

Governor impact statement: September 2025 to July 2026

Governors play an important part in the life of St Michael's, but much of what we do happens quietly, behind the scenes. This statement explains who we are, what we have done during the 2025 to 2026 school year, and the difference this has made for your children.

Who are the governors, and what do we do?

Governors are volunteers. We come from the local community, and we are not paid for this role. We give our time because we care about the children at St Michael's and want the school to be the best it can be.

Our job is to make sure the school is safe, well led and well run, and that every child gets a good education. We do this by visiting the school regularly, talking with staff and children, reading reports, and asking questions of school leaders, sometimes challenging ones.

We do not run the school day to day. That is the job of the headteacher and her team. Our role is to hold school leaders to account for how well the school is doing, and to support them as they make it better.

Appointing our new headteacher

The most significant decision governors made this year, and one of the most important any governing body ever makes, was appointing a new headteacher for St Michael's Juniors.

This was not a quick or easy process. Governors led several intensive rounds of recruitment, with interviews, assessment activities and opportunities for staff, pupils and parents to be involved, because we were determined to find the right person rather than simply the first available person. That determination paid off. Kirsty Kingham joined the school as our headteacher in January 2026 and has quickly set a clear direction, built a strong new leadership team and is busy planning for her first full school year at St. Michael's.

Keeping children safe

Nothing matters more than the safety of the children in our care, so safeguarding runs through everything governors do. This year we have:

- Met every half term with the school's Designated Safeguarding Lead, the member of staff responsible for children's safety, to check that systems for protecting children are working well and that staff know what to do if they have a concern.
- Checked that all staff have completed their safeguarding training, including how to keep children safe online and how to recognise signs of abuse.

- Reviewed how the school supports children who need extra help to manage their behaviour safely. Staff have completed specialist training, and the number of serious incidents has been falling during the year. Where governors saw ways to strengthen record keeping and communication with parents, we asked the school to make those changes.
- Visited the school during national test (SATs) week and confirmed that the tests were run fairly, securely and in line with the rules, with thoughtful support in place for children with additional needs.
- Spent an afternoon talking with children from every year group about how safe they feel. Most children told us they feel safe at school and know exactly which trusted adults to go to. Where children raised concerns, for example about behaviour at busier times of the day, we shared this directly with school leaders and are following up on the actions taken.

Talking with children ourselves matters. It means governors hear directly from pupils, not only through reports, and it shapes the questions we ask of school leaders.

Behaviour and wellbeing

Improving behaviour has been a priority this year, and governors have monitored it closely at every meeting. Children told us they understand the school's behaviour policy well, and the number of suspensions has reduced during the year, an improvement recognised by the Hampshire Education Authority. There is more to do, and governors will keep a close watch on this, but the school ended the year in a clearly better place than it began.

Helping every child do well in their learning

Raising how well children achieve, particularly in reading, writing and maths, is the school's top priority, and it is where governors have focused their sharpest questions this year. We are ambitious for every child at St Michael's, and we want to see more children reaching the standards they are capable of. Governors and school leaders are clear about the scale of that task, and this year has been about putting the right foundations in place.

This year, school leaders have secured extra government funding for phonics and guided reading, created new leadership roles (from September 2026) focused on the curriculum and the quality of teaching, and begun introducing a new approach to teaching across the school, starting with reading.

School leaders have been open with governors that changes of this size take time, realistically two to three years to show their full effect. Governors review progress every term, and we will keep asking challenging questions until every child at St Michael's is getting the education they deserve.

Supporting children with additional needs

Governors receive a report every term on how well children with special educational needs and disabilities (SEND) are progressing, and we meet with the school's special educational needs coordinator (SENCO) to understand what is working and what needs to improve.

A highlight this year was the school securing £150,000 of additional funding from the Education Authority's inclusion team. This will pay for a new full-time teacher and potentially improvements to the school building, strengthening the support available for children who need it most.

Building relationships with families

St Michael's wants every family to feel welcome and included, whatever their background or first language. This year the school asked all parents and carers for their views, and that feedback is already shaping decisions about homework, clubs and communication. Governors will be checking next year that families can see the difference.

Looking after money and buildings wisely

Governors have a legal duty to make sure public money is spent well. This year we have:

- Reviewed the school's budget and spending at every meeting and compared the school's costs against similar schools to check that money is being used where it makes the most difference for children.
- Examined the school's processes for expenses and purchases in detail and confirmed they are well controlled and properly recorded.
- Scrutinised and approved the funding for the school's new staffing structure, to make sure it is affordable and sustainable before it begins in September 2026.
- Overseen a plan for improvements to the school site which includes new carpets, the replacement of old fire doors, and repairs to drainage and trip hazards around the grounds.

Governors are also exploring longer term projects to improve the school grounds.

Our Christian values

As a Church of England school, our Christian vision shapes daily life at St Michael's, from weekly collective worship to the way children and adults treat one another. Governors monitor how these values are lived out across the school, and this will continue in the run up to the school's next external church school inspection (known as SIAMS), due the year after next.

Strengthening our own team

Good governance depends on governors using their time well, so this year we also took a hard look at how we work. We completed a skills audit to understand the strengths and gaps across our governing body, and we agreed a new way of working for next year: fewer, better focused meetings, with each governor linked to a specific area of school life or a school improvement objective.

Looking ahead to 2026 to 2027

September 2026 brings the biggest changes to staffing at St Michael's for several years, all designed to strengthen leadership and give children more consistent support:

- Two new assistant headteacher posts, one focused on inclusion and one focused on the curriculum and the quality of teaching and learning.
- New learning behaviour coaches, giving children more consistent support with their behaviour and emotional wellbeing.
- Learning support assistants working full time in classrooms.

Governors played an active part in making this happen. We sat on the interview panels for the new leadership posts, working alongside school leaders to appoint the strongest candidates, and we scrutinised the funding for the whole structure to make sure it is sustainable.

Governors are changing how we work too. From September, our visits and link governor roles will be aligned directly to the school's improvement priorities, so that governor time is spent where it matters most for children and progress can be checked in a clear, focused way.

Thank you and a request from us

Thank you to all the staff, parents, carers and children who have supported St Michael's this year. Improving a school takes time, honesty and persistence. Governors are committed to all three: holding leaders to account, supporting them at every step, and reporting back to you, our families, on the difference it is making.

Finally, we currently have several opportunities to join our governing body, including as parent governors. No prior experience is needed—just a willingness to learn and a genuine interest in helping every child at St. Michael's thrive. By stepping forward, you not only support the school community as a whole but also help shape the environment in which your own children grow. If you'd like to find out more, please contact the school office. We would be delighted to hear from you.

If you have any questions about this summary, or about the work of the governing body, please contact the school office.