Magna Academy – Parent Forum Minutes

Date: Tuesday 30th July 2026

Times: 9:00 a.m. and 4:45 p.m. sessions

Meeting Title: Assessments at Magna Academy
Presenter: Manpreet Kainth, Assistant Principal – Assessment
Audience: Parents and Carers
Purpose: Discussion about the purpose of Assessments at Magna Academy.

Overview of Presentation

- The meeting outlined the importance of Assessments at Magna Academy highlighting that these are used to inform teaching, not just to label learning.

Key Points Presented

Purpose: Assessment at Magna Academy is used to review, plan and improve learning.
Goal: To provide valid and reliable data that informs teaching and supports student progress.
Partnership: We aim to foster a shared responsibility between the Academy and home to motivate students to achieve their best outcomes.

2. We use five different ways to check what students know:
    - Low-stakes Assessments: Ongoing checks for learning in every lesson.
    - Knowledge Retrieval: Regular tasks or tests focused on embedding core knowledge.
    - Regular & Cumulative Assessments: Tests at the end of units that include content from previous topics to help long-term memory.
    - Mock/End-of-Year Exams: Formal assessments to practice exam skills and measure holistic progress.
    - Diagnostic Assessments: Standardised tests (like NGRT reading tests) taken twice a year to identify where extra support or challenge is needed.

3. Reporting to Parents
    - Frequency: You will receive a formal academic report twice a year for your child.
    - Delivery: Reports are issued as printed copies to students and are available electronically via the Arbor account.
    - Parents' Evenings: Strategically timed throughout the year to discuss attainment and set targets for improvement.

- Advance Notice: Parents/Carers are notified in writing before assessment periods to help with home revision preparations

4. Understanding Key Stage 3 Grades

At KS3, we use Age-Related Expectations (ARE). Students are placed into one of five bands based on their performance:

- EXC (Exceptional): Significantly above ARE (Typical GCSE 8–9).
- ADV (Advanced): Well above ARE (Typical GCSE 7).
- STR (Strong): Above ARE (Typical GCSE 5–6).
- SEC (Secure): Working at ARE (Typical GCSE 4).
- DEV (Developing): Working below ARE (Typical GCSE 1–3).

5. Key Stage 4 & 5 Grading

For GCSE, A-Level, and Vocational courses, we use:

- Target Grades: Aspirational goals based on national data and KS2 scores
- Mock Grades: The result of the most recent formal practice exam.
- Current Grades: A "fine grade" (e.g., D1+, P2, 4+, 5, 5-) showing current consistent performance across classwork, homework, and tests.

Questions and Discussion

Parents were invited to ask questions and raise any concerns.

1. Assessment and Interventions (NGRT/NGST)

- Support for Early Intervention: Parents supported the use of NGRT/NGST assessments. They recognized that these tools effectively identify students requiring additional interventions early on, maximizing their potential in GCSEs. A parent queried whether families are notified when a student is selected for intervention based on this data. As a response, parents are always systematically informed if their child is selected to receive extra intervention sessions.

2. Curriculum, Resources, and Reporting Rationale

- Knowledge Retrieval: Examples of knowledge retrieval tasks and topic tests from English, Maths, and Science were shared with parents to demonstrate current classroom practices.
- The rationale behind releasing progress reports in the early spring rather than the autumn was shared with parents. This timeline allows teachers sufficient time to accurately assess students. Parents noted satisfaction with this explanation. Magna Academy remains open to further suggestions or alternative feedback regarding reporting timelines.

3. Home Learning and Revision Support

- Google Classroom Resources: Parents highlighted that the effective revision strategies currently posted on Google Classroom are highly useful. A parent requested that PLCs (Personal Learning Checklists) should be continued to be uploaded for all subjects as exams approach. It was noted that there has previously been an inconsistent approach across different departments within lessons. Having uniform access to PLCs will better enable parents to support structured revision at home.

4. Access Arrangements
   - A general discussion was held regarding access arrangements for examinations. Including the provision of rest breaks and extra time for qualifying students.

5. Year 11 Raising Achievement & Mock Exams
   - Strategic Session Placement: Discussions were held regarding Year 11 Raising Achievement sessions. It was explained that these are strategically placed during Tutor/DEAR time, focusing initially on core subjects before expanding to target other subjects following the second round of Mock Exams.
   - Parents noted that former students found these sessions - including holiday revision blocks. The overall Mock Exam process was praised by parents as an extremely useful tool for getting students physically and mentally prepared for their final GCSE exams.

Agreed Next Steps

Continue to -

- Standardize the deployment of PLCs on Effective Revision Google Classroom across all subjects ahead of exam seasons to ensure consistency.
- Ensure parents are notified when students are flagged for academic interventions in Literacy.

Parent Forum Meeting Minutes

Date: 18/05/2026
Sessions: 09:00–10:00 and 17:00–18:00
Focus: Rewards and Enrichment
Chair/Presenter: BLW

Overview

BLW presented the current intent and strategic direction behind both Rewards and Enrichment across the academy. This included an overview of key data, current trends, identified strengths, and areas for further improvement. Parents were provided with opportunities to reflect, ask questions, and contribute feedback throughout both sessions.

Rewards

Presentation Summary

BLW outlined the academy's current rewards systems and approaches, highlighting developments made in recent years and the intended impact on student recognition, motivation, and engagement.

Positive Feedback from Parents

- Parents were positive about the improving picture of rewards for students compared to previous years.
- Feedback recognised that the current systems allow students to still be acknowledged and recognised, even when they may not consistently "get it right" all of the time.
- Parents valued the wider recognition opportunities now available for different student strengths and contributions.

Areas for Consideration / Improvement

- Parents asked how the academy will continue to address consistency in the application of rewards across all staff.
- Discussion took place around ensuring this remains a continued focus moving forward.
- Parents also commented positively on the communication and narrative shared with families around rewards and engagement, but queried how this consistency of messaging can continue across the academy.

Enrichment

Presentation Summary

BLW presented the academy's current broad and balanced enrichment offer, including the range of clubs, activities, and wider opportunities available to students.

Positive Feedback from Parents

- Parent feedback regarding enrichment was incredibly positive.
- Parents recognised the significant improvements in the enrichment offer across the academy.
- The breadth of opportunities available to students was highlighted as a key strength.

Areas for Consideration / Improvement

- Parents discussed the importance of responding to current trends and interests among young people.
- Consideration was given to how the academy can continue to adapt and guide emerging student interests into the enrichment offer where appropriate.

Any Other Business (AOB)

Bullying Processes

A question was raised regarding the academy's processes for managing and responding to bullying concerns.

JTY explained:

The internal bullying log and reporting systems currently in place.

- Processes for scrutiny, monitoring, and follow-up.
- The academy's approach to ensuring concerns are investigated and tracked appropriately.

Agreed Next Steps

- Investigate and implement an anonymous reporting system for students and parents.
- Aim for rollout and launch by September 2026.

Attendance Total: 2 (1 parent/guardian per each session)

Magna Academy – Parent Forum Minutes

Date: Monday 23rd March 2026 Times: 9:00 a.m. and 5:00 p.m. sessions

Meeting Title: SEND Provision

Presenter: Tabitha Cook, Assistant Principal – Inclusion

Audience: Parents and Carers

Purpose: To explain the systems and support for SEND students in Magna Academy.

Overview of Presentation:

The meeting outlined the key provisions that underpin support for SEND students at Magna Academy, focusing on both in classroom and out of classroom provisions.

Key Points Presented:

1. Phoenix Structure; G36 and the running of this room, the space as a physical area and how this is used to support students

2. SEND Team; key staff and their roles within Phoenix and how this translates to student support

3. Interventions; both Academic and Pastoral interventions were listed and discussed in terms of what they entail and their impact for students

4. Quality First teaching; an overview of the impact of this and the importance of supporting students to remain in the classroom

Questions and Discussion:

Parents were invited to ask questions and raise any concerns. Two sets of parents wanted to use the opportunity to discuss specific support for their individual children and Mrs Cook will follow up with sharing their feedback and queries to Mrs Stevens, SENCO

Magna Academy – Parent Forum Minutes

Date: Tuesday 13th January 2026

Times: 9:00 a.m. and 5:00 p.m. sessions

Meeting Title: How Do Students Learn at Magna Academy

Presenter: Peter Hesketh, Assistant Principal – Teaching and Learning

Audience: Parents and Carers

Purpose: To explain the teaching and learning approach used at Magna Academy.

Overview of Presentation

The meeting outlined the key principles that underpin teaching and learning at Magna Academy, focusing on lesson structure, effective learning strategies and homework.

Key Points Presented

1. Lesson Structure – 'Do Now' Tasks

Parents were informed that lessons begin with a short 'Do Now' activity. This task is ready upon student entry and is designed to recall prior learning, address misconceptions, and prepare students for new content. The importance of purposeful questioning and active engagement was emphasised.

2. Learning Objectives and Inquiry Questions

Each lesson is guided by a clear inquiry question or learning objective. These are linked directly to the curriculum and help students understand the purpose of their learning.

3. Content Delivery and Modelling

Content is delivered in small, manageable steps. Teachers explicitly teach new vocabulary, use concrete examples, and link learning to prior knowledge. Modelling is used to demonstrate successful thought processes and outcomes as well as how to apply new skills.

4. Applied Learning and Careers

The presentation highlighted how learning is linked to real-world applications and careers. Examples included problem-based, experiential, and project-based learning. Students are encouraged to understand how subject knowledge and skills transfer to the workplace.

5. Power Skills Development

It was explained that developing 'power skills' such as communication and collaboration is essential, as research shows these skills contribute significantly to future job success.

6. Deliberate Practice and Independent Learning

Students are given opportunities for deliberate practice through worked examples, guided practice ('I do, We do, You do'), and independent tasks. Resources are made accessible to support productive struggle and confidence building.

7. Assessment for Learning

Teachers regularly assess understanding through questioning, live feedback, and review of student work. A focus is placed on identifying misconceptions, literacy and ensuring visible evidence of improvement.

8. Homework Expectations

Homework was outlined as an important tool for consolidating learning and building independent study habits. Expectations vary by year group, ranging from self-quizzing and Sparx tasks to subject-specific homework and targeted revision.

Questions and Discussion

Parents were invited to ask questions and raise any concerns. An opportunity was also provided for parents to suggest points for discussion at the regional board meeting.

- KS3 homework

A query was raised regarding the amount of homework at KS3 and deadlines. Mr Hesketh outlined what the homework expectations are and explained that students have a week to complete all Sparx tasks. He also spoke about homework club which is available every evening, as well as specific Sparx support sessions.

- Negative points for incomplete Sparx

A query was raised regarding the negative points given to students for incomplete Sparx homework even when they had tried hard and got, for example, 97%. Mr Hesketh explained

that this issue has already been addressed moving forward and negative points will no longer be given.

- Support for students who might struggle to access work from the board

A concern was raised that not all students are able to access work from the board. Mr Hesketh explained that many subjects use booklets to support their teaching so students do not need to read extended text from the board. There was also a discussion about teachers knowing their students and providing other individualised support such as sentence starters for written tasks.

- Year 8 classes

A question was raised around the recent mixing of Year 8 classes and whether they were now set. Mr Hesketh explained that the mixing of classes was to increase the consistency of student experience between Year 8 classes and the classes were still mixed ability.

- Year 8 reports

A concern was raised that February is too late for the first report in Year 8 and that it should be earlier so that parents can advocate for academic intervention earlier in the year. Mr Hesketh explained that end of Year 7 reports can be used to help inform parents and carers but it was still felt that earlier reporting in Year 8 would be helpful, either through reports being before Christmas or through the results of testing at the start of Year 8 being shared with parents. Mr Hesketh will communicate this suggestion to the Principal.

- Parents viewing school in action

A query was raised as to whether there might be an opportunity for parents to come in and see the academy in action. The Principal has confirmed he is looking into this for next year.

- DEAR books

A query was raised as to whether the number of modern books read during DEAR could be increased. Mr Hesketh is liaising with Mr Moore the Academic Director for English as to whether this is a possibility.

Magna Academy – Parent Forum Minutes

Date: Monday 6th October 2025

Times: 9:00 a.m. and 5:00 p.m. sessions

Venue: Magna Academy

Chair: Mr. P. Midworth (Principal)

Attendance: 7 Parents, Mr. P. Midworth

1. Presentation

Mr. Midworth delivered a presentation on the Academy Improvement Priorities for 2025–26, focusing on five key areas:
- Quality of Education
- Attendance and Wellbeing
- Personal Development and Inclusion
- Leadership and Community Engagement
- Sixth Form Excellence

The presentation reinforced the academy's vision to ensure 'every student is known, valued and challenged to achieve their full potential.'

2. Parent Queries and Discussion

- GCSE Maths – Raising Value

Parents asked how the academy supports students in valuing GCSE Maths. The Principal outlined that the Raising Achievement Programme includes early intervention, targeted mentoring, motivational campaigns ('Wish it, Dream it, Do it'), and consistent staff training to boost confidence and achievement in Maths.

- Year 11 Feedback on Line-Up Changes

Parents shared positive feedback from Year 11 students about recent line-up changes, which have contributed to smoother transitions and improved focus at the start of lessons.

- Girls' Football

A query was raised about the availability of girls' football at Magna. The Principal confirmed that girls' football is available within the enrichment programme, and further opportunities are being developed under the Personal Development and Inclusion priority.

- Community Engagement and Positivity

Parents discussed ways to enhance community engagement and visibility of the academy's positive work. Suggestions included Academy in Action Tours and greater promotion of success stories and student achievements. PMH agreed to explore options for introducing Academy in Action Tours to strengthen parent and community connections.

- PTFA Involvement

A short pitch was shared from the PTFA to encourage wider parent involvement in school activities and events. Parents were invited to join or support upcoming PTFA initiatives.

- Partnership Support

PMH to contact The ARCH to enhance collaboration and support for the Canford Heath community.

- Communication

It was confirmed that all letters will be sent by 5:00 p.m. going forward to ensure consistency and timely communication with parents.

- ASB in ASDA

The academy will be looking into actions relating to reports of anti-social behaviour (ASB) in ASDA and working with partners to address concerns raised.

- Individual Student Matters

Individual student issues were discussed confidentially and are being investigated by the academy with appropriate follow-up planned.

3. Agreed Actions

Action	Responsible	Deadline
Explore Academy in Action tours for parents	PMH	Next Parent Forum
Contact The ARCH to strengthen community partnership	PMH	Completed
Ensure all parent letters are sent by 5:00 p.m.	Admin/Comms	Ongoing
Promote parent involvement in PTFA	PTFA/Parents	Ongoing
Review and take action on ASB concerns raised	PMH	In progress
Follow up on individual student issues	Relevant Staff	In progress

4. Next Steps

• Date of next Parent Forum to be confirmed and communicated to parents.
• Parents encouraged to share further ideas on community engagement and enrichment opportunities.

Meeting closed with thanks to all parents for their attendance, feedback, and continued partnership with Magna Academy.

Magna Academy Parent Forum – Minutes (Attendance and Behaviour)

Date: 03/12/2025
Time: 0900-1000am
Location: Boardroom
Chair: Mr Tewkesbury
Attendees: Parents/Carers (8 parents) and Mr Tewkesbury (Vice Principal)

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1. Welcome and Introductions

Mr Tewkesbury opened the meeting by welcoming all parents and thanking them for their ongoing support of the academy community and time to attend the parent forum.

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2. Attendance Update

Presented by: *Mr Tewkesbury*

2.1 Current Picture of Attendance

- Mr Tewkesbury shared the latest whole-school attendance data for the academic year.
- Attendance is significantly above national average and is an improving three year picture.
- Persistent absence has reduced, though remains a key focus area for the academy although is significantly above the national average.

2.2 Areas of Strength

- Several tutor groups across Years 7–9 are consistently achieving attendance above 95%.
- Positive attendance trends have been seen following increased communication with families and early-intervention strategies from the pastoral team.

- Yearly improvement over time and impact of key interventions and strategy alongside day to day operational matters (impact on all measures).

2.3 Celebrations

- Certificates and weekly awards have helped increase motivation among students.
- Attendance “champion” initiatives are having a positive impact, particularly with younger year groups specifically PA or at risk PA students.
- Parental engagement has strengthened, with more families reaching out proactively when challenges arise.
- Mr Tewkesbury thanked parents for their partnership and emphasised the importance of maintaining momentum as the year progresses.

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3. Questions and Discussion

- Parents asked about support available for students struggling with anxiety-related absences. The academy outlined referral routes and pastoral mentoring options.
- Parents queried homework on a separate note and the purpose behind self-quizzing homework. Could this be better explained to students and parents? Social media video or guide to support parents in supporting homework completion. Can homework be varied for higher ability students?

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4. Next Steps

- Continue targeted support for students at risk of persistent absence.
- Increase visibility of attendance recognition in assemblies and online platforms.
- Share mid-term attendance summaries with parents to maintain engagement.

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5. Meeting Close

Mr Tewkesbury thanked all attendees and encouraged parents to contact the academy with any concerns or suggestions.