

# **GOVERNORS' BRIEFING**

Wednesday, 1 November 2017  
at Waltham Forest Town Hall  
Council Chambers

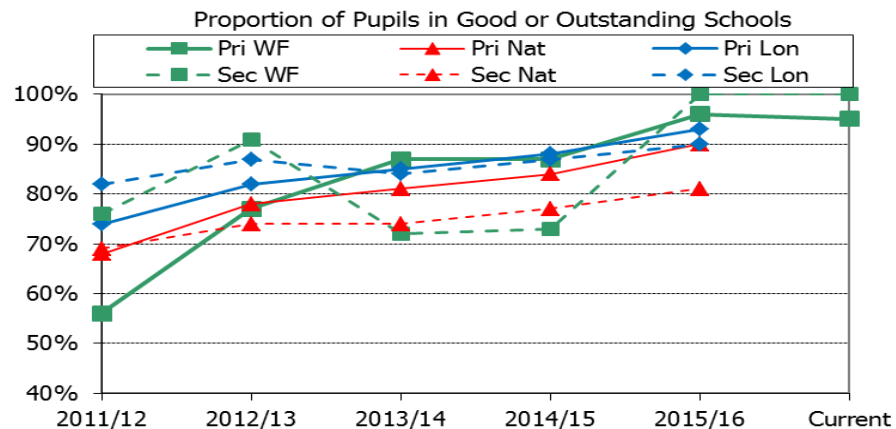
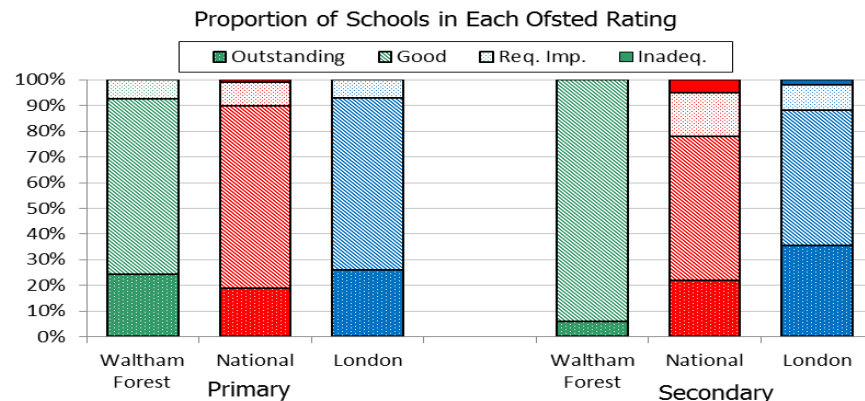
Cllr. Grace Williams  
Cabinet Member for Children and  
Young People

David Kilgallon  
Director of Learning

# Education Update

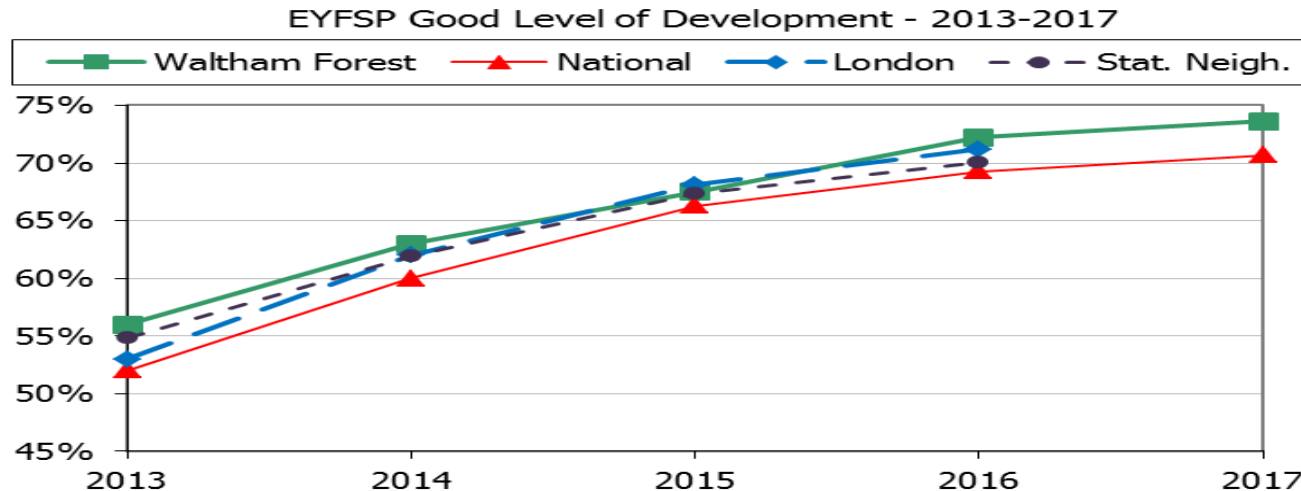
# OFSTED RATINGS

- All Waltham Forest 6% of Secondary schools were rated Outstanding and 94% as Good at the end of 16/17
- **The proportion of pupils attending Good or Outstanding secondary schools remained at 100%**
- 24% of Primary schools were rated Outstanding at the end of 16/17, with 69% Good and 7% Requires Improvement
- **95% of Primary pupils attended Good or Outstanding schools, similar to the previous year**



# EYFSP

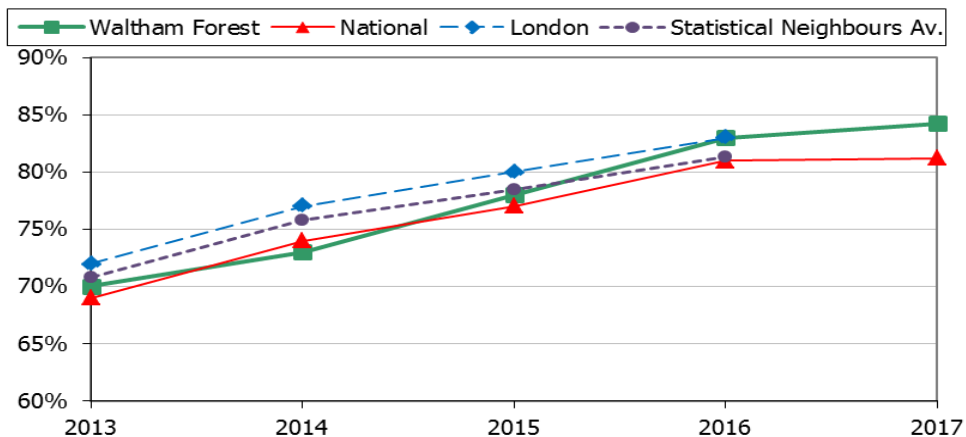
- To achieve a Good Level of Development (GLD) pupils need to get at least expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy
- GLD improved year on year since compared with 2013 now at **74%**
- GLD was 3% above the estimated national average (71%)
- Gap between the lowest achieving 20% and the rest is at **31.5%** which matches to the national average



# PHONICS

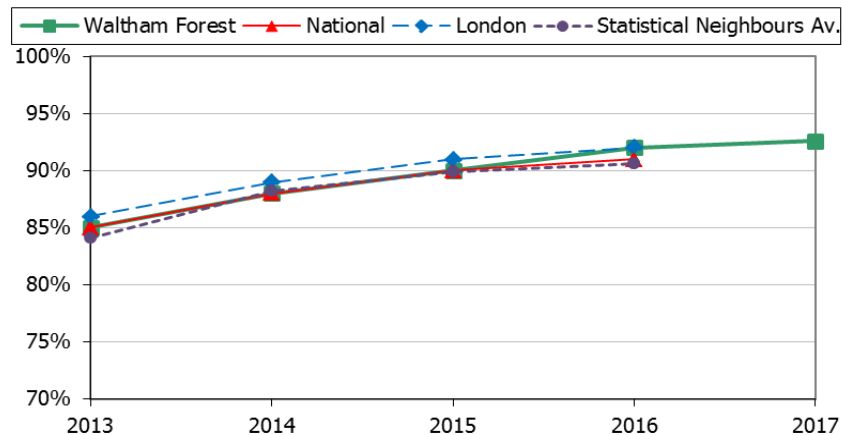
- The proportion of pupils meeting the required standard at the end of Year 1 increased by 1 percentage point (from 83% to 84%)
- Waltham Forest pupils performed 3 percentage points above the estimated national average in 2017

Phonics - YEAR 1 - Meeting Required Standard - 2013-2017



- Pupils that did not meet the expected standard in Year 1 retake the test at the end of Year 2
- At the end of Year 2, **93%** of pupils had achieved the required standard, up from 92% in 2016

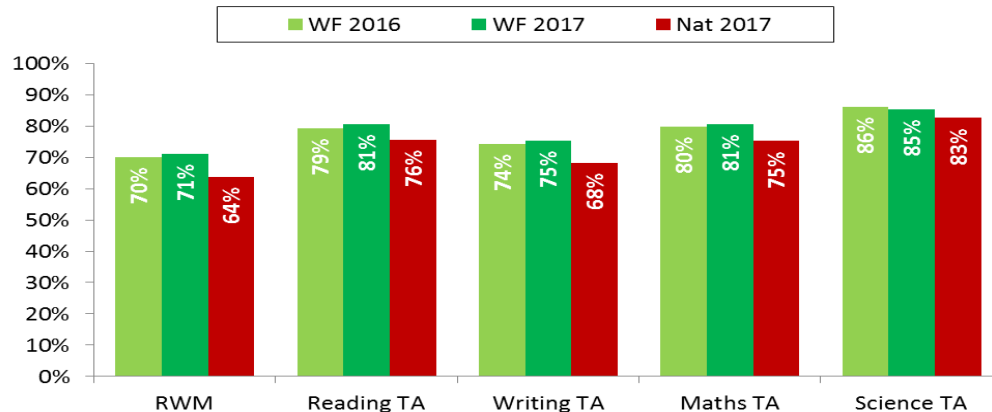
Phonics - YEAR 2 - Meeting Required Standard - 2013-2017



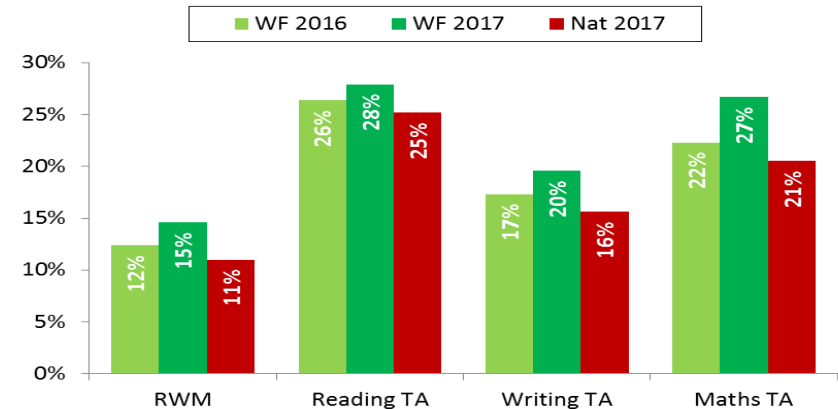
# KEY STAGE 1

- In Waltham Forest, those achieving the Expected Standard in reading, writing and maths increased again for the fifth consecutive year
- Again WF exceeded the **estimated** national figure by **7%** (71% against 64%)
- Placing WF in top **Quartile of performance Nationally and London**
- A similar pattern was seen when considering those working at Greater Depth, which increased by **3%** and exceeded the estimated national result by 4% (**15%** compared with 11%)

KS1 Expected Standard



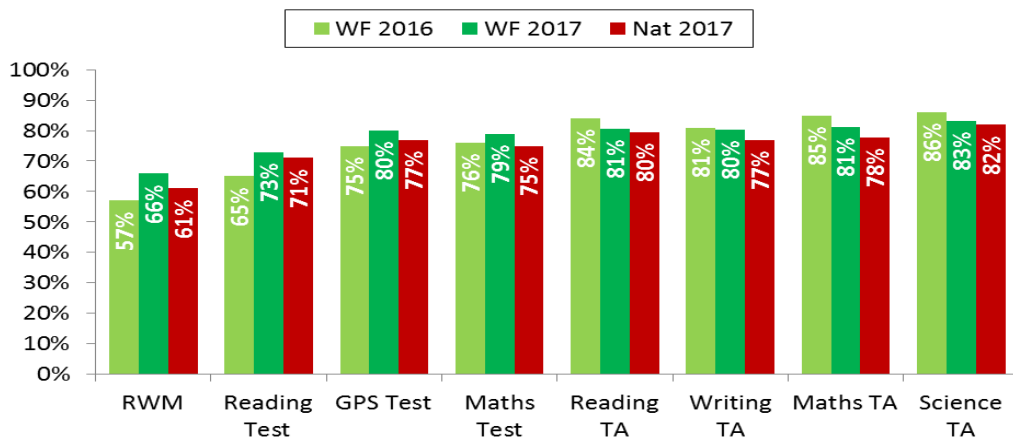
KS1 Greater Depth



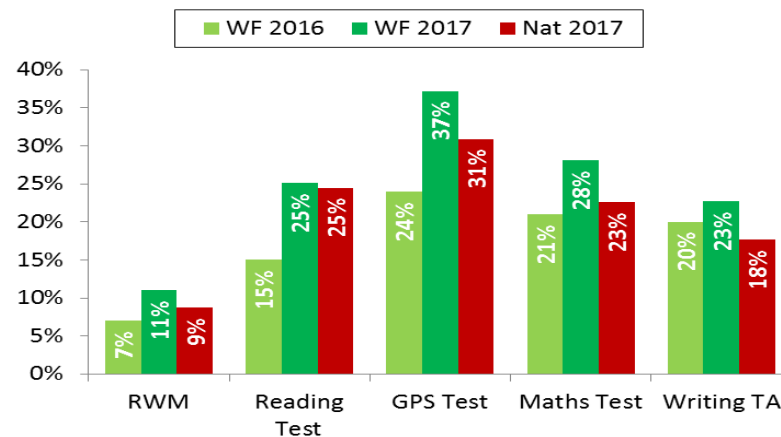
# KEY STAGE 2

- **66%** of Waltham Forest pupils achieved the expected standard in reading and maths tests and in the writing teacher assessment. This was an increase of 9% from 2016 and 5% above the estimated national average
- **Placing WF in Top Quartile Nationally and in London**
- Those achieving Expected Standard were 2% above national average in the reading test, 4% above in the maths test and 3% above in Writing TA
- Average Scaled Scores were above national average in maths test (105 compared with 104) and GPS (107 compared with 106) and equal to the national in reading (104)

KS2 Expected Standard



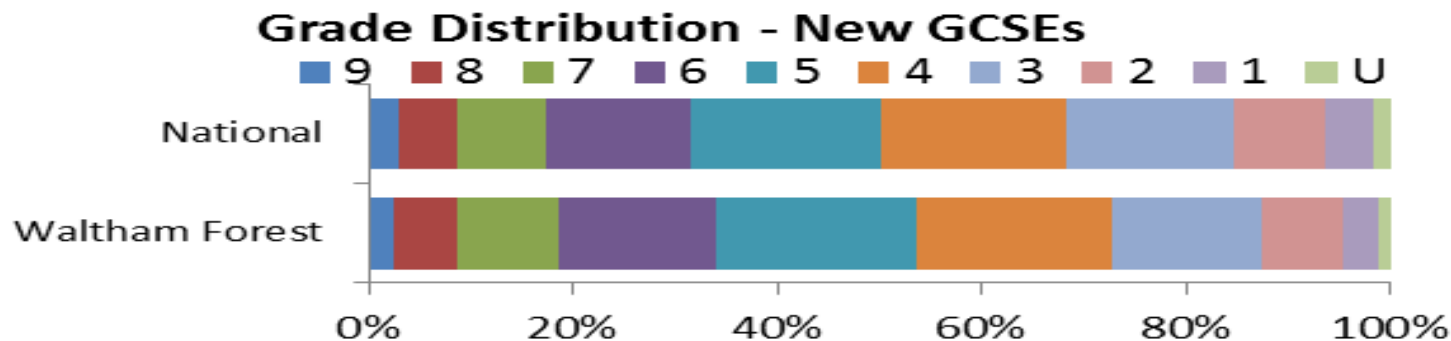
KS2 Higher Standard





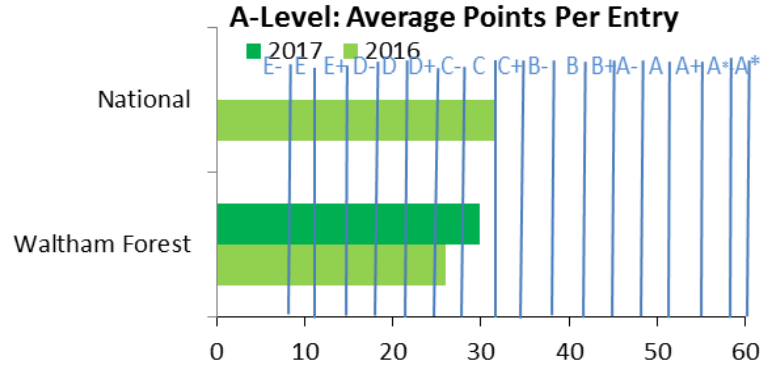
# KEY STAGE 4

- In 2017, there was a change to the way GCSEs are graded – in English and maths results are 9-1 rather than A\*-C. The point score allocations for legacy GCSEs have also been changed
- This means that it is not possible to compare results with previous years. National comparisons for aggregated results are not yet available
- Schools in Waltham Forest shared provisional results with the LA on results day
- The provisional **Attainment 8 score** was **46.7**
- The proportion of the new GCSEs with Strong Pass (5+) was **54%** in Waltham Forest. National results released on the day indicate a lower proportion of **50%**
- Particularly strong performance in English with current data showing **82%** of all students achieving expected levels
- Mathematics did not perform as well with **69%** of all students achieving expected levels , this is likely to be at or above National average



# KEY STAGE 5

- Schools in Waltham Forest shared provisional results with the LA on results day



A level grade has increased by 1 fine grade to **C**

- 95% of entries got A\*-E passes**
- Outcomes for Applied General and Tech Level qualifications appear similar to the previous year

# Berniece Sarsah Audit Manager

## Internal Audit - Schools

# THE AUDIT PLAN

- Annually 3-5 themed audits and 3-5 individual School (chargeable) audits (dependent on timing and resources) are completed
- Individual School audits are chargeable and schools decide whether to have an audit
- Internal audit carries out themed audit on areas of 'interest' based on:
  - Corporate Risk Register
  - Previous audit findings
  - Gaps in assurance
  - Reported breaches of compliance
  - Current areas of interest (e.g. realised Health and Safety risks)

# DEFINITIONS

## Purchased Audit

- Full or Key Risk
- School chooses which they want
- For key risk, choice of 3 out of 8 areas
- For Full audit, full 8 areas:
  - Governance
  - Income and banking
  - Procurement
  - Budgets and financial Control
  - Staffing
  - Assets and Security
  - Information security
  - School Funds

## Themed Audits

Planned for the 2017/18 Financial Year:

- Health and Safety
- Supply Teachers
- Health Plans
- Pupil Premium
- Information Governance

# THE AUDIT PROCESS

## THEMED AUDITS

- Meet with the service area to get their input as to what the process should be
- Set the scope of the audit and agree with service area
- Select the sample of schools (on a rotational basis)
- The auditor will contact the school with the information requirements
- Visit the schools where necessary and hold a closing meeting at the end of fieldwork
- Accumulate findings and generate the main report
- Send this out to the Service areas affected. Possible meetings and discussions.

# FEEDBACK

Once an audit is complete we write three reports:

1. To the specific schools in the sample (no assurance rating given)
  2. To all schools in the borough (a general overview)
  3. To the relevant central administration team (e.g. Finance, Governors Services, business Support, etc) with an assurance rating
- We discuss the report with the service areas and get their feedback as to how they can support the schools to implement the recommendations made
  - We do not discuss reports with the schools as this is not aimed at judging schools competency in the area, rather to give the Council a general overview of how things are going.
  - Also, due to time constraints, as any issues are expected to have been raised and discussed at the exit meeting.

# COMMON FINDINGS/ISSUES

BASED ON AUDITS CONDUCTED IN THE LAST 3 YEARS

General Lack of consistency across the Borough on how schools do things

More specific:

- Budget monitoring regularity, substantiation and signing off (Governing Body and Head)
- Costing of School Development plan and implications
- Lack of strategic school development planning (three year as opposed to annual)
- Controls around credit card usage
- Framework in place for monitoring performance of agency staff and supply teachers
- Sourcing the correct number of quotes / waivers for procurement above tendering thresholds



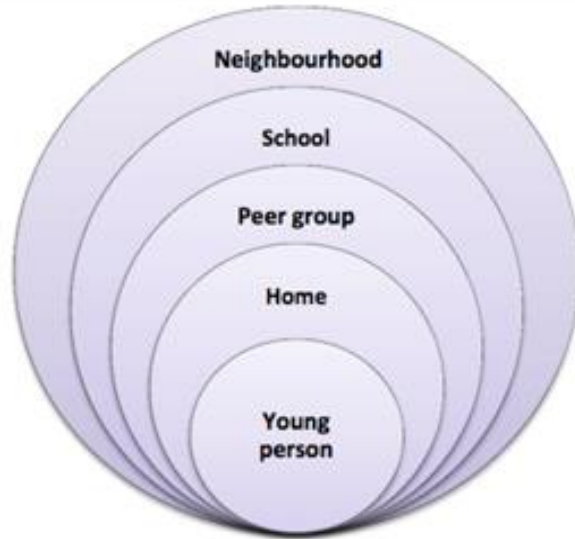
# REASONS FOR PERIODIC AUDITS

- Independent, unbiased view of processes and procedures in place both across the Borough and in an individual school
- A benchmark on how other schools are addressing common issues
- The basis for identifying good practice with a view to learning from each other
- A source of a fresh viewpoint on how issues may be addressed

**Internal Audit happy to take suggestions or recommendations of what you think we should look at for our consideration**

Mary Neilson  
Public Health

Violence Against Women and Girls Project  
(VAWG)



*Influencing our approach, by considering the context of a young person.*

(Firmin 2013)

# WORKING IN PARTNERSHIP

- **Partnership organisations and role:**
- LWBF Public Health – oversight, strategy and development
- Safer London – lead delivery organization
- Ashiana – community delivery organization
- Respond – targeted intervention specialists
- ELOP – targeted intervention specialists
- Waltham Forest Police – safety and enforcement
- LBWF Secondary School provision – delivery hubs

# WHY SCHOOLS ARE IMPORTANT

- Initial points of engagement for young people
- Hub for reaching the community

# TIMELINE

Year 1

Working with pilot school – Kelmscott

Year 2

Three more secondary education settings (to be selected)  
with work continuing in pilot school

Year 3

Further three schools will be selected with work continuing  
in previous schools where required

# THE MODEL

- Co-ordination and delivery of anti – VAWG programme in schools
- Targeting parents, staff and pupils – whole school approach
- Healthy Schools framework

# THREE STRANDS

- 1. Community engagement, including identification and training of community champions in and around the school and beyond, challenging attitudes and perceptions about gender based violence
- 2. Early intervention 1:1 work with those identified as being more vulnerable to becoming victims or perpetrators of VAWG. This includes specialist provision to young people with additional needs such as those with disabilities and from the LGBT community.
- 3. A fourth strand will be the external evaluation, which will independently produce an annual interim report on the programme.



**CONTACT [mary.neilson@walthamforest.gov.uk](mailto:mary.neilson@walthamforest.gov.uk)**



# Sam Whenman

## Apprenticeship Programme Manager

### Apprenticeships

# APPRENTICESHIP LEVY – THE FACTS

- Implemented **May 2017**
- LBWF will pay **0.5%** of total payroll into Levy fund – tax
- Levy value approximately **£735,000** – use it or lose it as tax
- Public sector target to employ 2.3% of workforce as apprentices annually
- Unspent levy funds expire in 24 months
- **Levy funds training** costs only
- Schools responsible for salary costs

The levy will be set at 0.5% of an employer's pay bill. It will only be paid on any pay bill in excess of

**£3m**

Employers will have an allowance of £15,000 to offset against their levy payment



# APPRENTICESHIPS – BUILDING THE WORKFORCE FOR THE FUTURE

- **Employment with training** –a mix of on and off the job training to gain qualifications and right skills for the job
- **Apprenticeships are the Gold standard** harnessing creative, enthusiastic and ambitious talent or can upskill and develop existing employees to unlock their potential
- **Government ambition to create 3 million apprenticeships** by introducing Apprenticeship Levy and implementation of 2.3% target for the public sector workforce
- **Capacity building** – sponsored learning designed by employers for new existing employees

# BENEFITS OF APPRENTICESHIP TRAINING

- **Apprenticeships make good business sense** – Apprenticeships generate £16 for every £1 spent on training <sup>1</sup>
- **Cost effective** workforce development – funded training for new and existing employees through Apprenticeship levy and government funded incentives
- **Future proofing** and succession planning
- **Learning changes lives** – apprenticeships nurture a learning and development culture within teams
- Unlocking talent through better job prospects benefits individuals, the workplace, the economy and communities

<sup>1</sup> A Cost Analysis of Apprenticeships and Other Vocational Qualifications, *University of Sheffield, 2007*

## PROGRESS TO DATE

- 13 schools have engaged
- 8 recruiting
- 17 apprenticeships – mix of new and existing staff



To request a consultation.....

Email: [sam.whenman@walthamforest.gov.uk](mailto:sam.whenman@walthamforest.gov.uk)

Telephone: 02084962976 or 02084962029 or 02084962981

Thank you for attending

The next Governors' Briefing  
will be held on  
Wednesday, 28 February 2018