



School Improvement Plan - Meopham School 2024-25

Executive Headteacher	Simon Cox
Headteacher	Ethan Roberts
Chair of Governors	Alan Barham

Meopham School - Vision

At Meopham School, we work in unity to create an exciting future for every individual, by instilling a culture of tenacity and excellence that both respects and truly improves the lives of all those within our school community.

Meopham School - Mission

Our mission at Meopham School is to provide our students with an excellent education through a fully inclusive and appropriately challenging curriculum that provides students with the creativity to meet the demands of an ever-changing world. We will create life-long learners by inspiring our students through outstanding lessons delivered by highly trained and qualified teachers. Through both a traditional academic curriculum at KS3 and KS4 and an ever-growing and highly-ambitious Sixth Form, students will make excellent progress and be encouraged to strive towards top-third universities, highly-sought degree apprenticeships or high-level employment.

Academic excellence is important, but we are also committed to instilling excellence in all aspects of our students' development. Our Culture and Ethos Strategy will establish a safe and stimulating learning environment, and develop tenacious young people who can overcome any barriers to learning and have a strong sense of moral purpose. Our students will go on to make a positive difference locally, nationally and globally.

Our Cultural Capital Pledge will develop our students into well-rounded, confident, excellent young adults who have the greatest respect for themselves and others and can thrive in all contexts. We are committed to promoting unity with our partners in the local area through an extensive Community Engagement Programme, which enriches our students' educational experience and establishes the school as a leading institution within Meopham, Gravesham and beyond.



Meopham School - SIP 2024-25

We will empower our staff through an aspirational professional development programme, which provides meaningful and ambitious career routes for all staff. Meopham School will become a beacon of teaching excellence through its cutting-edge, forward-thinking pedagogy.

Meopham School TRUE Values

Meopham School

Tenacity, Respect, Unity, Excellence

Tenacity - we do not give up when things get tough. We know that sometimes in life we face challenges and we recognise that these challenges are opportunities for growth. When life knocks us down, we pick ourselves up, we dust ourselves off and we try again. We believe in a bright future and that we create our own destinies. We don't expect things to be handed to us on a plate. It is our life and our responsibility to shape it in the way we want.

Respect - we demonstrate respect in all we do. We are respectful and courteous to everyone we meet. This is a non-negotiable. We celebrate our differences and champion our diversity. We have the greatest respect for ourselves, for others and for our surroundings.

Unity - as a school, we work for each other: we share in our successes; we support each other through challenges and we are all jointly responsible for the community we uphold. We are proud to be active members of our local village community, making a positive contribution to life in Meopham and beyond. We help each other to grow in confidence and support each other in shaping our own paths through life.

Excellence - we strive to be the very best in all our endeavours, whether that be academically, creatively, competitively or morally - we dream big and never put limits on ourselves or others. We are encouraged to think for ourselves and demonstrate independence. We develop excellence as a habit and recognise that talent isn't enough. True excellence is only achieved through practice and effort.



Tenacity

T1: establish a multi-layered approach to behaviour, attendance, punctuality and safeguarding which promotes high standards and high expectations for all stakeholders.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Establish within the school community the high standards expected, with a clear programme of wellbeing and rewards, which motivates all stakeholders.	JIH and EGR	N/A	Strategic plan for new House Point system formalised, following consultation with key stakeholders.	New House Point system created and prepared for implementation in September 2025.	A rewards system based on TRUE values is embedded throughout the school, with all staff awarding their minimum allocation of House Points to students.
b. Train all stakeholders in a consistent, instructional approach to behaviour for learning - both inside and outside the classroom - which focuses on proactive routines that establish a calm environment for students.	DMQ and HDL	The Meopham Fundamentals devised and shared with all stakeholders.	The changes to the school's mobile phone and devices policy and the punctuality policy have been successfully implemented school-wide.	Staff, student and parent/carer surveys agree that the introduction of the Meopham Fundamentals have improved behaviour for learning since September 2024.	The Meopham Fundamentals approach to behaviour for learning is established across the school, with a majority in all stakeholder surveys agreeing that the school has established a safe and calm environment for students.
c. Develop a multi-layered system of consequences that hold expectations of student behaviour high, including an internal Alternative Provision (AP) to support students at risk of exclusion.	HDL and DMQ	Processes for the sanction system redesigned to ensure more students successfully complete sanctions and sanctions	Behaviour points system redesigned to provide a more accurate picture of behaviour for learning across school.	Benchmark for the reduction of behaviour points in 2025-26 established. Benchmark for the increase in the percentage of	The school has a rigorous multi-layered system of consequences that is data-driven and results in a decrease in the amount of negative behaviour points and an increase in the percentage of sanctions



Meopham School - SIP 2024-25

		provide an opportunity for reflection.	Plans for the school's internal AP finalised.	sanctions successfully completed in 2025-26 established. Internal AP constructed and ready for implementation in September 2025.	successfully completed (following a benchmark being set in July 2025).
d. Develop a range of short-term interventions that support a student's successful reintegration into mainstream learning.	DMQ and HDL	Current provision of pastoral interventions evaluated.	Research evidence on the most effective methods to deliver pastoral interventions completed.	PSMs trained on the delivery of effective pastoral interventions and ready to implement this programme in September 2025.	The school has an effective programme of pastoral interventions that has resulted in a decrease in the number of detentions, suspensions and permanent exclusions (following a benchmark being set in July 2025).
e. Train the new Attendance Officers and co-develop a proactive attendance strategy to improve attendance figures above national averages and to reduce the percentage of Persistently Absent (PA) students by addressing the barriers those students face, especially in the Sixth Form.	ARI and ZRO	Successful induction process for the Attendance team with clear processes and strategies for monitoring attendance established.	Established menu of strategies to improve attendance, and in particular support those students at risk of becoming Persistent Absentees (PA).	Benchmark figures established for attendance and PA so the impact of strategies to improve attendance can be measured in 2025-26.	The school's attendance strategy ensures our attendance figures are above national averages and our Persistent Absence (PA) figures are below national averages.
f. Ensure all students attend school and lessons on time.	ARI	Strategy to address punctuality issues is developed.	Strategy to address punctuality issues is implemented.	Benchmark figures for punctuality established so that a target for a	The school's punctuality strategy ensures students attend school and lessons on time wherever possible,



Meopham School - SIP 2024-25

				reduction in lateness can be set for 2025-26.	with a clear reduction in instances of lateness between July 2025 and July 2027 (exact figures to be established in July 2025).
g. Maintain the high standards within the school's safeguarding culture to proactively address the needs of all students particularly those who are persistently absent.	LHO	Completed evaluation of the effectiveness of safeguarding within the school.	Continued training provided to all DSLs to ensure safeguarding processes are robust. Home visits to PA students are routinely carried out.	100% of stakeholder responses to surveys: a) agree that students are safe at Meopham School; b) agree they know who they can go to if they have a concern. PA targets as above.	The school maintains its high standards within the safeguarding culture, with every review rating the school's safeguarding practices as effective and 100% of stakeholder responses to surveys a) consistently agree that students are safe at Meopham School; b) consistently agree they know who they can go to if they have a concern.
h. Ensure all students know what positive mental health and wellbeing is and know where to access support for their mental health if they need it.	LHO	World Mental Health Day promoted across the school.	All students have participated in the events related to Children's Mental Health Week.	All students have had the opportunity to learn and talk about mental health and wellbeing and a Mental Health Team is established.	There is an established approach to supporting mental health in the school and student surveys show students have a good understanding of what mental health is and how to access support.



Respect

R1: embed a school culture where respect comes first: we celebrate our differences, champion diversity and have the greatest of respect for ourselves, for each other and for our school community.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Utilise restorative practice, and especially reset conversations, to ensure respectful dialogue is demonstrated by all.	LHO and Respect Lead	Restorative practice CPD held with all staff and shared with students.	Stakeholder feedback shows a majority of stakeholders agree that there has been an improvement in the level of respect around school.	Quality assurance of Bromcom completed to analyse how effectively reset conversations are embedded and provide a benchmark for targets in 2025-26.	Reset conversations and a culture of respect are regularly logged on Bromcom and utilised by a strategy school-wide to support behaviour for learning.
b. Develop the school into a beacon of equality, diversity and inclusion, where the positive impact of best equality and diversity practice is clearly visible.	Respect Lead	N/A	Respect Lead appointed to oversee the pursuit of the Gold Equalities Award.	Plan drawn up to achieve the Silver Equalities Award in 2025-26.	The school has achieved the Gold Equalities Award, demonstrating that it ensures equality and diversity practice flows through all aspects of the school.
c. Embed an outstanding PSHE programme which champions equality, diversity and inclusion, and celebrates significant cultural moments.	SAHT and Respect Lead	N/A	Review of the PSHE programme currently provided to students completed.	Revised calendar of events outlined to be implemented in 2025-26.	The school has embedded a developed PSHE programme in line with the advice provided by Jigsaw.
d. Embed a robust anti-bullying culture within	DMQ and Respect	N/A	Evaluation of the current anti-bullying	Plan drawn up to achieve United Against	The school has achieved United Against Bullying



Meopham School - SIP 2024-25

the school.	Lead		culture completed by the Respect Lead.	Bullying Silver School status in 2025-26.	Gold School status, demonstrating a commitment to an anti-bullying culture, with bullying levels lower than the national average.
e. Improve all stakeholders' stewardship of the school's building, premises and resources, with a marked reduction in instances of litter and an improvement in the maintenance of school property.	SAHT and Respect Lead	N/A	Full audit of buildings, premises and resources to have been completed.	Data collated to provide target for reduction in funding required for school maintenance. Respect Lead to have devised an anti-littering and recycling campaign to be launched in 2025-26.	An embedded anti-littering campaign to be embedded within the school and a decrease in funding required for school maintenance (based on benchmarks to be established by July 2025).



Unity

U1: instil a sense of belonging at the school by embedding the school's new vision, mission and TRUE values throughout school life, enriching students' cultural experiences within school and establishing Meopham School as a pillar of excellence in the local community.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Develop an effective House system which provides opportunities for students' broader cultural enrichment and inter-House community activities.	SAHT and EGR	N/A	Houses established after consultation with key stakeholders.	Plan for the programme of inter-House activities completed, ready for implementation in 2025-26.	A regular programme of inter-House activities is embedded within the school community, with all students involved in at least one activity.
b. Create a Cultural Capital Pledge, explicitly linked to the school's TRUE values, which outlines a significant minimum enrichment offer for all students.	SAHT and EGR	N/A	Evaluation of the school's current enrichment provision completed.	Cultural Capital Pledge written in consultation with key stakeholders.	The school ensures that 100% of students have the opportunity to fulfil the Cultural Capital Pledge.
c. Develop the range of opportunities available within the Junior Leadership Team, across all year groups, in a structure which reflects the diversity of our school community.	SAHT, Respect Lead and EGR	N/A	The new Junior Leadership Team structure established after consultation with key stakeholders.	The application process for Junior Leadership Team positions is established and the school has begun the process of appointing students to some roles.	The school has an extended Junior Leadership Team with responsibilities offered across all year groups, which reflects the diversity of our school community. The process for applying for these positions mirrors the



Meopham School - SIP 2024-25

					rigour seen in the real job market.
d. Raise the profile of the creative arts within the school, within both the mainstream curriculum and the enrichment provision provided.	LHO, EMM and TKN	N/A	Evaluation of the coverage of the creative arts National Curriculum completed with key actions on how to improve provision beyond the NC's scope.	One creative arts event planned for every other term for 2025-26.	The school holds one creative arts event per term and exceeds the National Curriculum within the creative arts subjects.
e. Establish greater links within the local community, including feeder primary schools.	ERO and EGR	Outreach programme launched with feeder primary schools, the Parish Council, the Elliot Holmes Foundation and the Rotary Club.	Unity Lead appointed and an Outreach Strategy for future engagement devised.	Every feeder primary school visited by a member of the Senior Leadership Team to support development of professional links.	The school participates in a minimum of one local community event per term and has established a primary engagement activity with every feeder primary school.
f. Develop a marketing strategy that improves the school's digital presence and champions everything that is excellent about Meopham School and its TRUE values.	ERO and TKN	Marketing materials redesigned and promotional video published on school website.	Marketing materials updated to reflect TRUE values.	Marketing campaign for 2025-26 intake launched.	First-choice selections exceed 400.
g. Improve the structure of the school day and the school building to optimise its use for all stakeholders.	ERO and DMQ	Full audit of the school site to have been completed. Plans for a restructure to the school day complete.	Planning for improvements to the school site to have been completed. Transition to the interim structure for the school day.	Key improvements to have been made across the school site. New school timetable designed and ready to be implemented in September 2026.	All stakeholders provide feedback that the school is a stimulating learning environment and they have the resources they need to be successful.



Meopham School - SIP 2024-25

			New school timetable devised in consultation with staff.		
H. Target for the Specialist Resource Provision (the Windmill) to be formulated following the review taking place in February 2025.					



U2: develop an ever-growing and highly-ambitious Sixth Form, which is at the heart of our school community, where students make excellent progress and strive towards top-third universities, highly-sought degree apprenticeships or high-level employment.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Broaden the range and ambition of the KS5 curriculum offer.	ZRO and ERO	<p>Survey conducted on Y11's desired courses post-16.</p> <p>Survey conducted to determine course viability amongst staff.</p> <p>Successful Sixth Form Open Evening completed, with more than 50% of current Y11 attending.</p>	Courses to run confirmed and staff have begun to prepare curriculum.	<p>SOLARs for all KS5 courses are completed.</p> <p>The range of courses available within the curriculum secure 70 students for 2025-26.</p>	The range of the KS5 curriculum offers a curriculum that appeals to over 40% of students post-16.
b. Develop a consistent Raising Standards strategy at KS5 with the same robust approach to KS4 and KS3.	ZRO and ARI	N/A	Gap analysis and VA calculator sheets created to facilitate better KS5 data analysis.	Programme of Wave 1, 2 and 3 intervention created to be implemented in 2025-26.	The school to achieve an average result of B- in all academic qualifications and a Merit+ in broad vocational qualifications.
c. Train all stakeholders to better promote student independence within the Sixth Form.	ZRO and SAHT	N/A	Pilot study skills sessions delivered to current Sixth Formers.	Programme of study skill sessions planned for 2025-26.	Subjects report an increase in the successful completion of home learning at KS5



Meopham School - SIP 2024-25

					(based on a benchmark set in July 2025).
d. Improve the breadth of enrichment and wider curriculum opportunities available to Sixth Formers, especially in the area of student leadership.	ZRO and SAHT	N/A	Audit of current enrichment provision for Sixth Form completed.	Sixth Form enrichment successfully integrated into the Cultural Capital Pledge.	All Sixth Form students are involved in a student leadership opportunity within the school.
e. Embed a robust Post-18 programme within the Sixth Form which ensures all Sixth Formers have secured an excellent Post-18 destination after their time at Meopham.	ZRO and SAHT	N/A	Clear tracker for all Sixth Form students created, which details intended Post-18 destinations against current grades. All UCAS applications successfully submitted.	Every Y12 student's data to have been analysed, one-on-one career meeting held and draft intended destinations submitted. A clear timeline of Post-18 events created and shared with all Y12 students.	25% of Sixth Form students to achieve university places at top-third universities; 65% of Sixth Form students to go on to study degrees or alternative Level 5 qualifications; 35% of Sixth Form students to go on to high-level apprenticeships or employment.
f. Increase the number of students selecting Meopham Sixth Form for their KS5 education.	ZRO and ERO	Successful Sixth Form Open Evening held, with over 50% of Y11 attending.	Improved curriculum offer leads to over 25% of Y11 students applying to Meopham Sixth Form.	Over 25% of Y11 students enroll at Meopham Sixth Form (August 2025).	Over 40% of Y11 students select Meopham Sixth Form for their KS5 education.



Excellence

E1: professionally develop staff to ensure all students receive ambitious, well-structured lessons with a clear curriculum intent and a consistent approach to formative assessment, which supports and challenges all students.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Train all staff on the effective use of Learning Objectives and their primacy in backwards-planning the structure of an effective, objective-led lesson.	ERO and ZRO	Launch the ABC CPD provision for Middle Leaders focused on objective-led planning.	Middle Leaders to observe each other with a focus on objective-led planning.	Middle Leaders to present to other staff on objective-led planning. Design the one-to-one curriculum coaching provision for Middle Leaders for 2025-26.	90% of lessons in the school are judged as a “strength” for the Curriculum element of lesson observations.
b. Develop all leaders’ curriculum planning, establishing effective SOLARs in all departments, which are regularly reviewed, planned backwards and the basis of all individual lesson planning.	ERO and ZRO	N/A	Quality assurance conducted on the curriculums of Bucket 1 and 2 subjects.	Quality assurance conducted in the curriculums of Bucket 3 subjects. CPD completed with all teaching staff on objective-led planning. Programme of SOLAR development outlined and ready to begin implementation in 2025-26.	100% of SOLARs are rated as a “strength” across all areas during the SOLAR quality assurance process.



Meopham School - SIP 2024-25

c. Review and redesign the curriculum structure to ensure: effective sequencing; a broad, balanced and ambitious offer and pathways to support the ambitions of all students.	ERO, DMQ and ZRO	Evaluation of the current curriculum structure completed.	Curriculum structure redesigned for 2026-27.	Teaching staff to begin the process of designing SOLARs for the restructured curriculum in 2026-27.	The school is achieving positive progress across all three “buckets” and the EBacc APS remains above 4.
d. Train all teaching and TA staff in the toolbox of formative assessment and metacognitive strategies to be employed in lessons to both support and stretch and challenge all students.	JIH	N/A	Quality assurance completed on the use of formative assessment and metacognitive strategies across the school.	Plan for formative assessment CPD finalised to be delivered in 2025-26.	90% of lessons are judged as a “strength” for the Feedback element of lesson observations.
e. Continue to embed the FIRE strategies within all lessons and ensure student-led learning is present within all lessons.	ZRO	New drop-in observation system developed to quality assure the use of FIRE strategies within lessons.	All Middle and Senior Leaders successfully trained as observers for the new drop-in observation system.	50% of lessons are judged as a “strength” for the Feedback and Inclusivity, Retrieval and Engagement element of lesson observations.	90% of lessons are judged as a “strength” for the Feedback and Inclusivity, Retrieval and Engagement element of lesson observations.
f. Embed an effective home learning programme with high levels of student engagement, which promotes students’ progress.	JIH	System established to ensure setting and completion of home learning is effectively monitored.	Programme for RAPID home learning provision to be devised.	Programme for RAPID home learning provision to be shared with staff with plans for gradual introduction through 2025-26.	Each subject reports that 90% of students are regularly completing home learning.
g. Recruit and retain the best	JIH, ZRO	N/A	Conduct an	Formalise a plan for	When surveyed, 100% of



Meopham School - SIP 2024-25

<p>local talent, develop outstanding ITT/ECT programmes and internal staff development programmes that produce the next cohort of school leadership.</p>	<p>and ERO</p>		<p>evaluation of the current programmes of recruitment, ITT/ECT training and internal staff development.</p>	<p>the programmes of recruitment, ITT/ECT training and internal staff development.</p>	<p>school staff agree that senior leadership prioritise their career development.</p>
--	-----------------------	--	--	--	---



E2: improve outcomes and promote accountability by developing staff's use of formative assessment, which leads to data-driven improvement in teaching practice.

Actions	Lead Staff	Milestones			Success Criteria (by August 2027)
		December	March	July	
a. Develop a consistent Raising Standards strategy which focuses on quantitative <i>and</i> qualitative data within gap analysis and provides a clear and robust action plan to which all teachers are accountable.	ARI and ZRO	A revised approach to data analysis is developed and shared with Middle Leaders, which focuses on calculating how to achieve positive progress and uses whole-cohort and whole-class gap analysis to identify the best strategies to support student progress.	Middle Leaders are trained further to adhere to the revised approach to data analysis consistently to drive student progress.	Middle Leaders are supported to train their staff in the revised approach to data analysis so that, in 2025-26, staff can analyse their class' data independently.	The school achieves a Progress 8 score of 0 or above.
b. Develop staff's understanding of how to use quantitative and qualitative data formatively to support students' further progress.	ARI and ZRO	Review of each department's approach to data analysis to be completed.	A consistent approach to gap analysis is designed for use in 2025-26 onwards.	Train all teaching staff in the new approach to gap analysis and practise on the final Y10 data drop.	Every teacher can confidently analyse their class' data and form a cohesive action plan to drive further progress.
c. Improve the quality of assessment, moderation and reporting - especially at KS3 - to ensure data is consistently accurate across all subjects and useful to stakeholders.	ARI, ERO and ZRO	N/A	Review to be completed on the current limitations of the current assessment, moderation and reporting system.	Plan to be devised for a gradual reform to be made to the assessment, moderation and reporting system throughout 2025-26	A reformed KS3 assessment and reporting process is embedded, which can be easily understood by students and parents/carers, and can



Meopham School - SIP 2024-25

				and 2026-27.	be used by leaders to identify those students requiring further support.
d. Ensure the Performance Management process directly links all teachers to the contribution they should make to their class' outcomes targets and to their own personalised areas to develop within their teaching practice.	ZRO and ERO	Redesigned Performance Management system to be shared with teaching staff, which links more directly to teachers' specific outcome and pedagogical targets.	Performance Management system to be launched with associate staff.	Teachers to have collated evidence that they have taken all agreed actions to meet their personalised outcome and pedagogical targets.	75% of staff achieve their Performance Management targets under the new process.
e. Continue to improve attainment and progress in Buckets 2 and 3 through a three-wave Raising Standards strategy, implemented in <i>all year groups</i> , focused on: in-class teaching strategies based on formative assessment (Wave 1); effective intervention strategies for targeted pupils (Wave 2) and a holistic Raising Standards-Pastoral Bridge Strategy to support and motivate pupils (Wave 3).	ARI, ZRO and ERO	New system of Wave 2 intervention to have been designed for launch in January.	Wave 2: Morning Intervention and Period 7 interventions to have been successfully launched and attendance closely monitored. Wave 3: clear Raising Standards-Pastoral Bridge strategy in place to support struggling students.	A cohesive three-wave strategy has been developed for implementation in 2025-26.	The school achieves positive progress in Buckets 2 and 3.
f. Develop a personalised CPD programme for staff which is data-driven, based	ZRO and ERO	A new system of drop-in observations to have been	Training to be completed for all staff conducting	First two rounds of drop-in observations to have been	Improvement in the percentage of lessons judged as "strength"



Meopham School - SIP 2024-25

on a robust programme of quality assurance, to drive improvement in the quality of education provided to students.		developed and launched with staff.	drop-in observations.	completed for all teaching staff, providing a benchmark for each judgement area which can be used to set targets for 2025-26.	across all four areas (based on a benchmark that will be set at end of 2024-25).
g. Action to improve inclusivity, especially for those students with SEND, will be added following the SEND Review taking place in February 2025.					