Thringstone
Primary School

Believe and Achieve Together

Strategic Plan
October 2026

Date of next review: Spring 2029

Introduction

One of the key functions of the Governing Board is to set the strategic direction for Thringstone Primary School and to undertake long term development planning for the future. After consulting with staff, children and parents, this plan has been devised to focus on goals covering 6 main areas:

1 Quality of Education, Curriculum and Standards
To provide excellent teaching and learning for all

2 Personal Development
To equip our pupils with the attributes to succeed

3 Leadership & Management
To provide effective governance as a lever for school improvement and support new leadership in the school

4 Staff Development
To ensure staff feel valued and supported

5 Parents & Community Links
To better promote the school to engage families and the community

6 Premises
To provide additional pre-school places through building expansion to encourage more numbers into the primary school.

7 Sustainability/Greener Governance
To ensure our school is contributes to environmental sustainability..

Our Vision

A school community where we work together with confidence & enjoyment to achieve everyone's full potential.

'Believe and Achieve Together'

Our Values

RESILIENCE

We work hard, we are determined and keep trying when faced with challenges.

BELIEF

We believe in ourselves and value ourselves, and have aspirations to achieve our goals.

RESPECT

We have respect for ourselves, others and our environment.

TEAMWORK

We working together as part of a community, learning about and valuing each other and helping each other.

KINDNESS

We show concern and care for the wellbeing of others.

Thringstone Primary School Strategic Plan

Thringstone Primary School and Little Acorns' Strategic Plan is intended to give direction to the school as a whole in implementing its vision and aims. It will set out the school's Strategic Plan over the next three years and provide a monitoring and self-evaluation mechanism for Governors and the Leadership Team. It should be read in conjunction with the Governing Body Monitoring Plan.

In accordance with the responsibilities placed on Governors, it will:

1. ensure clarity of vision, ethos and strategic direction of the school;
2. ensure the Governing body is holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff;
3. ensure the Governing body is overseeing the financial performance of the organisation and making sure its money is well spent.

The plan will be reviewed annually at the first Full Governing Body meeting of the school year and will be revised every 3 years, maintaining a long-term strategic perspective. The full Governing body meets at least termly.

There are 2 established committees dealing with Standards, Finance and Pupil Support. Each committee meets termly and are delegated specific roles and responsibilities, reporting to full Governing body meetings.

Each Governor is also allocated specific curricular and statutory responsibilities, reporting to the full Governing body.

Thringstone Primary School and Little Acorns Pre-school is a single academy trust. It is smaller than the average-sized first school. Almost all pupils are of white British heritage. The proportion of pupils who have special educational needs and/or disabilities is above the national average.

1. Quality of Education, Curriculum and Standards

To provide excellent teaching and learning for all.

GOALS	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
We are a nurturing, high-achieving, progressive village school, providing excellent outcomes for all children.	To secure strong academic outcomes for all pupils, including disadvantaged and vulnerable groups.	-Governors receive regular reports on attainment and progress across reading, writing and maths. -Governors monitor progress of key groups, including disadvantaged and SEND pupils. -Governors challenge leaders where gaps persist.	Monitoring through termly reports and review cycles
	To ensure there are robust processes in place to drive and sustain school improvement.	-A clear School Development Plan is in place and reviewed regularly by governors. -Progress against priorities is reported to governors through scheduled monitoring.	See School Development Plan and monitoring cycle
	To ensure the curriculum is broad, balanced and ambitious for all pupils.	-Governors receive assurance that all national curriculum areas are taught effectively. -Curriculum coverage and progression are reviewed through monitoring and reporting.	Yearly
Our children understand how to care for their social, emotional and mental health and that of their peers.	To ensure effective pastoral and wellbeing provision supports pupils' readiness to learn.	-Governors receive updates on pupil wellbeing, behaviour and pastoral provision. -Impact of support is monitored through attendance, behaviour and wellbeing data.	Yearly
	To ensure the school operates within its capacity to meet the needs of pupils with SEND.	-Governors monitor SEND provision through reports from the SENCO and senior leaders. -Provision is reviewed against national expectations and available capacity.	Ongoing

2. Personal Development

To equip our pupils with the attributes to succeed.

GOALS	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
We enable smooth and successful transition from pre-school into school and from primary to secondary education.	To ensure families feel welcomed, informed and confident in the transition process.	-Governors receive assurance that transition arrangements are in place and effective. -Engagement with families is monitored through participation in transition activities and events.	Open days in the Autumn Term Yearly
	To support strong links with early years providers to encourage continuity and retention.	-Governors receive updates on partnership working with local pre-school providers. -Retention of pre-school children into the primary phase is monitored over time.	3 years
	To ensure appropriate wrap-around provision is available to meet the needs of working parents.	-Governors monitor the effectiveness and sustainability of wrap-around care provision. -Uptake and demand are reviewed to inform future planning.	1 year

3. Leadership and Management

To provide effective governance as a lever for school improvement and support new leadership in the school

GOALS	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
Robust leadership throughout the school, from senior to middle and subject leaders.	To ensure a strong safeguarding culture where responsibilities are clearly understood and statutory requirements are met.	-Governors receive assurance that safeguarding arrangements, systems and procedures are robust and compliant. -Governors monitor safeguarding through reports, audits and training updates.	Yearly skills audit
	To ensure policies support sustainable leadership.	Governors review and approve all policies, ensuring they are fit for purpose and meet the needs of the school.	Ongoing
	To ensure leadership decisions are informed, responsive and aligned to the school's context and capacity.	-Governors receive updates on key policy and funding changes and their implications. -Strategic decisions are reviewed to ensure they reflect the school's size, context and priorities.	Ongoing
Leaders engage staff and respond to staff voice.	To ensure staff wellbeing is monitored and that concerns are addressed appropriately.	-Governors review outcomes from staff surveys and receive assurance that actions are taken where required. -Impact of actions is reviewed and adjusted as necessary.	Yearly staff survey
The governing body provides effective challenge and support to drive school improvement.	To ensure governance is effective, skilled and focused on improvement.	-Governors undertake regular self-evaluation and external review where appropriate. -Training needs are identified and addressed.	Yearly review
Governors maintain appropriate oversight of teaching, learning and curriculum impact.	To ensure governors have appropriate insight into school performance without becoming operational.	-Monitoring is undertaken in line with the Governing Body Monitoring Plan. -Subject and link governor reports inform full governing body discussions.	Ongoing
The governing body supports and challenges the Headteacher effectively.	To ensure robust performance management arrangements are in place.	-Headteacher performance management is conducted annually, informed by external advice. -Progress against agreed objectives is reviewed regularly.	Yearly

4. Staff Development

To Ensure staff feel valued and supported

GOALS	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
We develop and retain high-quality staff within Thringstone.	To ensure staff are supported to develop professionally and take on leadership responsibilities where appropriate.	-Governors receive assurance that performance management processes are robust and support professional development. -Training and development opportunities are monitored to ensure they align with school priorities. -Opportunities for collaboration and professional growth are reviewed through local partnerships.	Yearly (via Pay Committee)
We prioritise staff social, emotional and mental health and wellbeing.	To ensure staff feel valued, supported and able to maintain a healthy work–life balance.	-Governors review staff wellbeing information and survey outcomes. -Governor monitoring report on Staff Wellbeing -Assurance is provided that appropriate wellbeing and support systems are in place. -Staff wellbeing is considered when reviewing workload, staffing structures and policy decisions.	Yearly wellbeing survey

5. Parents and Community Links

To better promote the school to engage families and the community

GOALS	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
Children are valued by, and value, their local community.	To develop and maintain positive relationships with local groups and organisations.	-Governors receive assurance that partnerships with local organisations are in place and contribute positively to pupils' experiences. -Opportunities for collaboration are reviewed to ensure they support the school's values and wider curriculum aims.	Yearly – ongoing
Our community and school support one another.	To promote shared responsibility for the education and wellbeing of children within the local community.	-Governors are informed of community engagement activity and its impact on pupils. -Community involvement is monitored to ensure it supports learning, wellbeing and inclusion.	Yearly
The school presents a clear and positive identity to families and the wider community.	To ensure the school's website is accurate, compliant and informative for parents and prospective families.	-Governors receive assurance that the website is compliant with statutory requirements. -Website content is reviewed regularly for accuracy and clarity, by the Trust Board and Leadership team.	Yearly
The profile of the school is strong within the local area.	To ensure the school is promoted effectively and consistently.	-Governors monitor how the school communicates with families and the wider community. -Communication channels are reviewed to ensure they support engagement and reputation.	Ongoing

6. Premises

To ensure the financial viability of our primary school.

GOAL	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
The school is financially sustainable and well resourced.	To ensure the effective use of buildings, grounds and resources to support financial sustainability.	-Governors receive assurance that income-generating activities are monitored and contribute positively to the school's financial position. –Use of facilities is reviewed through Lettings Policy to ensure value for money and alignment with school priorities.	Ongoing
	To maximise appropriate fundraising and external income opportunities.	-Governors monitor income generation through fundraising, grants and partnerships. -The effectiveness of fundraising activity is reviewed annually.	Yearly
	To ensure pupil numbers and school capacity are considered as part of financial planning.	-Governors review pupil number trends and their impact on financial planning. -Strategic decisions consider sustainability and future viability.	Yearly
	To ensure resources are used efficiently and represent best value.	-Governors oversee benchmarking of expenditure and value for money. -Procurement and contract arrangements are reviewed through the Finance Committee. -Governors oversee the schools Estate Strategy Plan, ensuring that planned maintenance is inline with the DfE Good Estate Management toolkit.	Ongoing (via Finance Committee)
	To maintain clear and transparent financial planning.	-Governors review a robust three-year budget forecast. -Financial risks and mitigations are regularly reviewed and challenged.	Yearly and ongoing monitoring

To ensure the effective use of buildings, grounds and resources to support financial sustainability.	-Governors receive assurance that income-generating activities are monitored and contribute positively to the school's financial position. - Use of facilities is reviewed to ensure value for money and alignment with school priorities.	Ongoing

7. Sustainability/Greener Governance

To ensure our school is contributes to environmental sustainability.

GOAL	OBJECTIVES	DELIVERABLES	AIM FOR COMPLETION
The school contributes positively to environmental sustainability.	To ensure the governing board promotes environmentally responsible practice through its own ways of working.	-Governors consider environmental impact when making decisions about governance processes and ways of working. -Use of digital systems and remote working is reviewed to reduce unnecessary environmental impact.	Ongoing
	To ensure sustainability is reflected within the school's strategic direction.	-Governors receive updates on sustainability initiatives and their impact. -Environmental considerations are reflected in relevant policies and planning.	Ongoing
	To support a whole-school approach to environmental sustainability.	-A Climate Action Plan is developed and reviewed by governors. -Governors monitor how sustainability is embedded within curriculum provision and wider school life.	Ongoing

Significant Progress Points During 2022-2025 Strategic Plan

Completed during 2022/23

Goal	Action taken	Impact
Pre-School – increase no. on roll	Maximum number on roll achieved – no more room for expansion	Pre-school feeding into school has meant a maximum intake for Foundation stage for Autumn23.
Website	Overhaul completed as interim before new website is built.	Information is more clearly presented on the website, making navigation easier for visitors.
Recruit and employ a permanent Headteacher who embraces leadership of the school and drives improvement.	Successful recruitment completed during Summer term 2023	

Completed during 23/24

Goal	Action Taken	Impact
Create and implement a Climate Action Plan	Plan developed and in action	School is more aware of it's impacts on the environment and has a plan to become more energy efficient

Completed during 24/25

Goal	Action Taken	Impact
Recruit and employ a permanent Headteacher, who embraces leadership of the school and drives improvement	Previous Headteacher resigned. Successful recruitment completed.	

Trust Board Overview (October 2026)

Key responsibilities and functions of the Board; • Ensuring that the vision, ethos and strategic direction of the school are clearly defined. • Ensuring that the headteacher performs their responsibilities of the educational performance of the school • Ensuring the sound, proper and effective use of the schools financial resources • To help the school provide the best possible education for it's pupils by supporting and challenging the school's leadership team, ensuring accountability and offering a strategic overview in line with the school's agreed vision and values • The FGB is also responsible for headteacher's performance management, performance related pay and appeals via delegated committees			
Members: Claire Pickering Diane Bull, Nick Fordyce			
Chair of Governors: Ms Sarah Baxter		V**ice-Chair of Governors**: Mr Thomas Ford	
A minimum of 2 Parent Governors	**1 Headteacher**	**Co – opted Trustee's**	**Up to 8 Governor appointed by the members**
Mr Damian Paine	Mr Lee Swales	Mr Thomas Ford Mrs Ruth King	Sarah Baxter Sarah Middleton - Last

Governance professional Mitzi Moran	**Safeguarding** Amy Bowers	**SEN** Sarah Baxter	**Website Compliance** Thoms Ford	**Training Link Governor** Damian Paine	**Well-being** Damian Paine	**GDPR** Sarah Baxter

Headteachers Performance Management Sarah Baxter, Ruth King	**Pay Committee** Sarah Baxter, Thomas Ford,	**Finance Committee** Supports the Full Governing Body to help the school provide the best possible education for it's pupils by ensuring high standards of accountability, financial and personnel management through the school. It will also maintain compliance with legal requirements
Chair of Governors: sarah.baxter@thringstone.leics.sch.uk		, Sarah Baxter, Thomas Ford (chair) , Ruth King