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The Members and Trustees of the Magdalen College School Brackley Academy  
Trust  
Magdalen College School  
Waynflete Avenue  
Brackley  
NN13 6FB

By email only: [REDACTED]

26 June 2025

Dear Dr Naylor

**Termination Warning Notice to the Members and Trustees of the Magdalen College School Brackley Academy Trust in respect of Magdalen College School.**

In accordance with sections 2A and 2D of the Academies Act 2010, any funding agreement of an academy may be terminated by the Secretary of State where special measures are required to be taken in relation to the academy or the academy requires significant improvement, and the Chief Inspector of Ofsted has given notice of that under section 13(3)(a) of the Education Act 2005.

I received an Ofsted notification, dated 11 June 2025, confirming that Magdalen College School was judged to require special measures. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report published on 19 June 2025, highlights the following areas for improvement:

- Pupils, particularly disadvantaged pupils, do not achieve well, especially at the end of key stage 4. This is because expectations are too low, and the curriculum is not implemented effectively. The school has not ensured that staff check pupils' understanding thoroughly. As a result, gaps in learning and misconceptions remain unaddressed, preventing pupils from making the progress they should. The school should ensure that the curriculum is implemented consistently well, so that

pupils achieve better outcomes. Staff should systematically check pupils' understanding to identify and resolve any gaps in their learning.

- The school's approaches to supporting pupils' literacy knowledge and skills are not consistently effective. Too often pupils do not get the help they need. Staff do not routinely ensure that pupils use correct punctuation and spelling. This affects how pupils develop fluency in writing across the curriculum. The school should ensure that a suitable curriculum for writing is in place and that staff implement it well.
- Staff do not adapt their teaching to help pupils with SEND access the curriculum. As a result, these pupils do not achieve as well as they should. The school should ensure that teachers know how to use strategies to support pupils with SEND in accessing the curriculum effectively.
- Pupils do not behave well in lessons because expectations are inconsistent. Recent changes to the school's policy and approach have exacerbated the problem. As a result, staff do not feel well supported by leaders, and too often, pupils do not engage well in their learning. Low-level disruption frequently interrupts learning in class. The school should ensure that pupils behave consistently well, and that staff receive adequate support to manage poor behaviour.
- Pupils frequently hear discriminatory language, including racist and homophobic slurs. They do not always report this because they lack confidence that leaders will resolve the issue. The school should ensure that everyone understands its approach to dealing with discriminatory language and pupils feel confident that it will be dealt with effectively.
- Too many pupils truant and arrive late to lessons. This causes them to miss out on learning. The school has not taken effective action to resolve this issue. The school should implement effective systems to reduce truancy and lateness.
- Access to and egress from the site are not managed well. The school is unaware of which sixth-form students are on or off site at any given time. Pupils can access unsafe areas of the school, posing a risk to their safety. The school should ensure that it manages the access and exits to the school site effectively and prevents pupils from accessing unsafe areas.
- The school does not properly oversee or check the alternative provisions it uses or adjust the use of part-time timetables for pupils. It does not verify whether the staff at providers are suitable to work with children. Some pupils in alternative provision are not gaining meaningful qualifications and those on reduced timetables have no clear plan as to how they will return to accessing full-time provision. The school should assess the suitability of alternative providers, confirm that provision meets pupils' needs and guarantee that pupils gain relevant qualifications, including those currently on part-time programmes.

- Leaders and those responsible for governance do not accurately understand the school's weaknesses. They have been too slow to address issues relating to the quality of education, pupils' behaviour and site security. The school should ensure that it has an accurate understanding of what needs to be improved so these issues can be addressed. Governance should be strengthened to ensure that leaders are held to account.

As Regional Director, I need to be satisfied that the trust has capacity to deliver rapid and sustainable improvement at the academy. If I am not satisfied that this can be achieved, I will consider whether to terminate the funding agreement in order to transfer the academy to an alternative academy trust.

In making the decision on whether to terminate the funding agreement I will consider any written representations the trust wish to make in response to this Termination Warning Notice.

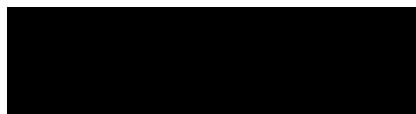
I acknowledge the verbal and written assurances the trust has already provided to my team about actions taken to address the immediate safeguarding concerns. However, representations about the trust's longer-term plans to ensure that improvements to its safeguarding arrangements are implemented and effective are also invited.

Please provide me with any representations the trust wishes to make by 17 July 2025.

We are mindful of creating unnecessary pressures on school leaders and staff, and as such we would ask the trust to ensure that the appropriate provision is in place to support the school workforce.

I am copying this letter to Ofsted, the trust CEO and to West Northamptonshire Council. A copy of this letter will also be published on GOV.UK.

Yours sincerely



**Carol Gray**  
**Regional Director for East Midlands**

cc: Mike Sheridan, Ofsted Regional Director, East of England and East Midlands  
Tom Hollis, CEO, Magdalen College School Brackley Academy Trust  
Melanie Barnett, Director of Children's Services, West Northamptonshire Council