

# Inspection of Magna Academy

Ashdown Close, Adastral Road, Canford Heath, Poole, Dorset BH17 8RE

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Inspection dates: 21 and 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Pupils enjoy their time at Magna Academy. Pupils develop a strong sense of community and take an active part in the life of the school. Pupils are enthusiastic about leadership roles that enable them to support others.

Leaders and staff have high expectations of pupils. Most pupils strive to realise these expectations. Pupils know that staff care about them, and they reciprocate. They have respectful relationships with staff and with their peers.

Pupils behave well. They are courteous and friendly. Bullying is rare. Most pupils are confident that staff stop bullying if it occurs. Sixth-form students have exceptionally positive attitudes toward their learning.

A plethora of clubs and activities enable pupils to develop their talents and interests. Leaders have designed all aspects of the curriculum to promote pupils' wider development. Pupils have a sophisticated understanding of the barriers and challenges that some groups in society face. They understand the relevance of this to their own lives and within their communities. As a result, Magna Academy is a tolerant and inclusive school.

## **What does the school do well and what does it need to do better?**

The curriculum is ambitious for all pupils. Leaders have ensured there has been a sharp rise in the number of pupils who continue to study a language and a humanities subject at GCSE. The majority of pupils now follow a strong academic curriculum into key stage 4. Sixth-form students follow a curriculum that far exceeds the qualifications they are taking. It prepares them very well for their lives beyond school.

The reading curriculum enriches pupils' vocabulary and cultural knowledge. Leaders have prioritised reading so that all pupils read widely and often. Pupils who cannot read fluently get the help they need to catch up. Sixth-form students explore a range of texts that extend their knowledge beyond what they need for examinations.

Teachers' explanations of new content and ideas are clear. They know exactly what knowledge they expect pupils to remember. In key stages 4 and 5, pupils have very strong recall of what they have studied. Teaching makes key knowledge memorable. However, some pupils at key stage 3 do not securely remember what they have learned. Some activities pupils complete do not help them build their knowledge well enough.

Leaders provide accurate and helpful information for staff about pupils with special educational needs and/or disabilities (SEND). Staff use this to make sure that pupils with SEND can learn and achieve well. Support for students with SEND in the sixth form is particularly strong.

Leaders identify the causes of pupils' poor behaviour and tackle them. This has been effective in improving pupils' behaviour. Far fewer pupils now miss learning because of their behaviour. The rewards system reinforces the positive behaviour of most pupils. Disruption to learning is uncommon and rarely persists. Leaders promote good attendance. However, there are still too many pupils who do not attend school often enough.

The careers programme motivates and excites pupils. It helps them understand the link between school and their future. It extends beyond information about further study, training or work, incorporating future well-being and fulfilment. Students in the sixth form get expert advice to help them decide on the most suitable next steps for them. There has been a substantial increase in the number moving on to university, particularly to those that are the most selective.

Pupils are well prepared for life in modern Britain. They value what they learn about topics such as other faiths and healthy relationships. Leaders encourage pupils to share their views. Pupils feel valued and know the importance of being active participants in their communities. Sixth-form students have high attendance and relish their time in school.

Leaders have created a highly inclusive culture. They have taken prompt action to bring about changes when necessary. The multi-academy trust and the trustees know the school very well. As a result, they provide rigorous support and challenge to school leaders. This drives further improvement. Leaders act with integrity. For example, they are committed to meeting the needs of pupils who find aspects of attending school particularly challenging. They are tenacious in finding ways to provide a good quality of education for the most vulnerable pupils.

Staff are very proud to work at the school. Most feel well supported, including in managing their workloads and own well-being. Leaders provide training for staff in all roles to develop further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that a pupil may be at risk. They know the importance of safeguarding in all aspects of school life and their roles within this.

Leaders make timely referrals to other agencies when appropriate. They are tenacious in ensuring pupils get the support they need.

The curriculum helps pupils know how to keep themselves safe, including online. Strong pastoral support helps pupils who are particularly vulnerable.

Leaders check that the adults they employ are suitable to work with children. They make extra checks on the safety of pupils attending alternative provisions.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In key stage 3, some teaching does not aid pupils to remember what they have been taught. Consequently, pupils do not always build a secure understanding of the subjects they study. Leaders need to ensure that teaching helps pupils to recall what they already know so that they can build on this knowledge.
- Some pupils, particularly those who are disadvantaged, do not attend school often enough. As a result, they do not make as much progress as their peers, both academically and in their wider development. Leaders need to ensure that pupils' attendance improves.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139711
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10266483
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	926
<b>Of which, number on roll in the sixth form</b>	58
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Pomeroy
<b>Principal</b>	Natasha Ullah
<b>Website</b>	<a href="http://www.magna-aspirations.org">www.magna-aspirations.org</a>
<b>Date of previous inspection</b>	12 and 13 December 2018, under section 5 of the Education Act 2005

## Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses six alternative provisions. Four of these are unregistered alternative provisions, two are registered.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, senior leaders, members of the local governing body, trust leaders and a representative of the board of trustees.
- Inspectors carried out deep dives in these subjects: art, mathematics, English, science, geography and psychology.
- Inspectors also visited assemblies, reading time and school line up.
- Inspectors visited further lessons in the following subjects: personal development, government and politics, business studies and performing arts.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors spoke with representatives from a sample of the alternative provisions used by the school.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Paul Nicholson	Ofsted Inspector
Anna Mills	Ofsted Inspector
Nic Blunsum	Ofsted Inspector

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