess	Wed 14 th May 2025 tbc	Post staff meeting (directed time)	4



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To introduce Access to Learning documents for HI, VI and MSI pupils.	To write Access to Learning passports for all identified pupils with HI, VI and MSI.	Met with individual teachers to populate Access to Learning passports – supports best practice	Jess	Summer 2 2025		4
	To write Access to Learning passports for all identified PMLD pupils.		Lisa	Autumn 1 2024		4



BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To improve pupil Attendance Rates.	Attendance Champion to work with HT to analyse attendance data, work with Herts Attendance team to initiate additional support of identified pupils, embed new attendance policies and framework. Attendance Champion to inform the HT report for FGB.	AV Attendance Officer meets weekly with HT to review attendance data and action accordingly. Attendance issues have been addressed quickly and recording has improved which has enabled us to provide more detailed reports to governors. Data has enabled us to analyse key areas for development. This includes holiday requests, health related absence and pupil absence around legal process.	Attendance Champion / HT	2024-25	Leadership and professional time	5
	Engage with parents and improve communication and understanding of the importance of attending school.	Attendance Officer has open lines of communication with parents to ensure school attendance remains a priority and to support with any potential barriers.	Attendance Champion	2024-25	Leadership and professional time	5
	Write a school behavior curriculum	A framework for the behavior curriculum has been established by key members of staff. It is now a key priority for 2025-2026 to embed the behavior curriculum approach throughout the school.	SBM / Attendance Champions / HT	January 2025	Leadership and professional time	5



PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Review and identify key areas for curriculum development to further support pupil engagement and progress.	Review the use of 'The Hatch' and ensure the use is embedded within subject overviews and cross curricular learning opportunities. Links to communication and careers.	The use of The Hatch has been a resounding success enabling cross-curricular learning. This has created opportunities for a range of ages to work together in a structured way and to develop the use of functional communication in a practical way preparing children for life skills within the community.	Headteacher	2024-25	Leadership and professional time	6
	To support the development of teacher led booster sessions to ensure that pupils are being stretched and challenged appropriately and to support pupils with the transition to another setting where appropriate.	Senior Leader and core subject leads have identified children who need their learning extended. They have delivered Booster Sessions and worked with the class team to ensure that learning and expectations is pitched at a challenging level.	SLT	October 2024	Leadership and professional time	6
	Creating greater learning opportunities within the wider community – utilise all 3 satellite provisions to extend learning opportunities off site. (Community Classroom/Charity Shop, Arlesdene Satellite, Tonwell.	All satellites have developed their curriculum offer this year. Arlesdene Satellite has worked closely with Senior Leaders at Amwell View to appoint, train and support teaching and learning within the new environment. Community Classroom Satellite continue to forge relationships with local businesses and service providers to offer a wider range of community based opportunities for children. They have also acquired an allotment within the village to provide further work related learning opportunities. Tonwell Satellite opened Jan 25 and has worked to establish the school within the local community. The curriculum has combined community based learning and the new school environment to provide a range of different learning opportunities for the pupils that attend this includes external providers offering PE, Dance and Drama, Science through animal care etc.	AV Teaching Team	2024-25	Leadership and professional time	6



EARLY YEARS FOUNDATION STAGE

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Create a developmentally appropriate EYFS space in new classroom for Foundation 1 to move into. Create a curriculum to support 9 new pupils in their transition to Amwell View school (Class 1). Maintain a network of inspirational EYFS providers in mainstream schools across the county.	EYFS Lead to work closely with MLT / SLT to devise an Action Plan, including the support of Foundation 1 room swap to Class 1 and the introduction of 9 new pupils (Reception to KS2) to Class 1.	Action Plan completed. Classroom changes and introduction of nine pupils was successful.	EYFS Lead / MLT / SLT / Foundation 1 Class Teacher	September 2023	Leadership and professional time	7
	- EYFS Lead to organise and carry out New Pupil Parent Meetings and Create Care Plans. - EYFS Lead to create a curriculum to support new pupils with their introduction to Amwell View School. This will include an initial EYFS pupil led learning approach and gradually align with the KS1 curriculum.	All new parent initial assessment meetings were carried out by the EYFS Lead. Curriculum reviewed and tweaked for new children in EYFS, Reception and Yr1 to ensure learning behaviour and communication were at the center as children transition into school.				
	- EYFS Lead to continue to influence provision and developments across the county through attending the county EYFS Network group and coordinating the Amwell View School EYFS Network for the East of the county. - EYFS Lead to continue to support the development of inclusive practice within Network Schools, taking time to visit assigned schools and actioning appropriate support. - Support Arlesdene and Rye Park Nurseries to continue to develop practice and provision for children with SEN. Use excellent mainstream practice as a model to encourage mainstream schools to use a similar approach.	We have continued to open our classrooms up to practitioners from local primary schools on a regular basis throughout the academic year They come in and observe practice and can ask questions and develop their own knowledge. Alongside this we provide a bank of resources to support settings to develop their classroom environment and to impact their curriculum to support pupils with SEN. Network meetings and events happened each term throughout the year with focuses on Learning Behaviours, Communication and Pre-Phonics. The sessions focus on what the current need is within the network and any areas that they have flagged as wanting more support in. We also held our annual whole school Network Event where all teachers contributed, and we invited settings from across the county. Members of MLT and SLT continue to reach out to, support and visit schools within the network.	EYFS Lead/ MLT	July 2024	Leadership and professional time	7



POST 16

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Ensure all pupils in Post 16 leave with AQA Unit Award Scheme Certificates	- All Post 16 pupils to be enrolled on AQA Unit Award Scheme. - Across the year, pupils will work towards completing different AQA Unit's. - The school coordinator will collate and assess all Summary Sheets before sending off to AQA to be processed. - The school coordinator will receive the certificates and distribute to the relevant classes to go home. - Certificates will be scanned and copied so that copies can be shared with colleges and other social care settings that the pupils attend.	All pupils within Post 16 have been enrolled onto the AQA unit award scheme. Pupils are working towards units across the period of time they are in the Post 16 age groups. All Teachers of pupils in Post 16 have received training from AQA on how to follow the processes for submission on the AQA Unit award scheme. Post 16 lead has also completed coordinator training. Certificates have been scanned and shared with further education destinations (i.e. colleges) for individual pupils to ensure they are aware of pupil's capabilities and prior learning.	Post 16 Lead	July 2024	Leadership and professional time	8
Increase the amount of World of Work encounters for all pupils	- Work with Careers advisor to expand contacts with local organisations across Hertfordshire. - Arrange for organisation representatives to come and visit the school and learn more about the pupil's and their needs. - Where possible, arrange for workshops to run at school that give pupils the opportunity to experience and have a basic encounter with different types of careers from the world of work. - Arrange visits for appropriate classes to go to different workplaces.	Post 16 lead has worked with Careers and Enterprise company advisor to establish links with businesses in the local area. We now have a specific Enterprise advisor supporting us from Tilbury Douglas which is a construction firm. Workshops have been planned at school for pupils to explore the world of work regarding construction, the police force and fire service in Oct 2025. Post 16 pupils have expanded links across the local area by visiting new establishments such as Harlow fire station, the specialist dentist and a	Post 16 Lead	July 2024	Leadership and professional time	8



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	• Provide world of work encounters for each subject across the curriculum. • Establish links with new businesses and organisations from the local community.	small record store in Dane end which pupils delivered leaflets for. Careers week at school this year centred around world of work encounters. Classes could choose a career and explore it within lessons that week whilst also role playing that occupation and interacting with another class. Pupils explored careers such as being a cinema usher, a DJ, a mixologist, cabin crew and comedian.				
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LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION (JULY 2025)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To increase capacity.	Termly meetings with the LA to keep the SSPS accurate and up to date. Work with DSPL Primary Outreach Lead to observe all consultations/tribunal children and communicate in a timely manner to the LA for Amwell View School. - Monitor new satellite at Arlesdene Nursery (open September 2024) Report to FGB - Open and monitor Tonwell Satellite for an initial 10 pupils – January 2025 - Plan and recruit new staff to increase the Tonwell provision to 32 pupils – September 2025. - Work with LA to action all planning related aspects for the new school in Buntingford. This will then move to HT project managing the build alongside other professionals.	SLT, SBM regular met with LA to manage intake including tribunals, consultation requests, observations. Amwell View has supported the LA to place the children that have been waiting the longest for a specialist place throughout the East of Hertfordshire. Arlesdene / SLA agreed between the schools to ensure clear lines of communication and responsibility. Half termly monitoring visits and Arlesdene HT joining AV Governing Body has supported quality assurance and transparency. Tonwell opened Jan 25 for 10 pupils. The satellite will continue to grow in 2025-26. Buntingford HT and SBM attended 8 CEM meetings and many sub meetings with the LA and Kier to design all aspects of the school including fixtures and furnishings. HT and SBM attended a Public Consultation which initiated the final Planning Permission stage before contractors can be agreed and work can commence. (Estimated June 2026).	HT / SBM	2024-25 2024-2028	Leadership and professional time	9



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To increase capacity.	Satellite Provisions and the Mainstream Model - EYFS – Amwell View, Arlesdene and Rye Park to increase the EYFS network to share good practice and encourage children and families to stay in a mainstream EYFS setting as long as possible. - Increase participants within the Primary mainstream network and include SENCOS – currently working with Hollybush (Hertford); Hillmead (Bishop's Stortford) and Flamstead End (Cheshunt), St Catherines) Hoddesdon, Cranbourne (Hoddesdon).	AV has worked closely with EYFS providers and the LA to support children to remain in mainstream education while recognizing the need to support and develop practice to meet the needs of those children waiting for a specialist school place. The AV Mainstream Network has continued to grow and is now feeding into the LA SEND Partnership Objectives and the SEND Provision Review. This will see mainstream schools supporting children with EHCPs both within their class provision and within Specialist Resource Provision (SRP) model.	HT / SLT / MLT	2024-25	Leadership time	9
To increase capacity.	Physical Environment Amwell View School: - Improve Classroom spaces to modernize and maximize space (class 6, 7, 11 and Ground floor meeting room) - Move ceiling track system from Foundation 3 to Class 1 to enable a larger space for 5 non ambulant pupils. - Build additional cleaners cupboard to support the size of the school - Entire roof, sky lights and drainage to be assessed and replaced in necessary through the LA refurbishment and repair bid process. - Car park designed and aspects of the planning process have been completed alongside removal of large oak, temporary tarmac and remaining tree root impact plan. Initiate stage one of build - remove hedge line alongside the Dell and install safe fencing (reinforce the drop off) and create bin store. - Build a Rebound Therapy Room	Classrooms 6, 7, 9, 11 and Ground Floor meeting room refurbished. Classrooms F2, 2, 3, S1 will be refurbished August 25. Ceiling track installed in Class01 (F1) in addition to F3. Additional cleaners' cupboard built first floor near staff room. Roofing bid confirmed it will not be until April 2026. Car park plans sent for planning permission expected answer Aug 2025. Rebound Therapy Room part built. Expected completion Sept 25.	HT	Sep 24 Oct 24 Sep 24 2025-26 Aug 25 April 25	£150k £800 £500 £0 (LA Fund) £200K Circa £250k	9



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	- Assess the need for increased storage and consider the need for temporary/permanent solutions. - Re-surface EYFS playground – remove all wooden play equipment and maximize the space. - Excavate small area next to The Hatch and create a concrete base to enable a picnic area to be created. - Replace swimming pool showers and identify future refurbishment required in this area. - Install a walk in chiller to the school kitchen to enable greater use of fresh produce from local suppliers.	Storage solutions still being considered. To be completed 2025-26. Small area next to The Hatch – The Bay – part cleared and will be completed Aug 25 Showers replaced. Redesign of swimming pool changing rooms to be planned for 2025-2026. Kitchen office has been refurbished and repurposed as a food preparation and storage area.		Jan 25 Aug 25 May 25 Aug 24 Aug 25	Circa £5k Circa £20k Circa £10k Circa £3k Circa £2k	
To improve Recruitment and Retention plan.	- Recruit required number of Teaching Assistants to appropriately staff classrooms and curriculum areas monitor the effectiveness of recruitment and retention through the different routes currently used. Induction and support staff training improved with a senior teacher taking responsibility to lead. Induction Lead appointed from the Teaching Team to work with HR and the Admin Team to identify key areas of development and training needs. This will be overseen by a member of MLT. Yearly Action plan created to identify priorities and timeline. - Performance Appraisal process to support staff wellbeing, motivation and development. - Staff Survey has been reviewed and updated alongside HR Governor. Survey will be sent twice a year and governors will take a lead role when analysing the results and subsequent actions and responses.	Employed HR Manager. Taken out "My New Term" to run alongside Teach in Herts, this has proven to boost visibility and applications. We have also redeveloped job descriptions, job profiles and advert blurbs. To improve retention, we are working on a complete overhaul of the new staff induction program to make it less overwhelming by delivering six 45-minute sessions with a mix of online and in-person sessions. We have also produced a succinct TA appraisal procedure booklet to help line managers	HT / SLT / SBM / HR / HR Governor / Induction Lead and Teaching Team	July 2025	Leadership and professional time	9



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		provide a greater level of support. Staff Survey results were analysed by governors. The staff survey is to be sent out to all staff once a year in October.				
To develop Leadership pathways.	- Identify key development areas and support growth through training, mentorship and opportunities to take responsibility for areas of school improvement using Dr Zachary Walker, Dr Emma Kell, SSAT, NPQ, Professional Coaching. - Gather information for FGB to support the leadership re-structure once expansion projects have taken place (Executive HT, Head of School etc) - Develop transparency around the roles and the responsibilities. - Identify and support the development of potential leaders to meet the increasing demand created through additional sites/growth. - Use Leadership meetings and opportunities through networks to expose MLT to wider County strategy and difficulties particularly around capacity.	NPQ = 2 Middle Leaders SSAT Middle Leadership Programme = 1 MLT and 1 teacher NSPCC Safer Recruitment – 1 MLT ECF facilitator training – 1 MLT SSAT Leader Inspiration 3 webinars – 1 MLT MSI = 1 teacher Dr Emma Kell = Professional Coaching = 6 SLT/MLT Dr Emma Kell and Huw Academy – 8 modules + 1 MLT 1 teacher HT and COG met to look at research/comparatives and consider the future structure and time-line for recruitment. Admin / HR Manager / PA employed. Network Manager has been made redundant. One additional Middle Leader appointed. SLT/MLT have had opportunities to lead and support mainstream settings to develop their provision.	HT / SLT / MLT	July 2024	Leadership time	9
To improve communication with parents,	Encourage parents and pupils to attend Parents Evenings to engage in informal discussions and identify key community partners for parents to liaise with. Identify	Attendance at AV events has continued to increase.	HT/ SLT / MLT Network Mgr / SBM / Bursar /	July 2025	Leadership and professional time	9



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staff and stakeholders.	areas of strength and development through feedback from parents. - Analyse and action key points from Parent and Staff Surveys, Ofsted Parent View, ongoing feedback to events and regular communication. Create regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school. Senior Leaders to be visible and responsive to parents. - Communication with parents and staff remains effective using Class email, Arbor App, Tapestry App and Instagram. - Senior teacher now responsible for After School Clubs and parent liaison. - Website is up-to-date and maintained with current key areas promoted to increase parent and pupil engagement - Encourage Parents to support the school with Fundraising ideas to support a collaborative approach (Cake sales, Bike rides, Music festivals, Quiz's etc) - Continue to engage parents to consider safe and environmentally friendly travel and initiatives to inform the school Travel Plan and subsequent accreditation.	Staff Surveys to be sent out once a year to encourage an increased response. Governors to take the lead. Communication remains effective. Senior teacher responsible has devised a structure to enable teachers to coordinate TAs club and training attendance which considers covering absent staff. Team leads will oversee teacher input. Operations Officer appointed to develop communication with parents through a range of means and encourage participation through social media. This supports the feeling of community and encourages involvement with the school. Travel Plan accredited at Good for Stanstead Abbots and Tonwell site.	Office staff / Teaching Staff			
To develop personal knowledge and skills through continued professional development	- All staff to attend a session with Dr Emma Kell around Well-Being and considering how we give the best version of ourselves in the workplace. - All Teachers to attend Leadership session with Dr Zachary Walker - Autumn Term focus on Line Management/leadership in Staff and Team meetings to culminate in a Session on Courageous conversations with Dr Emma Kell in December 2024.	All completed and successfully delivered.				



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	• Mentor and Support 1 teacher trainee (TES) and two year 1 ECT's and two year 2 ECT's. • Continue to support ECF by facilitating ECT training years 1 and 2 (member of SLT and MLT are trained tutors) • Encourage Mainstream practitioners/SENCOS to attend AV for tours, observations, network events and in house specialist training. • 2 teachers to complete SSAT course • 3 Teachers to enroll and complete NPQ's • Member of SLT to complete a block of professional Coaching with Dr Emma Kell	Over 100 Teachers/SENCOS attended tours with the HT over the course of the academic year. 2 Teachers completed NPQ's HT/ Deputy Head and Senior Leader and three Middle Leaders have completed six session Professional Coaching with Dr Emma Kell.				
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