Magna Academy 26/27 – Parent Forum Minutes

Date: Monday 14th September 2026

Times: 9:00 a.m. and 5:30 p.m. sessions

Venue: Magna Academy (Boardroom)

Meeting Title: Parent Forum Briefing – Our Vision, Student Achievements & Priorities for 2026–2027

Chair & Presenter: Mr. Phil Midworth (Executive Principal)

Attendance: 16 Parents/Carers, Mr. P. Midworth (Executive Principal)

1. Welcome & Presentation Overview

Mr. Midworth opened the meeting by welcoming parents and thanking them for their continued partnership with Magna Academy. He delivered a comprehensive presentation outlining the academy's achievements, staff updates and strategic priorities for the 2026–2027 academic year.

1.1 Welcoming New Staff

Mr. Midworth introduced the new teachers and support staff joining Magna Academy across key departments:

- **English & Humanities:** Caz Cook (Dep Subject Coord), Sally Moulton (English), Gareth Lonnen (English), Khadija Kamaly (Year 7 Teacher).
- **STEM & Sciences:** Arianne Evans (Science), Alisha Morgan (Design Tech PGCE), Tessa Hopper (Maths PGCE).
- **Support & Interventions:** Kate O'Kelly (SENDCo), Lydia Veals (Interventions Lead), Louise Punchard (Pastoral Support), Alison Jennings (Teaching Assistant).

1.2 Celebrating Student Achievements

- **Sixth Form (A-Level):** Record-breaking success placing Magna Academy top across the entire Aspirations Trust. Achieved the best average grade in academy history; 69% of graduates progressed to Higher Education (with 37% attending Russell Group universities, a 25% increase). 60% of grades were A*–B (vs 55.8% nationally) and 81.5% were A*–C (vs 78.4% nationally).
- **GCSE Performance:** Strong overall performance with 65.3% achieving Grade 4+ in English & Maths and 42.4% achieving Grade 5+. Attainment 8 score reached 44.58, with 9 curriculum areas exceeding national averages for Grade 4+.

1.3 Priorities for 2026–2027: The "ABC" Strategy

Mr. Midworth detailed the core focus for student success:

- **A — Attendance (Every Day Counts):** Target set at 95%+ for all students. Emphasised research showing students with 95%+ attendance achieve on average 1 full grade higher per subject.
- **B — Blueprint (Excellence in Classroom Teaching):** Focus on consistent classroom routines, real-time feedback, checks for understanding, and structured Oracy & Communication to build rich subject vocabulary.
- **C — Champion (Supporting Every Child):** Commitment to knowing, valuing, and challenging every student, including targeted support for SEND students and academic rigor for high achievers (targeting GCSE Grades 7–9 and A-Level A*).

2. Parent Queries & Discussion

2.1 Homework Log-ins

- **Query:** Parents raised questions regarding difficulty accessing online homework platforms (e.g., login credentials, password resets, and navigating student/parent portals).
- **Response:** Mr. Midworth explained that IT credentials have been refreshed for the new academic year. The academy will re-issue login guides and step-by-step instructions for parents and students. Homework Support Club is available daily after school, where IT support and devices are accessible for any student experiencing login technical issues.

2.2 Amount of Homework

- **Query:** Parents queried the overall workload and volume of homework set across different year groups, seeking clarity on expectations and time management for students.
- **Response:** Mr. Midworth reassured parents that homework is designed to consolidate classroom learning rather than overload students. Expectations are phased by year group to build independent study habits gradually. The academy monitors homework completion rates closely to ensure balance, and parents were encouraged to reach out if their child is consistently spending significantly longer than the guided timings.

2.3 Year 7 Setting and Attendance

- **Query:** Parents asked about the setting structure for Year 7 students and how early attendance patterns are monitored during the transition year.
- **Response:** Mr. Midworth outlined the baseline assessments used to ensure students have the correct support. He highlighted that attendance for Year 7 is monitored closely from day one to establish positive habits early and ensure rapid intervention if any transition attendance issues arise. Due to the model in year 7 there are not sets.

2.4 Teaching Students for the Future & AI Integration

- **Query:** Questions were raised regarding how the academy plans to teach students for the future, specifically addressing the role and impact of Artificial Intelligence (AI) in education.

- **Response:** Mr. Midworth emphasized the importance of preparing students for a rapidly changing technological landscape. He noted the need for balanced curriculum integration that safe-guards learning while building modern digital literacy skills.

2.5 Individual Concerns for Students

- **Query:** Discussion took place on how parents can effectively communicate individual student concerns (academic progress, wellbeing, or specific learning needs) with the academy.
- **Response:** Mr. Midworth emphasised that individual matters are treated confidentially and promptly. Parents were reminded of the primary contact pathways: Tutor / Pastoral Leads for day-to-day and wellbeing matters, Subject Leaders for subject-specific queries, and SENDCo (Kate O'Kelly) for specialised support needs. Specific individual student concerns raised during the session were noted for direct follow-up by relevant staff.

3. Agreed Actions

Action	**Responsible**	**Deadline**
Follow up on individual student concerns raised during the session	Pastoral / Relevant Staff	In progress
Publish attendance summary and support guidance for parents	Pastoral Team	End of September
Raise the topic of AI teaching in the future for academies with the regional board	PMH (Phil Midworth)	Next Regional Board Meeting