



SCHOOL CONTEXT	
Most recent Ofsted grade	Outstanding (2024)
Key Ofsted actions from last report	
Staff turnover for the previous year	September 2024- September 2025 =
Number of pupils on roll (all pupils have an EHCP)	September 2025 = 195 January 2026 = 196
Percentage of pupils on track to meet expected attainment targets	98%
Number of pupils currently not on track to meet expected attainment targets	2%
Number of pupils with English as an additional language (EAL)	15
Number of pupils receiving Pupil Premium	58
Children Looked After	September 2025 = 2 January 2026 = 2
Number of boys	Sept 2025= 128 (126 + 2 Arlesdene) January 2026 = 128 (126 + 2 Arlesdene)
Number of girls	September 2025 = 68 (64 + 4 Arlesdene) January 2026 = 69 (65 + 4 Arlesdene)
Overall absence (2024-25)	10% (7% with outliers)
Persistent absence (2024-25)	27.7% (pupils with less than 90% attendance)



Amwell View School and Specialist Sports College
School Improvement Plan 2025-2026

Key areas to improve	1. To increase capacity by building and establishing Satellite Provisions 2. Staffing Re-Structure to prepare for satellite expansion 3. To increase support for mainstream schools 4. To become a Specialist training Centre of excellence 5. To review and develop Amwell View's Behaviour Curriculum
Key staffing areas of issue	1. Recruitment and Retention 2. Increase staffing to meet extra capacity – Tribunal Direction 3. Staffing Re-structure in preparation for new Satellite provisions (Growth)
Key performance indicators for the next 3 years	1. To increase Capacity (numbers in all satellites through the years) Number of pupils on roll • 2021-2022 - 154 • 2022-2023 – 162 • 2023-2024 – 170 • 2024-2025 – 184 • 2025-2026 – 196 (8 CC, 21 Tonwell, 6 Arlesdene) • January 2025 – 206 (8 CC, 31 Tonwell, 6 Arlesdene) • 2026-2027 – 207 (8 CC, 32 Tonwell, 6 Arlesdene) • Tonwell full to capacity 32 by September 2026 (32 pupils will move to Buntingford) • Buntingford built and open 100 by January 2028.



Key performance indications for the next 3 years	2. Staffing Re-Structure to prepare for satellite expansion • Administration ○ Secretary required for September 2025 ○ HR Manager required by September 2025 ○ Executive PA required by September 2025 ○ Network Manager to be made redundant by September 2025 – Remote Server management and Helpdesk support outsourced. ○ School Business Manager required September 2027 ○ Finance Director Required September 2027 ○ Operations Officer required September 2027 ○ Premises Manager required September 2027 • TA's ○ Additional 30 TA's required on top of ongoing recruitment needs due to resignations. • Teachers ○ Additional 10 class teachers required by September 2027 ○ 4 specialist Teachers (Music, PE, Dance, Science) required by September 2027 ○ 1 Music Therapist required by September 2027 • Leadership ○ 1 Executive Headteacher by September 2026 (working between all sites) ○ 2 Heads of School by September 2027 ○ 3 Senior Leaders in total by September 2027 (1 Stanstead Abbots, 1 Buntingford and 1 working between). ○ 7 Middle Leaders (4 Stanstead Abbots and 3 Buntingford) • Responsibility which requires specialist training ○ 2 Autism lead ○ 2 MSI lead ○ 2 Communication/Makaton Lead
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Amwell View School and Specialist Sports College
School Improvement Plan 2025-2026

Key performance indicators for the next 3 years	3. To increase support for Mainstream Schools and Specialist Resource Provisions (SRP) • Mainstream schools to be supported to develop knowledge and practice to ensure needs are met for children awaiting EHCPs, children with EHCPs and children awaiting specialist provision. • Support the roll-out of ordinarily available provision, the new tiered approach to LA services including specialist outreach and the actions following the SEND provision review. • Continue to develop the role of a special school as a Hub of the community which all mainstream schools / practitioners can access. • Work with the LA to support and train SRPs to ensure consistency of approach across Hertfordshire.
Key performance indicators for the next 3 years	4. To develop AV as a Training Centre of Excellence • Identify key specialist subject areas to support the growth and development of staff to impact teaching and learning within Amwell View and across Hertfordshire. • Research the impact of applying for National Awards to support wider development and growth.
Key performance indicators for the next 3 years	5. To develop the Behaviour Curriculum • To create a behaviour curriculum that supports a consistent approach for all age groups. • The curriculum should consider the whole school approach to learning and the key principles that are embedded through the delivery of Therapeutic Thinking Training. • Consider the re-structure of the school and new satellite provisions.



OBJECTIVES FOR 2025-2026	
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 by building and establishing Satellite Provisions 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: - September 2025 (2 x Year 14 leavers July 2025) 182 • July 2025 (2 x Year 14) 179 • July 2025 (1 x Year 11 & 1 x Year 13 leaver early college placements) 177 • July 2025 (1 x Year 6 leaver – moved to France) 176 • July 2025 (1 x Year 3 leaver – Middleton swap) 175 • September 2025 (21 new starters moving a further 11 pupils into the Tonwell Satellite) 196 • January 2026 – depending on Teacher recruitment (10 new starters) - 206 • September 2026 (8 Year 14 leavers, 1 x placement Tonwell) 207 • September 2027 – (8 Year 14 leavers) 207 • January 2028 – Buntingford – phased increase working towards 268



Objective 1	To increase capacity by building and establishing Satellite Provisions Satellite Provisions Buntingford • Funding (£60k) to release HT and SBM to attend meetings and provide information for the LA, Architects, Consultants, Designers and planning team as part of the planning process • Public Consultation – 23rd June 2025 attended in Buntingford • Planning Submission due August 2025 • Planning Approval expected February 2026 • Contract Closes April 2026 • Practical Completion expected August 2027 • School expected to open October 2027 • Pupils start attending new school in January 2028 Tonwell September 2025 – pupils attending Tonwell increases to 21 • January 2026 – a further 10 existing pupils transfer from Stanstead Abbots to Tonwell Satellite • September 2027 – full to capacity at 32 pupils • January 2028 – the 32 pupils at Tonwell will transfer to the Buntingford Satellite Arlesedene September 2025 – pupils attending Arlesdene increases to 6 on roll • Continue to work closely with HT at Arlesdene to review and develop the satellite relationship
Objective 2	Staffing Re-Structure to prepare for satellite expansion • 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 HR Manager 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.



Amwell View School and Specialist Sports College
School Improvement Plan 2025-2026

	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 months probation period throughout this transition. Support H5 TA to move towards an Unqualified position with a view to gain QTS. • 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 will be sent once 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. • HR Manager to analyse staff turnover to understand and identify trends that we need to respond to and adjust recruitment process to improve retention. • Review social media / website / HR Tools to improve the school image for potential employees and increase the school presence in the marketplace to maximise direct applications and reduce the need for agency finders fees. • HR Manager to look at the Year Plan to ensure an even spread of events to uplift and improve staff morale and overall well-being. • Work with HFL and Key Hertfordshire Directors/leads to address the SEND recruitment crisis as an Authority. Key points to consider ○ Central Teacher recruitment portal to pool all SEN vacancies in one place. Use HFL to market this. ○ Re-establish links with FE establishments in Hertfordshire and neighbouring authorities to encourage and sign post training opportunities in Hertfordshire SEN schools. Consider specialist input within ITE, Early Childhood Studies and Psychology degree programmes. ○ Create data to determine the following ▪ Identify the number of qualified teachers within Hertfordshire Special Schools. ▪ Identify the Number of TA's leading classrooms in special schools (how many on a training pathway) ▪ Identify the number of special schools that train teachers. ▪ Identify the number of SEN/Specialist teachers currently required within Hertfordshire specialist schools. How many will be needed following the planned expansions and how many will be needed once the SRP's are open. • Link objective to Objective 4
Objective 3	To increase support for mainstream schools Strategic work with the LA and school leaders to identify key areas of need • Collaboration between AV and HFL regarding training and resources



Amwell View School and Specialist Sports College
School Improvement Plan 2025-2026

	• Network events to provide opportunities to share good practice and engage in professional dialogue • Offer 6 tours of AV per academic year (Leaders, SENCOs etc) • In-Reach – offer unlimited opportunities for practitioners to visit AV and spend time in the classroom. • Continue to grow the mainstream network and visit more schools (Currently 7 members) • Training ○ Offered through Specialist Outreach ○ Offered through DSPL 3 ○ Offered through specialist in house knowledge ○ Specialist training package created to support mainstream schools across Hertfordshire including SRPs.
Objective 4	To become a Specialist training Centre of Excellence Develop in-house knowledge through identifying key specialist areas of knowledge needed. • Autism/ ADHD • Child Development • MSI / Sensory Development • Music • Behaviour Curriculum / Physical Curriculum / Sensory Integration • Communication / Pre Phonics • Developing SEN/specialist teachers, degrees and ITE to gain QTS
Objective 5	To review and develop Amwell View's Behaviour Curriculum • Working group to present behavior curriculum to SLT/MLT (Consider the expansion and split sites) • Phase the roll out of the curriculum to ensure the contribution and understanding of each Key stage/age range. Ensure Therapeutic thinking is embedded



CURRICULUM AND TEACHING

TARGET	ACTIONS	EVALUATION (JULY 2026)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To increase support for mainstream schools	Strategic work with the LA and school leaders to identify key areas of need • Collaboration between AV and HFL regarding training and resources • Network events to provide opportunities to share good practice and engage in professional dialogue • Offer 6 tours of AV per academic year (Leaders, SENCOs etc) • In-Reach – offer unlimited opportunities for practitioners to visit AV and spend time in the classroom. • Continue to grow the mainstream network and visit more schools (Currently 7 members) • Training ○ Offered through Specialist Outreach ○ Offered through DSPL 3 ○ Offered through specialist in house knowledge ○ Specialist training package created to support mainstream schools across Hertfordshire including SRPs.		SLT/MLT	2025-2026	Leadership Time	4



CURRICULUM AND TEACHING						
To become a Specialist training Centre of Excellence	Develop in-house knowledge through identifying key specialist areas of knowledge needed. • Autism/ ADHD • Child Development • MSI / Sensory Development • Music • Behaviour Curriculum / Physical Curriculum / Sensory Integration • Communication / Pre Phonics Developing SEN/specialist teachers, degrees and ITE to gain QTS		SLT/SBM HR	2025-2026	Time and accreditation costs tbc	4
To review and develop Amwell View's Behaviour Curriculum	• Working group to present behavior curriculum to SLT/MLT (Consider the expansion and split sites) • Phase the roll out of the curriculum to ensure the contribution and understanding of each Key stage/age range. Ensure Therapeutic thinking is embedded		SLT/MLT	2025-2026	Leadership Time	4



ATTENDANCE AND BEHAVIOUR

TARGET	ACTIONS	EVALUATION (JULY 2026)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To review and develop Amwell View's Behaviour Curriculum	- Working group to present behavior curriculum to SLT/MLT (Consider the expansion and split sites) - Phase the roll out of the curriculum to ensure the contribution and understanding of each Key stage/age range. Ensure Therapeutic thinking is embedded		SLT/MLT	2025-2026	Leadership Time	5
To increase capacity by building and establishing Satellite Provisions	Buntingford - Funding (£60k) to release HT and SBM to attend meetings and provide information for the LA, Architects, Consultants, Designers and planning team as part of the planning process - Public Consultation – 23rd June 2025 attended in Buntingford - Planning Submission due August 2025 - Planning Approval expected February 2026 - Contract Closes April 2026 - Practical Completion expected August 2027 - School expected to open October 2027		HT / SBM	2025-2026	Leadership time funded by LA £40k	5



ATTENDANCE AND BEHAVIOUR

	• Pupils start attending new school in January 2028 Tonwell September 2025 – pupils attending Tonwell increases to 21 • January 2026 – a further 10 existing pupils transfer from Stanstead Abbots to Tonwell Satellite • September 2027 – full to capacity at 32 pupils • January 2028 – the 32 pupils at Tonwell will transfer to the Buntingford Satellite Arlesdene September 2025 – pupils attending Arlesdene increases to 6 on roll Continue to work closely with HT at Arlesdene to review and develop the satellite relationship					
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PERSONAL DEVELOPMENT AND WELLBEING

TARGET	ACTIONS	EVALUATION (JULY 2026)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To achieve Gold National Wellbeing Award	- Become a Hertfordshire Wellbeing Pioneers Schools. - Complete Modules and access face to face support to review and improve the wellbeing of pupils and staff and achieve the award. - Achieve award within the one-day validation visit within the 12 month period.		SLT / HR SBM / HJW	2025-2026	Leadership time / £3300	6
Staffing Re-Structure to prepare for satellite expansion	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.		SLT / HR	2025-2026	Leadership time	6
	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 HR Manager to devise a programme of induction with a focus on core training.		HR / AH	2025-2026	Staff Time	
	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.		AG / Teachers / AK	2025-2026	Staff Time	



PERSONAL DEVELOPMENT AND WELLBEING						
	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 months probation period throughout this transition. Support H5 TA to move towards an Unqualified position with a view to gain QTS.		SLT	2025-2026	Leadership Time	6
	Performance Appraisal process to support staff wellbeing, motivation and development. Wellbeing and Leadership training will support staff to engage in the performance appraisal process.		SLT / MLT / Teachers	2025-2026	Leadership time and Training costs	6
	Staff Survey will be sent once a year and governors will take a lead role when analysing the results and subsequent actions and responses.		CoG / Clerk	Oct 2025	Time	6
	Exit interview for Teachers and any long standing members of staff with Governor.		CoG / HR	2025-2026	Time	6



PERSONAL DEVELOPMENT AND WELLBEING						
	HR Manager to analyse staff turnover to understand and identify trends that we need to respond to and adjust recruitment process to improve retention.		HR	2025-2026	Time	6
	Review social media / website / HR Tools to improve the school image for potential employees and increase the school presence in the marketplace to maximise direct applications and reduce the need for agency finders fees.		HR / SBM / AK	2025-2026	Time plus advertising, marketing costs & agency finders fees. £45k	6
	HR Manager to look at the Year Plan to ensure an even spread of events to uplift and improve staff morale and overall well-being.		SLT / MLT / HR	2025-2026	Time	6
	- Work with HFL and Key Hertfordshire Directors/leads to address the SEND recruitment crisis as an Authority. Key points to consider - Central Teacher recruitment portal to pool all SEN vacancies in one place. Use HFL to market this. - Re-establish links with FE establishments in Hertfordshire and neighbouring authorities to encourage and sign post training opportunities in Hertfordshire SEN schools. Consider specialist input within ITE, Early Childhood Studies and Psychology degree programmes.		HT	2025-2026	Leadership time	6



PERSONAL DEVELOPMENT AND WELLBEING						
	- Create data to determine the following - Identify the number of qualified teachers within Hertfordshire Special Schools. - Identify the Number of TA's leading classrooms in special schools (how many on a training pathway) - Identify the number of special schools that train teachers. - Identify the number of SEN/Specialist teachers currently required within Hertfordshire specialist schools. How many will be needed following the planned expansions and how many will be needed once the SRP's are open.					
	Link objective to Objective 4		SLT / MLT	2025-2026	Leadership time	6



EARLY YEARS FOUNDATION STAGE

TARGET	ACTIONS	EVALUATION (JULY 2026)	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.	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.		EYFS Lead / MLT / SLT/ Foundation 1 Class Teacher	July 2026	Leadership and professional time	7
Create a curriculum to support 9 new pupils in their transition to Amwell View school (Class 1).	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.					7
Maintain a network of inspirational EYFS providers in mainstream schools across the county.	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.		EYFS Lead/ MLT	July 2026	Leadership and professional time	7



POST 16

TARGET	ACTIONS	EVALUATION (JULY 2026)	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.		Post 16 Leads	July 2026	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		Post 16 Leads	July 2026	Leadership and professional time	8



POST 16

	basic encounter with different types of careers from the world of work. • Arrange visits for appropriate classes to go to different workplaces. • Provide world of work encounters for each subject across the curriculum. • Establish links with new businesses and organisations from the local community.					
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LEADERSHIP AND GOVERNANCE

TARGET	ACTIONS	EVALUATION (JULY 2026)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To increase capacity by building and establishing Satellite Provisions	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 Monitor Tonwell Satellite and increase to full capacity (32 pupils) by September 2026. Plan and recruit new staff to increase the Tonwell provision to 32 pupils. 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.		HT / SBM	Jan 2028	Leadership and professional time £40k funding	9
Staffing Re-Structure to prepare for satellite expansion	Administration Secretary required for September 2025 HR Manager required by September 2025 Executive PA required by September 2025 Network Manager to be made redundant by September 2025 – Remote Server management and Helpdesk support outsourced. School Business Manager required September 2027		HT/SLT/HR	2027-2028	Leadership and professional time	9



LEADERSHIP AND GOVERNANCE						
	Finance Director Required September 2027 Operations Officer required September 2027 Premises Manager required September 2027					
	TA's Additional 30 TA's required on top of ongoing recruitment needs due to resignations.		HT/SLT/HR	2027-2028	Leadership and professional time	9
	Teachers Additional 10 class teachers required by September 2027 4 specialist Teachers (Music, PE, Dance, Science) required by September 2027 1 Music Therapist required by September 27		HT/SLT/HR	2027-2028	Leadership and professional time	9
	Leadership 1 Executive Headteacher by September 2026 (working between all sites) 2 Heads of School by September 27 3 Senior Leaders in total by September 27 (1 Stanstead Abbots, 1 Buntingford and 1 working between). 7 Middle Leaders (4 Stanstead Abbots and 3 Buntingford) Responsibility which requires specialist training 2 Autism lead 2 MSI lead 2 Communication/Makaton Lead		HT/SLT/HR	2027-2028	Leadership and professional time	9



LEADERSHIP AND GOVERNANCE						
To increase support for mainstream schools	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).		SLT/MLT	2025-2026	Leadership time	9
To become a Specialist training Centre of excellence	Develop in-house knowledge through identifying key specialist areas of knowledge needed. • Autism/ ADHD • Child Development • MSI / Sensory Development • Music • Behaviour Curriculum / Physical Curriculum / Sensory Integration • Communication / Pre Phonics Developing SEN/specialist teachers, degrees and ITE to gain QTS		SLT	2025-2026	Leadership time	9