

WINDSOR

FELLOWSHIP

Enriching education, employment and citizenship

WINDSOR FELLOWSHIP

FINANCIAL STATEMENTS FOR THE YEAR ENDED
30TH SEPTEMBER 2018

Registered Charity No. 1089681

Registered Companies House No. 4271633

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INTRODUCTION

On behalf of the Board, I am delighted to welcome you to our 2017/2018 Financial Statements.

2017/2018 saw the launch of several new programmes; **Junior Fellowship Programme** funded by The John Lyons Charity, **Queen Marys University London Leadership Programme** and the **Partners Group Internship Programme**.

The Windsor Fellowship has consolidated its work over the last year, delivering a sound performance that reflects demand for our services across a broad client range. We have been able to pursue our vision for '**a nation in which the talents of all the people truly shine**'. A nation in which there are no barriers to success because of race or creed, and where the brightest and the best can take their rightful place as leaders in their workplaces and in their communities'.

A special note of thanks must be given to our partners, staff and volunteers who have shown incredible commitment and support to our work. As a result, over the past year, Windsor Fellowship has supported 663 young people and adults and engaged over 90 volunteers to assist in our work. Thanks to them, we can look back on successes, which have helped to place the organisation in a healthy position from which we can seek future growth.

Kevin Coutinho

Chair, Board of Trustees

Sponsors/Funders/Partners

Bank of England
Deloitte
John Lyon's Charity
Greenpeace
Hummer Tuttle Foundation
National Audit Office
Partners Group
Queen Mary University London
Royal Society
University College London
Welsh Government

Staff

Edwin Ssekabira
Joshua LaCumbre-Gibbs
Karlene Mahoney
Loren Mahoney Murrell
Roda Aden
Rukiya Khan
Trevor Hall, CBE

Volunteers

Abhaya	Jitendra	Jennifer	Panting
Adrian	Tarka	Jonathan	Oppenheim
Aisha	Begum	Joshua	La Cumbre-Gibbs
Akilah	Jeffers	Julius	Hafalla
Amira	Modi	Juned	Mehrajul
Andrew	MacAskill	Karen	Fearon
Angela	Allen	Karun	Jethwa
Ann-Marie	Smith	Lenna	Cumberbatch
Antonia	Canal	Leonore	Lord
Anup	Sinha	Lynette	Kayima
Aquila	Mavalankar	Mahlon	Evans Sinclair
Aylin	Hadzhisaid	Mai-Li	Pang
Ayoade	Folakemi	Maria	Barriel
Baraqat	Hamzat	Max	Telford
Ben	Benjamin	Meera	Burgess
Ben	Slater	Melissa	Coutinho
Bob	Wallace	Mofe	Blinitie
Brian	Channer	Mohammed	Bhula
Camilla	Yahaya	Monalesia	Earle
Cecilia	Fashesin	Mostafa	Malmossallami
Claudette	Barnes	Muna	Hamde
Daniel	Haidi	Nadia	Ibrahim
Daniel	Browne	Natalie	Chong
David	Mulryne	Oliver	Fenwick
Debi	Roberts	Pablo	Lamata
Derek	Oakley	Paul	Toombs
Donald	Palmer	Peter	Munro
Doreen	Ryan	Precious	Ogundele
Edwin	Ssekabira	Rishi	Pabari
Elizabeth	Charles	Rithee	Pandya
Eva	Gluenz	Robert	Taylor
Faeem	Nori	Royal	Atako
Fateha	Begum	Rubina	Afsar
Fola	Ayoade	Sahar	Erfani
Frances	Platt	Sam	Gilbert
Gintare	Lensbergaite	Sandeep	Saujani
Giulia	Zanetti	Selam	Zeru
Grace	Panti-Amoa	Sharon	Julien
Harsh	Vekaria	Tasneem	Woozeer
Henna	Akram	Taufiq	Rahman
Hiten	Vaghmaria	Thomas	Ouldrige
Ivy	Kayima	Victor	Mills
James	Harker	Victoria	Male
James	Kirkbride	Zenab	Haji-Ismael
Janet	Siwoku		

Our thanks to the invaluable contribution of our volunteers who enrich the Windsor Fellowship's work
Apologies if you have worked with us during this period and we have not mentioned your name.

Reference and Administrative Details

Address: CAN Mezzanine
49-51 East Road
London
N1 6AH

Telephone: 020 7250 8444
Email: office@windsor-fellowship.org

Current Trustees Details:

The Trustees (who are also directors for Companies Act purposes) who served to the date of approval of the financial statements are:

- Kevin Coutinho - Chair
- Rajnikant Shah - Treasurer
- Melissa Coutinho
- Akilah Jeffers
- Abdul Faeem Nori

Bankers:

Barclays Bank PLC
P.O. Box 90
357 Strand
London, WC2R ONX

CAF Bank Ltd
25 Kings Hill Avenue
West Malling
ME19 4JQ

Accountant:

Chadwell Accounting Services Ltd
T/a: Alam & Co
65B London Road
Romford
RM7 9QY

Solicitors:

Bates, Wells & Braithwaite
Cheapside House
138 Cheapside
London, EC2V 6BB

Windsor Fellowship
Board of Trustees Report
For the Year Ended 30th September 2018

STRUCTURE, GOVERNANCE AND MANAGEMENT

The Board of Trustees is the Charity's governing body and is responsible for the overall strategic direction and performance of the Charity. Trustees have lead responsibility in specific areas of the organisation's e.g. Finance, Alumni Engagement and Pre-19 work.

Recruitment of new Trustees is an on-going process to ensure a balance of experience and fresh ideas. Each new trustee is given a welcome pack containing a trustees' hand-book, Trustees' essential guide, Windsor Fellowship Policies, Articles and Memorandum of Association and other essential documents.

As part of the continuous training and development for the whole Board members attend an Annual Board Strategy Day. They receive presentations from the management team on key new legal developments, discuss and review key Windsor Fellowship policies and procedures for the current and following year paying particular attention to business development and finance.

Management

The day to day management of the charity is delegated to the Operations Manager who together with the Programmes Managers constitute the Management Team (MT); meeting fortnightly with the Chair.

Risk Management

The Board reviews the risk register at least twice a year and risk owners will be delegated by the Board to manage and mitigate those risks.

The Trustees have considered the risks to which Windsor Fellowship is exposed and the major risk is the possibility of being unable to obtain sufficient unrestricted funding to enable it to continue to fulfil its objectives. The Trustees have put in place the following measures to mitigate this and other risks identified:

- Regular and effective reporting to the Board ensuring proper review of all finances and operations.
- Effective and comprehensive internal control systems and procedures.
- Maintaining of good relations with core funders and sponsors ensuring all obligations are met in accordance with service level agreements and contracts agreed.
- Continuing efforts to seek alternative sources of funding.
- Policies and Procedures are in place to ensure compliance with health and safety, equal opportunities, data protection, and child protection legislation.

Windsor Fellowship
Board of Trustees Report
For the Year Ended 30th September 2018

STATEMENT OF TRUSTEES RESPONSIBILITIES

Company law requires the Trustees to prepare financial statements for each financial year that gives a true and fair view of the state of affairs of the Company and of the incoming resources and resources expended, including the net income of the company for the year.

In preparing those financial statements, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- Prepare the financial statements on an on-going basis unless it is inappropriate to presume that Windsor Fellowship will continue in operation.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and early detection of fraud and other irregularities. The Directors confirm that they have taken appropriate steps to ensure that there is no relevant financial reporting information that has not been disclosed to the assessor.

Windsor Fellowship
Board of Trustees Report
For the Year Ended 30th September 2018

OBJECTIVES AND ACTIVITIES

Our vision is for 'a nation in which the talents of all the people truly shine. A nation in which there are no barriers to success because of race or creed, and where the brightest and the best can take their rightful place as leaders in their workplaces and in their communities'.

Our mission is to help realise this vision through 'enriching the education, citizenship and employment' of people, particularly those who are of Black and Minority Ethnic (BME) origin. This mission involves promoting excellence in education, employment and citizenship by developing the leadership and life skills of our beneficiaries.

Our purpose and charitable objective are to educate, train and develop people, particularly young people of BME origin, who are studying, with skills and qualities such as decision making, leadership, team building, organisation, planning, self-awareness, motivation and effective communication in order to:

1. Improve their academic achievement;
2. Encourage and enable them to take an active part in civic life in accordance with the principles of good citizenship;
3. Guide and assist them in exploiting their educational and employment options; and
4. Enhance their ability to secure and progress in employment opportunities focused around careers in industry, commerce, the professions, public administration and the arts.

In reviewing the Charity's aims and objectives and in planning future activities, the Trustees referred to the Charity Commission's general guidance on public benefit which states that all charities must demonstrate that they are established for public benefit. The Trustees believe that the charity meets both of these principles

- There must be identifiable benefits, or benefits and benefit must be to the public or a section of the public.
- Each programme sets out clearly its target group and the benefit they receive from the programme.

We work with teenagers and young adults of predominantly BME heritage with demonstrable talent and potential, who nevertheless face barriers to success. Helping them secure their progress and inspiring them to achieve senior roles in business, the professions and civic life, is our purpose. Our aim is to ensure the successful entry of talented young BME adults into employment that is both professional and career focused. Talent needs to be nurtured in a structured way to ensure it is cultivated, motivated and inspired with a single purpose - to ensure it grows to realise its full potential and develops to be the best that it can be. Whilst based on similar principles, Windsor Fellowship's approach is unique. The combination of five factors gives our programmes their distinctive high impact. These are:

- Firstly, targeting young adults at key stages in their lives – for example the transition from being recent graduates to employment (Passport to Employment and Careers Focus programmes); critical stages of undergraduate study (Leadership programmes), the making of career choices during further education (Succeeding in STEM programme), the commencement of GCSE courses (Junior Fellowship programme), and the risk of exclusion from school (AIMS and NEET programmes).
- Secondly, by associating participants with others of similar talent, aspiration and motivation but of different ethnic, cultural or social origins they are encouraged to freely express themselves, examine their history, and enhance/develop the skills that will help them navigate the challenges they will face as they embark on the next phase of their educational or professional careers;
- Thirdly, focusing on more than just participants' academic development and employment. We focus on their personal growth as citizens of contemporary UK society through programmes that encourage independent thinking, challenge participants to be fully conscious of their responsibilities as well as their rights. Diversity, Excellence, Community, Integrity, and Leadership, known as our five tenets, are the organisation's core beliefs/behaviour. Together they represent our 'DNA' and serve as our competency framework;
- Fourthly, providing participants with 'tutoring' and 'guiding' by programme leaders whose credibility comes in part from having themselves succeeded, and often, have done so in the face of institutional racism or other bias; and
- Fifthly, partnering with leading employers, educators and parents and carers.

Our range of programmes target the complete spectrum of talents, from those whose talent is often latent (the disaffected and alienated) who may be on the verge of exclusion from school and need to be re-engaged; through to those individuals who are performing well, and already demonstrate the clear potential to be amongst the highest performing in our society.

EDUCATIONAL JOURNEY – PROGRAMMES FOR PRE-19 YEAR OLDS

Our Pre-19 Programmes aim to support the achievements of all children and young people in England under the age of 19, specifically 'Enjoying & Achieving', 'Making a Positive Contribution' and 'Economic Well-being'. Our work has two core strands, re-engagement of disaffected and marginalised groups of young people ('helping talent to emerge') and Gifted and Talented ('ensuring talent succeeds'). The Trustees set three core objectives for the Pre-19 area of work. These were to increase the number of young people to access our services, increase the coverage of programmes to include the further education sector, and build the foundations to extend Windsor Fellowship programmes into another major UK city.

AIMS Programmes 'Helping Talent to Emerge'

Across the UK the areas of lowest educational achievement and highest rates of exclusion are often in areas with the highest BME populations. Achievement, Improvement, and Motivation for Students (AIMS) programmes directly address this poverty of aspiration and achievement, particularly within the latent talent pool. AIMS is a school-based personal development programme targeting under achieving pupils many of whom display challenging behaviour and attitude problems. AIMS programmes complement the work of teachers and enthuses parents

about the academic and social performance of their children. We know from experience that facilitating the three way relationship of parents, teachers and students can produce accelerated progress. At the centre of the programme is a skilled facilitator who challenges pupils to reflect on their attitudes, behaviour and motivation and who seeks to inspire them to positively engage with their teachers and with their parents and to achieve greater levels of success.

Windsor Fellowship Junior Programmes 'Helping to Ensure Talent Succeeds'

The second strand of our Pre-19 work is helping to ensure that young people demonstrating the potential to achieve good GCSEs do go on to attain that success. Whilst it can be noted that the majority of participants on the Junior Fellowship programme obtain a Year 9 SATs result in English, Mathematics and Science which predicts that they should get good GCSEs, we know however, that too often individuals with the potential to achieve success, for whatever reasons, do not go on and achieve the grades they are capable of. Whether it is negative peer pressure that debilitates their aspirations; poor teaching that arrests their progress; the impact of others' low expectations which limits their horizons; or simply, them as individuals not having the motivation to accomplish their potential, the result still remains the same – under-performance at GCSE examinations. Through a combination of working with them, their parents and their schools, the Junior Fellowship complements students' school experience and helps to ensure that participants achieve five aims:

1. Improve on their projected grades and obtain a minimum of five GCSEs at A* – C grade
2. Continue their education post-16
3. Make informed career choices
4. Develop their personal skills, effectiveness and develop an interest community involvement
5. Active citizenship, enabling Windsor Fellows to participate in their communities

The Programme is funded by the John Lyons Charity, working in the London Boroughs of Barnet, Brent, Camden, Ealing, Hammersmith & Fulham, Harrow, Kensington & Chelsea and the Cities of London and Westminster. The Programme is in its first year of a two-year programme. The outcomes for the Programme are:

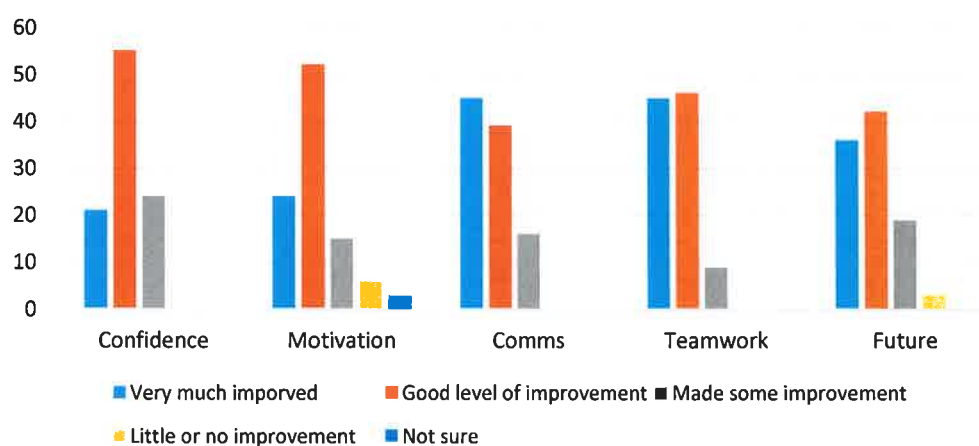
1. Participants to demonstrate an increased awareness about possible future pathways assessed by taking a personal initial assessment, workshop evaluations and staged student self-assessments to include end of programme and 3-6-month post programme survey.
2. Participants to demonstrate improved behaviour assessed by a personal initial assessment, parent/teacher/facilitator feedback and staged student self-assessments.
3. Participants to demonstrate improved confidence, motivation, communication and team working skills assessed by self-revaluation, feedback from parent/teachers/facilitator and peer evaluation.

Engagement with the teachers and champions of the Programme went very well. We provided support to teachers in encouraging students to apply for the programme. This included continued follow up meetings throughout Sep-Dec 2017.

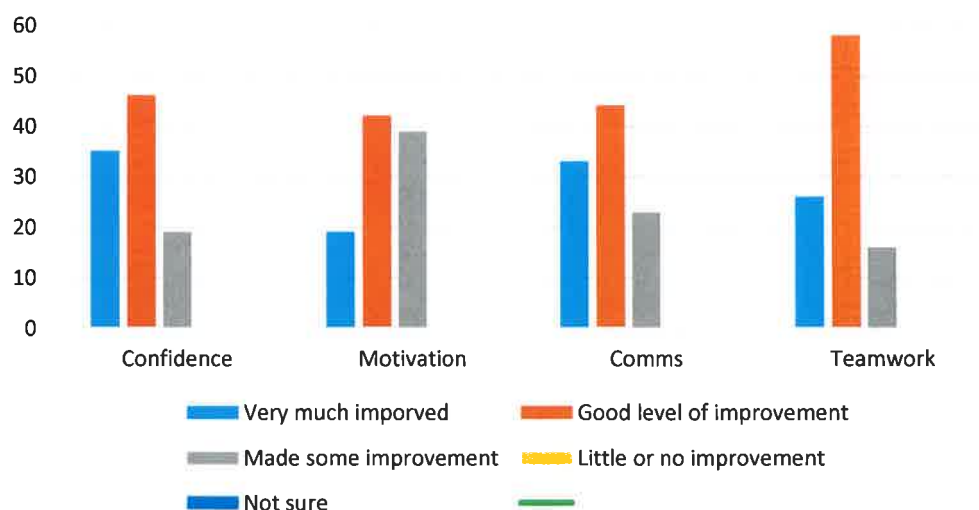
Outcomes, First Year Interim Report

1. *Participants to demonstrate an increased awareness about possible future pathways assessed by taking a personal initial assessment, workshop evaluations and staged student self-assessments to include end of programme and 3-6-month post programme survey.*
 - 24% of students state that they know exactly what career they wish for
 - 24% have no idea what career they wish for
 - 52% have an interest careers because of the subjects that they excel in or just want to get through their GCSE's in order to be able to make decision on next steps
 - Many students wish to do some work-experience or work shadowing to realise what they may enjoy/like and what could possibly be available to them
2. *Participants to demonstrate improved behaviour assessed by a personal initial assessment, parent/teacher/facilitator feedback and staged student self-assessments.*

Student Self Evaluation (%)



Teachers Evaluation (%)



3. *Participants to demonstrate improved confidence, motivation, communication and team working skills assessed by self-revaluation, feedback from parent/teachers/facilitator and peer evaluation.*

Students Comments

'Listened – and realised what I was doing both in class and at home'

'My behaviour has developed into being a much more talkative and social person'

'I am more motivated to be good in school and also want to be well behaved'

Teachers Comments

'Behaviour is being seen to be closely correlated to the increased levels of improved communication skills and confidence. Most of the students are actively taking part in extra-curricular school clubs and showing good team-working and some leadership skills'

'Much improved, much more willing to talk things through in a non-conflict manner'

'Tolerance of others is much improved'

'Increased productivity - engaged with more subjects and concentrating'

Royal Society – Destination Science, Technology, Engineering, Mathematics and Medicine (STEMM) Programme

The Royal Society is the independent scientific academy of the UK and the Commonwealth, dedicated to promoting excellence in science. The Society is committed to increasing diversity in STEMM by seeking out talent from all parts of our society, in order to build and develop a world in which studying and working in science is open to all. The origins of the Royal Society lie in a 1660 'invisible college' of natural philosophers and physicians. Today the society is the UK's national science academy and has a Fellowship of some 1,600 of the world's most eminent scientists.

Destination STEMM, DSTEMM, is a mentoring programme targeted at Black students currently in Year 12 who are living/studying in Greater London. The programme matches each participant with a Mentor from the Royal Society and includes key skills and competency workshops. This report provides an end of programme evaluation of the pilot Destination STEMM programme from October 2017 to August 2018.

The Windsor Fellowship recruited and matched 20 pairs. With 14/20 mentors being repeat mentors from the previous year. The programme produced a range of development opportunities with all mentees having experienced tours of their mentors 'workplace/university' including engaging with a diverse range of people working in STEMM, students at Cambridge, taken part in interview practice for Oxbridge, visited The William Dunn School of Pathology, have lunched at Merton College, Oxford, met Andrew Wiles, attended Pharmaceutical Lectures, attended Imperial and Oxford Tours, and participated in an Engineering and Material Labs Summer Fair.

Programme Outcomes

1. Involve parents/family members in the scheme to increase support provided to students as prescribed by Aspires
2. Students have gained specific skills and techniques to improve their overall marketability (incl. team-working, goal setting, presentation and personal effectiveness)
3. Mentors have gained specific skills, techniques and experience in mentoring (incl. goal setting and providing feedback)
4. Students are more aware of the breadth of options available when following a STEMM pathway (i.e. not just in the lab)
5. Students choose to progress to a STEMM course or apprenticeship programme
6. Students have been exposed to an actual STEMM environment
7. Students have a positive experience of the programme
8. Mentors have a positive experience of the programme

All eight of the objectives set for evaluation have been met and four of those have exceeded the objective.

1. 19/20 Parent/Guardians attended the Welcome event. -19/20 attended the Parent/Guardians Evening
2. 18/20 attended the first seminar -19/20 attended the Welcome Event; -19/20 attended seminar 2. -18/20 attended Seminar 3-17/20 attended Seminar 4-91% of students found the training very useful
3. 68 completed Mentor/Mentee Forms between 27/09/2017 and 30/9/2018, of which 20% account for (+2) meetings. -Mentors have logged 482 hours of meetings over the course of the programme. -15 Mentors have agreed to continue supporting their Mentee to the stage of completing their University statements
4. **Part 1 of survey:** -7/18 in Seminar 1 named 3 male and 3 female scientists -5/18 in Seminar 1 named 3 places where you can do science other than a lab -5/18 in Seminar 1 named three sciences other than Biology, Chemistry and Physics
5. **Part 2 of survey:** -15/17 in Seminar 4 named 3 male and 3 female scientists -13/17 in Seminar 4 named 3 places where you can do science other than a lab -15/17 in Seminar 4 named three Sciences other than Biology, Chemistry and Physics
6. 10 Mentees wanted help to complete their personal statements for courses in STEMM at University-4 Mentees wanted to visit more universities-2 wanted to do some volunteering-4 Mentee's wanted to keep in contact with their Mentors-2 still needed time to choose University courses-3 were interested in organising work experience with their Mentor
7. 20/20 Mentees have visited their mentor's place of work
8. 100% of Mentees gained an increased interest in STEMM Careers-85% feel more confident in explaining STEMM pathways to friends and family-100% would recommend the programme to friends and family-70% willing to buddy up and support the new cohort via a buddy system
9. 15/20 Mentors would look to continue mentoring after the programme, -12 mentors signed up to mentor the new 2018-2019 cohort.

Comments:

'Destination STEMM has allowed me to have a sense of direction on not what to do, but how to find out what I am passionate about. I remember being in my interview, being asked what I want to study in the future, and I had no idea. But now, I am confidently able to say that this programme has not only opened my eyes to new opportunities but given me the confidence to explore wider and consider degrees and careers that I never knew even existed. My mentor allows me to engage with my subject on a wider scope, challenging me with certain ideas and strengthening the love I have for sciences. Already in the few months of starting this programme, I have visited Oxford University and UCL, and I hope to do so more in the future. Destination STEMM connects young, like-minded people to network with each other and grow as aspiring scientists'

'My mentor has been really informative in terms of detailing which courses can get me into which career path and which universities to visit. Also, upon my last meeting with him I was able to meet one of his PhD students who had similar issues that I was struggling with, like choosing the right course. She spoke to me and advised me, and I found much value in that conversation. I am currently spending a week at Oxford University with another mentor that I met at the Welcome event. I am doing work shadowing and working on a project this week. This company's aim is to produce an X-ray with the properties of a CT scanner but with less ionising radiation. I am finding both mentors encouraging and supportive in this process'.

CITIZENSHIP & SOCIAL COHESION PROGRAMMES

Youth Dialogue Programme (YDP)

The Hummer Tuttle Foundation sponsored the Windsor Fellowship to run the UK-US Youth Dialogue Programme in 2018. The tenth programme took a group of 12 students to Chicago and Vermont in the USA. The programme offers a group of young people from diverse backgrounds the opportunity to visit and better understand the United States while creating an environment where their leadership and dialogue skills can be developed

Comments:

"I want to say thank you to the facilitators for being great teachers and bestow great knowledge onto us. Also, to the chaperones that were great support systems. In addition to everyone who came before us (Xynergy). You nine groups are what paved the way for us to be the tenth group to get the unimaginable experience we did. To Xynergy, I love you all - I want to see us all do well. Let our delicious diversity live on! I got me some friends (for life) finally! Lastly to the programme manager, you managed to keep this whole network, programme, etc alive and the legacy of the YDP - you amaze me."
YDP 2018

"Since doing the YDP with the Windsor Fellowship it has given me a greater sense of responsibility to play my role in my local community to do what I can help to people who need it. Not to say that I did not think like this before but doing a programme which made you think of deeper different aspects of society such as prejudice and privilege and how it affected myself and people in my

community was rewardingly eye opening. The programme really got me thinking and I still do every day on 'how can I make a difference in society'. After the programme my brain was buzzing with ideas, one being making a local football team for young kids where the focus is keeping the kids on top of their books and having a system which rewards them by letting them play football. There are so many ideas I have in my mind that I would love to fulfil, and I know I will in due time. I really thank the programme to opening me up to realising this!" YDP 2015

HIGHER EDUCATION & EMPLOYMENT PROGRAMMES

Our Higher Education & Employment (HE&E) work addresses the challenge of today that even when successful in higher education, BME graduates are still twice as likely to be unemployed as white graduates and that even when employed ethnic minorities are relatively under employed and under-utilised. Our HE&E programmes play a critical role in supporting BME undergraduates and graduates, particularly in their transition from higher education into immensely competitive professions and fields of graduate employment.

Windsor Fellowship Leadership Programme for Undergraduates (LPU)

The Leadership Programme for Undergraduates is designed for Black, Asian and minority ethnic undergraduates who have already exhibited talent and potential. The programme is composed of intensive residential seminars, a Personal Enhancement Programme (PEP), a summer internship and each fellow is required to undertake 2 hours of community/voluntary work each week. Fellows also undertake a minimum of six weeks paid placement with their sponsoring organisations after which some of them start their careers with their sponsoring organisations.

Windsor Fellowship Leadership Programme for Undergraduates (LPU Wales)

As part of the Welsh Governments' effort to reflect the diversity of the UK's population, it is partnering with the Windsor Fellowship to offer a Leadership Programme for Undergraduates studying or living in Wales and is designed for Black, Asian and minority ethnic undergraduates who have already exhibited talent and potential. The aim of the LPUW is to provide work experience, employability support and guidance to individuals from communities that are currently under-represented in the Welsh Government graduate level workforce. The programme is composed of intensive residential seminars, a Personal Enhancement Programme (PEP), a summer internship and each fellow is required to undertake 2 hours of community/voluntary work each week. Fellows also undertake a minimum of six weeks paid placement and following graduation, a 50-week paid Internship.

Queen Mary University London Leadership Programme

Windsor Fellowship provided a Leadership and Development Programme to support 16-20 students in the penultimate year of their undergraduate degree. Students will be high potential individuals who are interested in pursuing a range of careers and pursuing a summer internship. The Programme will provide structured support to students for nine months, offering them role models from a range subject areas and support to develop their soft skills to enhance

their personal development and effectiveness thereby securing academic attainment, educational progression and a summer internship.

The Bank of England Black/African-Caribbean Scholarship Programme

The Bank of England in partnership with Windsor Fellowship saw a third year of recruitment for the Scholarship Programme for students from a Black or Mixed African/ Caribbean background. As well as helping to identify and support students of Black African/Caribbean heritage including those who may not otherwise go to university, a key objective of the scholarship is to promote the Bank as a diverse employer that seeks to attract and inspire the best people to public service, reflecting the diversity of the United Kingdom. The Programme was expanded nationwide focusing on Greater London, Manchester and Birmingham.

The Bank of England Black/African-Caribbean Scholarship Programme awarded scholarships to two students. Each to receive up to three years' worth of funding for living expenses, up to a maximum of £10,000 p.a. Two rounds of structured summer internships at the Bank of England during their studies, together with business skills, coaching and mentoring. Fast tracking through Bank's graduate application process, although final employment cannot be guaranteed due to equalities legislation.

Over 2,000 applications were received, from which twenty were shortlisted. The standard of these candidates was very good with two being given bursaries of £1000 a year towards the cost of their studies in addition to two full scholarships.

Scholarship Awardees: Mahad Said, Korede Samson

Bursary Awardees: Tanece Hamilton, Grace Cameron-Douglas

University City London (UCL) – Deepmind Scholarship Programme

The WF working in partnership with University College London (UCL) to offer scholarships funded by DeepMind to students holding offers for several master's degree courses at UCL. The DeepMind Scholarships are positive action initiatives to help the UCL ensure that it can attract and support students from all sections of the community, particularly those groups that are under-represented in post-graduate studies.

The studentships aim to diversify the academic pipeline of those participating in the master's programmes using the S158 Positive Action provisions of the Equality Act 2010. Based on data and information held by the College, four studentships of £25,000 each were to be awarded based on one of the applicants' characteristics: 1. Women 2. Black African or Caribbean background 3. From a low household income background

Scholarship Awardees: Kimberly Ton-Tran, Elliot Thompson,
Rajevan Shanthakumar, Angus Lamb

CAREER FOCUSED OPPORTUNITIES

National Audit Office Internship

The National Audit Office (NAO) is the UK's main public sector audit body, responsible for auditing the accounts of government departments and agencies and examining the propriety of government spending. We report to Parliament on the economy, efficiency and effectiveness with which these bodies have used public money. The NAO employs around 900 staff, most of whom are qualified accountants, trainees or technicians. They work across two main areas, financial audit or value for money (VFM) audit.

The internship enables young people to gain an understanding of the skills and capability needed to become a Chartered Accountant.

This year we saw 96 applications of which 24 were successfully put forward to NAO. Of these eight (8) were chosen for the Summer Internship Programme.

Greenpeace Internships

The WF in partnership with Greenpeace is offering full time paid internships in a range of areas within the organisation.

Partners Group

The WF in partnership with Partners Group are offering penultimate year undergraduates the opportunity to experience working in a global, dynamic and client-oriented investment environment.

The internship with Partners Group will provide talented candidates with the ideal opportunity to develop additional skills and to acquire hands-on experience in the world of finance. The internship will help candidates build a valuable professional network and key business relationships.

Two applicants successfully received internships. One went on to acquire a contract of employment with Partners Group and the second completing a great internship, developing skills and networks got into a job of their desire.

Assessment & Development Centres

WF Assessment Development Centres (ADCs) is an opportunity for students and persons applying for our Programmes who are either undergraduates or recent graduates to be exposed to key components of recruitment competitions. Designed for up to 100 participants, exercises include presentations, team working, task management and interviews. The sessions are run by Assessors who are professionals drawn from a cross-section of industries. The workshops can be used to supplement existing employability initiatives.

The aim is to close the gap between talented graduates and their employers by empowering participants to successfully navigate into their chosen careers and professions. To do this Windsor Fellowship focuses on meeting three key criteria:

- Give students and graduates the **confidence** to attend assessment centres and perform well in front of their prospective employers
- Create development opportunities for students by helping them identify their **strengths and areas for development** when attending assessment centres. This will allow them to plan and prepare better
- Provide access to **professionals from a cross-section of sectors** so that participants are able to make informed decisions about career choices

We had **417 people** participate in a WF ADC during this year.

OTHER PROJECTS

Deloitte – Speed Networking

Windsor Fellowship is working in partnership with the Deloitte Multicultural Network to offer our undergraduate and recent graduate students the opportunity to find out more about Deloitte.

It is an opportunity for those interested in the professional services and want to start planning for the graduate recruitment cycle, networking for a future application.

A chance to ask questions, 1-2-1 and find out more about the professional services, share and receive feedback on your CV, practice interview question(s) build your networks and social capital. A range of people from various business service lines such as audit & assurance, consulting, financial advisory, risk, and tax services participate.

BY ORDER OF THE BOARD OF TRUSTEES



Kevin Coutinho, Chair

13th April, 2019

Date

INDEPENDENT EXAMINERS REPORT TO THE TRUSTEES OF

WINDSOR FELLOWSHIP

I report on the accounts of the charity for the year ended 30th September 2018 which are set out on the attached pages.

Respective Responsibilities of Trustee and Examiner:

As the charities trustees you are responsible for the preparation of accounts. You consider the audit requirement of S144 (2) of the charities act 2011 does not apply, and that an independent examination is needed. It is my responsibility to examine the accounts under s145 of the 2011 Act to follow the procedures laid down in the general directions given by the Charity Commission under S145(5)(b) of the 2011 act and to state whether particular matters have come to my attention.

Basis of Independent Examiners Report:

My examination was carried out in accordance with the General Directions given by the Charity Commissioners.

An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or discloser in the accounts and seeking of explanations from you as trustees concerning any such matters.

I have examined the receipts and payments account and statement of assets and liabilities on page 6 and 7. In my opinion the account and statement properly represent the receipts and payments of the charity for the year ended 30th September 2018.

Independent examiners qualified statement:

In connection with my examination, no matter has come to my attention.

Which gives me reasonable cause to believe that, in any material respect, the requirements:

- To keep accounts records in accordance with the CC S130 of the 2011 Act.
- To prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 - Act.

Signature



Date

16/04/2019

MOHAMMED CHOWDHURY FMAAT

(Affiliated member of ACIE)

Chadwell Accounting Services Limited

T/A Alam & Co

Office 4, 65B London Road Green Lane

Romford RM7 9QA

Alam & Co Accountant

Office 4

65B London Road

RM7 9QA

Windsor Fellowship
Statement of Financial Activities
For the Year Ended 30th September 2018

Incoming Resources	Notes	Unrestricted Fund (£)	Restricted Fund (£)	Total 2018	Total 2017
Higher Education & Employment	2	87,574	-	87,574	93,328
Pre -19	3	-	127,916	127,916	131,990
Investment & other Income	4	711		711	618
Total Income		88,285	127,916	216,201	225,936

Resources Expended (Note 5)

Governance & Overhead	22,605	16,233	28,838	15,604
Charitable Activities	59,204	112,841	172,045	204,932
Total Expenses	81,809	129,074	210,883	220,536
Net Incoming/Outgoing	6,476	(1,158)	5,318	5,400
Unrealised gain/Loss	(419)		(419)	(304)
Net Surplus/ Loss	6,057	(1,158)	4,899	5,096

Windsor Fellowship
Balance Sheet at 30th September 2018

	Notes	2018	2017
Investment	6	2,179	2,592
<u>Current Assets</u>			
Debtors	7	7,950	10,464
Bank & Cash	8	118,975	109,567
		129,104	122,623
Less: Liabilities			
Amount within 1 Year	9	18,039	16,457
Total Assets Less Liabilities		111,065	106,166
Unrestricted Reserve		81,568	75,958
Restricted		29,497	30,208
Total Restricted & Unrestricted		110,065	106,166

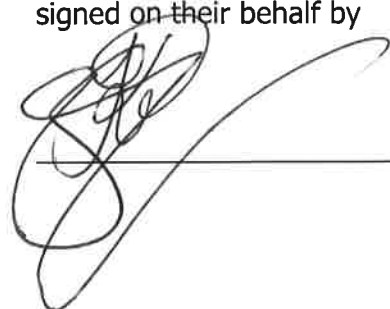
For the Year Ended 30th September 2018, The Company was entitled to Exemption from audit under section 477 of the companies act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the Year in question in accordance with section 476.

The Directors acknowledge their responsibilities for complying with the requirements of the act with respect of accounting records and the preparation of accounts.

The accounts have been prepared in accordance with the provisions applicable to companies' subject to small Company act.

The Financial statement were approved by the trustee on 13th April 2018 and signed on their behalf by



Kevin Coutinho, Chair, Board of Trustees.

Windsor Fellowship Notes to the accounts
For the Year Ended 30th September 2018

Note 1: Accounting Policies:

- **Basis of accounting:** This accounts have been prepared without an audit, on the basis of smaller charities below the charities audit threshold, the accruals accounts are prepared as per Charity Commission requirement in accordance with applicable Accounting Standards SORP FRS 102, 2015 and in accordance with the statement of Recommended Practice (Accounting by Charities) issued by the Charity Commissioners and Companies Act 2006.
- **Depreciation of Tangible Fixed Assets:** Provision is made for depreciation on tangible fixed assets. All cost calculated to write off the cost of each asset over its expected useful life. Assets purchased from restricted funds are capitalised as good practice and charged over the project life.
 - Office Equipment – 25% straight line or over project term if shorter.
 - Assets costing more than £1,000 are capitalised. No fixed assets registered.
- **Funds:** Unrestricted funds are donations and other incoming resources received or generated and can be used at the discretion of the trustees for charitable purposes.
- **Restricted Funds:** Comprises of funds received for specific programmes and activities, as laid down by the grantors. Expenditure that meets these criteria is charged to the fund.
- **Expenditure:** Resources expended are accounted for on an accrual basis. These include, where relevant, VAT not recoverable by the charity. Overhead costs are allocated between the headings of generating funds, charitable activities and governance costs based on Income allocated to these activities.
- **Investment Income:** Interest is credited to the accounts in the Year in which it is receivable. Dividends are included in the accounts in the Year in which they are received, together with any associated tax credits.
- **Donations:** Donations are credited to the accounts in the Year in which they are received.
- **Value added tax:** The charity is not registered for VAT, and accordingly, where applicable, all expenditure incurred is disclosed inclusive of VAT.
- **Cash flow and Reserve Policy:** The charity has reasonable cash flow and reserve, nothing worried about on going concern. Reserve policy based on three months cost.
- **Governance costs:** Comprises of all costs involving the public accountability of the charity and its compliance with regulation and good practice.

Windsor Fellowship Notes to the Accounts

For the Year Ended 30th September 2018

Note2: Higher Education & Employment

Income analysis	Unrestricted	Restricted	Total 2018	Total 2017
HE&E	28,523		28,523	21,644
Into HE&E	59,051		59,051	71,684
<hr/>				
Total	87,574		87,574	93,328

Note 3: Pre 19

Pre 19 Other	-	97,916	97,916	89,990
John Lyons	-	30,000	30,000	30,000
Walcot Foundation	-	-	-	12,000
<hr/>				
Total	-	127,916	127,916	131,990

Note 4: Investment

and Other Income

Other Income	705	-	705	611
Bank Interest	6	-	6	7
<hr/>				
	711	-	711	618

Grand Total	88,285	127,916	216,201	225,936
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Note 5: Restricted Funds**Bal b/fwd. Pre 19 other John Lyons Walcot Foundation Year 2018 Year 2017**

	655	30,000	(447)	30,208	(789)
Income Resources	97,916	30,000	-	127,916	131,990

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Total:	98,571	60,000	(447)	158,124	131,201
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Expenses:

Staff Cost	22,376	7,316	-	29,692	37,478
Charitable Expenses	62,988	20,161	-	83,149	50,114
Overhead	12,394	3,839	-	16,233	13,401

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Total Expenses	97,758	31,316		129,074	100,993
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Bal c/fwd.

30-09-2018	813	28,684	(447)	29,497	30,208
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Financial Year	2018	2017
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Note 6: Shares

Barclays Share	2,179	2,592
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Note 7: Debtors

Debtors	7,950	10,464
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Note 8: Bank

Bank	118,975	109,567
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Note 9: Creditors

Creditors	18,039	16,457
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