



Lynch Hill Enterprise Academy

Strategic Intent 2025-7



Contents

1. Foreword	3
2. Introduction	4
3. Prior and current performance	7
4. The priorities for 2025-27	10

1. Foreword

Lynch Hill Enterprise Academy is now in its second decade. In the time that the school has been in operation, it has moved location, moved Trust, undergone three Ofsted inspections and survived a global pandemic. Early positive outcomes were stymied by the pandemic and since returning to 'normal', post-pandemic, results have fallen somewhat short of the initial promise that was shown by the first two cohorts of students. In last year's first version of this document, I set out the priorities for the school in its second decade of growth. Progress was undoubtedly made last year but there is still a lack of haste evident and all the time that we are not working as effectively as we collectively can, our students are not achieving the outcomes which they deserve.

Whilst acknowledging the progress made, it is essential to remind ourselves of the priorities that we have and the jointly developed approach that was created towards the end of last year. It is this along with absolute clarity of focus which will ensure that the school improves more quickly and outcomes for the students improve.

The most important changes required cannot be part of a 3-year or 5-year plan - they need to happen immediately – this was something said last year and remains more pertinent than ever. The Improvement plan is deliberately set over a two-year period to align with the support that we will receive as part of the RISE programme but that does not mean that all its components have two years in which to become established. There are elements which can begin from your first encounter with a student this year, from the first lesson that you teach and possibly the moment you finish reading this.

The recent Ofsted inspection in May of 2025, confirmed the strengths identified in 2023 – it was important that we did not let those areas slip, but also reaffirmed the main area of focus – the quality of teaching. There is no argument that we don't have the foundations in place that are required to become a consistently successful school. This document aims to set out the processes and changes needed to realise that success.



2. Introduction

Lynch Hill Enterprise Academy is a free school which opened in September 2014. We moved into a new building in April 2017, and, in January 2019, we became part of the Slough and East Berkshire Multi Academy Trust.

The initial vision, ethos and values were reviewed towards the end of the last academic year to ensure that they were still relevant to the students that we have in the school today and the lives that they will be progressing to as well as ensuring that all staff in the school had an opportunity to confirm the approach that they wanted to see in the work that we do both in and outside the classroom.

Our vision at Lynch Hill Enterprise Academy is for all students to leave school with the best possible outcomes alongside the ability to think critically, work independently, behave respectfully, and have a positive impact on the society around them.

To achieve this our mantra is:

“Aspire to be your best, achieve through effort and succeed with pride”

The values which we agreed as a staff body are:

We will have high expectations and aspirations in the classroom by:

- Ensuring that every child’s needs are known, understood, and met by us.
- Recognising and celebrating the progress of each individual student.
- Tailoring feedback so students know what they have done well, where they can still do better and how to improve.
- Using language that inspires ambition and clearly communicates expectations and goals.
- Ensuring that the development of reading skills is prioritised.
- Not accepting passive learners.

Our classrooms will be centres of exploration and excitement where:

- We take risks in our lesson planning and embrace approaches that spark curiosity.
- Critical thinking is ‘taught’ and developed through our skilful use of questioning.
- We learn things together... and sometimes fail together which helps us to understand that struggle and challenge help develop knowledge and skills.
- New learning is related to an everyday context where possible and links are made with future learning and career opportunities.
- Students develop into confident independent learners.

We will treat students with respect and model respectful behaviour in our interactions through:

- Using respectful and positive language with students.
- Being consistent and fair with sanctions, praise and rewards.
- Being a community that recognises and celebrates endeavour.
- Taking pride in our school and its surrounding community.
- Acknowledging and rewarding good choices made by students.

I will contribute to the success of the school every day by:

- Consistently applying school policies and procedures to support my colleagues.
- Committing to my own personal development.
- Encouraging and challenging each other to be the best versions of ourselves.
- Looking after my own well-being.
- Promoting the successes and positive experiences of the school with the wider Community

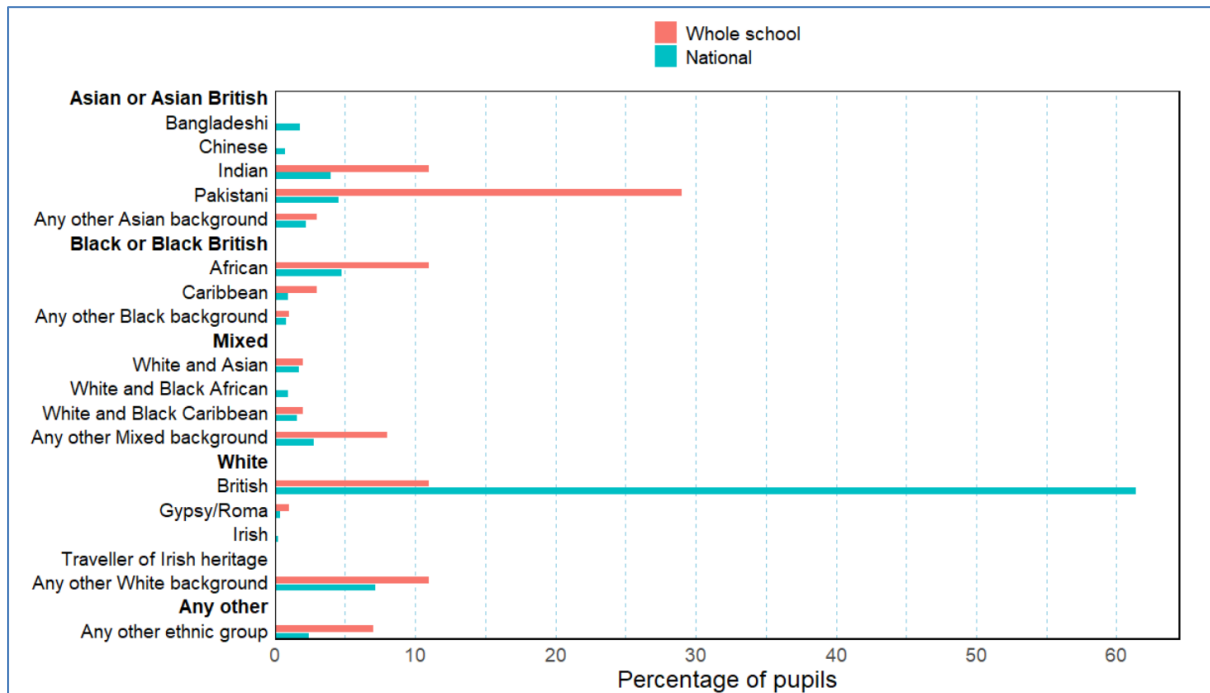
Understanding the characteristics of our students and their background is essential if we are to truly live these values. The school draws students from across Slough. The following is a useful overview.

	2022	2023	2024	2025
No. of students	830	869	887	874
This shows that our continued growth over several years has stalled. The capacity at present is 900 in Year 7-11. The numbers are important because they dictate our income.				
% Free School meals	36% Above average	36% Above average	34.5% Above average	39.6% Above average
This is the best indicator of disadvantage but also has its limitations and the number of our students who are truly disadvantaged in some way is likely to be much higher – 70% of Slough’s neighbourhoods fall below the national average in the Index of Multiple Deprivation. The figures remain well above the national average (10%+)				
School % with SEND support	13% Close to average	14% Close to average	13.9% Close to average	13.95% Below average
This figure has remained steady over the last few years, but we have not seen the national surge in students with EHCPs – partly to do with the SEND department at the local authority.				
School % EAL	59% Well above average	59% Well above average	55% Well above average	50% Well above average
This figure is high, but it is declining, which needs to be reflected in curriculum planning and the expectations that we have of our students				
School % stability	87% Well below average	84% Well below average	85% Well below average	TBC
This shows how many students have joined or left since the start of their year group ie. 100% reflects that no new students have joined. This does represent a challenge for the school in terms of attendance and ensuring joiners in Key Stage 4 are on the best pathways.				

**Figures are relative to the national average unless otherwise stated.*

*** Current Year figures - there is no national comparison yet.*

Slough is a diverse town with 44% of its residents born outside of the UK. The graph below shows the significant ethnic groups within our school.



As a school, we receive data on the students' achievement at the end of primary school which is a good indicator of their academic potential. The table below is drawn from an DfE document which shows our most recent data (not yet showing the current Year 7 & 8) The most important aspect is that it shows that our students' levels at the end of primary school are increasing and therefore, our expectations of them, and their outcomes, should increase.

	Reading	Writing	Mathematics
Y9	Close to national	Close to national	Close to national
Y10	Close to national	Close to national	Close to national
Y11	No data due to Covid	No data due to Covid	No data due to Covid



3. Prior and current performance

a) GCSE performance

We now have three years of post-pandemic results. It is important still to acknowledge the impact of Covid on these students, but the results show a considerable level of underperformance. There has been a small increase in year-on-year outcomes in most of the performance measures and it is unfortunate that there is no Progress 8 score this year because we believe that the most recent Year 11 cohort were an academically weaker year group overall but the improvements are small and need to be more significant now, especially when one considers that the new Year 10 cohort are close to national average in terms of their reading, writing and maths results from the end of Key Stage 2.

	2025	2024	2023
Progress 8	n/a	-0.69	-1.05
Attainment 8	n/a	36.31	33.74
Average Points Score per pupil	33.28	31.18	28.33
% Achieving 4 or above in English & Maths	47%	48%	39%
% Achieving 5 or above in English & Maths	30%	26%	26%
% Achieving grade 7 or above	10.95%	8.97%	10.59%
% Achieving grade 4 or above	56.89%	53.65%	49.66%
Five or more subjects inc. E+M at grades 4-9	40.34%	39.66%	33.13%
Five or more subjects at grades 4-9	44.89%	43.02%	34.94%

b) Ofsted inspections

June 2017 – First inspection

Lynch Hill Enterprise Academy	
Stoke Road, Slough SL2 5AY	
Inspection dates	20–21 June 2017
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement

Areas that were highlighted as needing improvement in 2017 were:

- The curriculum – breadth and balance
- The quality of teaching
- Student behaviour between lessons and at social times
- Pupil’s tolerance, with specific reference to homophobia and discriminatory language
- Governance

March 2023 – Second inspection (first as part of SEBMAT)

Inspection of Lynch Hill Enterprise Academy	
Stoke Road, Slough, Berkshire SL2 5AY	
Inspection dates:	21 and 22 March 2023
Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good

Areas that were highlighted as needing improvement were:

- Consistency of teaching.
- Strategies to improve reading.

May 2025 – Third inspection

Inspection of Lynch Hill Enterprise Academy	
Stoke Road, Slough, Berkshire SL2 5AY	
Inspection dates:	29 and 30 April 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

Areas that were highlighted as needing improvement were:

- Not enough teachers adapt their teaching to meet students' needs
- Strategies to ensure that students can apply their learning.

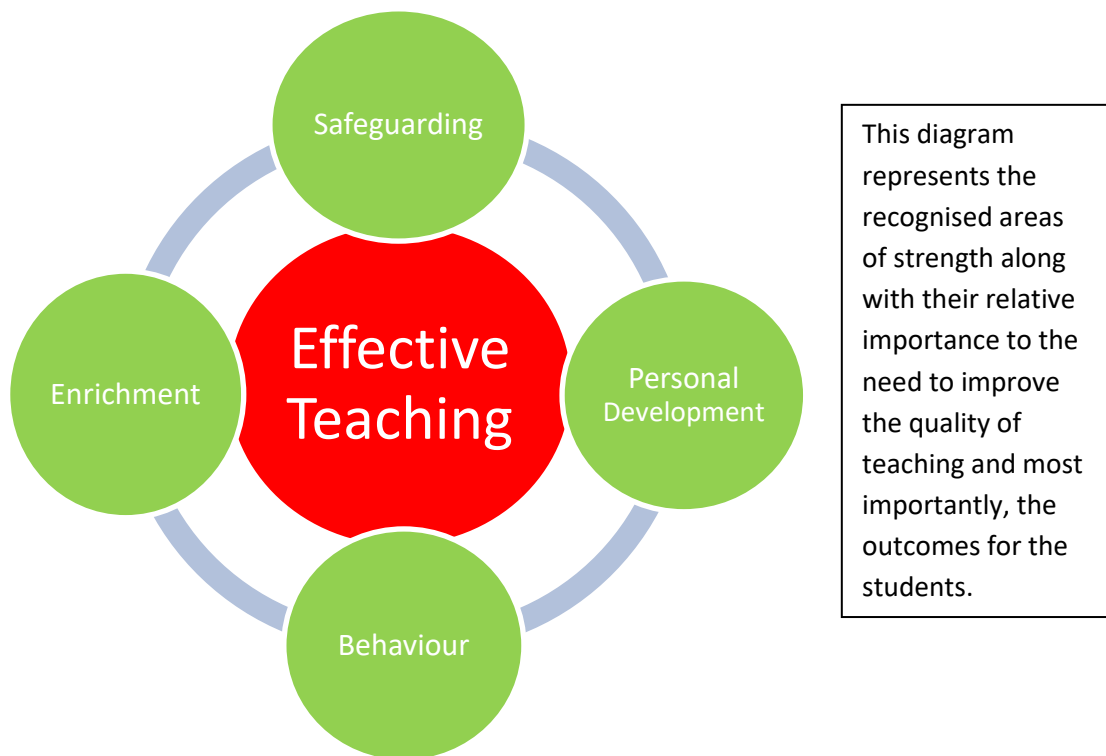
The quality of teaching is the one continuing area for improvement.



4. The priorities for 2025-27

“The quality of a school cannot exceed the quality of its teachers” (McKinsey 2007)

The performance outcomes, Ofsted inspections and whole school reviews have a very clear, consistent message. The quality of teaching in the school is not good enough. This may be difficult to read but it cannot be ignored.



There is now a strong infrastructure in the school, one which provides a positive climate for effective teaching to take place, and a range of support, experiences and opportunities to develop the students.

However, these successful elements are all subsidiary to our core purpose, ensuring each student leaves with strong academic outcomes to give them opportunities for the rest of their life. In fact, there is a danger that these successful elements may hinder progress where it is most needed – in the quality of the teaching. Yes, these are important, but they should only ever be the additional elements of the whole school experience which helps to produce well-rounded, safe and confident students.

Without good exam results, these ‘extras’ are worth very little to a student’s future.

The school improvement plan has been set for the next two years instead of the usual one year to align with the support that we will receive through the RISE (Regional Improvement for Standards and Excellence) programme over the next two years. There are four priority areas with Priority one split

into the two areas for improvement set by Ofsted. Improvement in these four areas will have the most significant impact on the outcomes for our students.

1. Consistently Good Lessons

2. Effective Curriculum Leadership

3. Confident and Capable Readers

4. A Culture of Kindness and Positive Behaviour

The effects of high-quality teaching are especially significant for our students, given the high levels of disadvantage. The Sutton Trust has shown that over a school year, these students gain 1.5 years' worth of learning from good teaching compared to 0.5 years with poorly performing teachers.

The points below, shared last year, should still be essential elements in our day-to-day teaching:

1. **Build a culture of success for all**
2. **Understand the impact of being disadvantaged**
3. **Use evidence (what they are capable of) and avoid labelling (these children will never ...)**
4. **Build strong relationships**
5. **Build word power**

In order to ensure that the school priorities are at the forefront of what we do and are having an impact, there will continue to be an increase in the number of lessons that are visited, both by senior leaders and subject leaders. Our priority is **consistency of good teaching**, to improve the quality of education that our students receive. Visits to classrooms on a regular basis will ensure that senior leaders and subject leaders are aware of how the standards expected are being met. The focus will be to identify and celebrate the positives, identify and share good practice but also ensure that support is swiftly in place where staff are not achieving those standards.

Raising our expectations of the students is essential but we also need to raise expectations of ourselves. The best schools are never 'happy' and have a relentless drive for improvement. In fact, the best teachers are never satisfied either ...

