

Crawley Borough Council

Report to Overview and Scrutiny Commission

11 March 2019

Report to Cabinet

13 March 2019

Social Mobility Scrutiny Panel Final Report

Report of the Chair of Social Mobility Scrutiny Panel:
Councillor K Sudan **OSC/276**

1. Purpose

- 1.1 The Social Mobility Scrutiny Panel was established in April 2018 to investigate the state of social mobility within the borough. There had been concern around the low level of social mobility within the town for some time, and the Government's Social Mobility Commission has now highlighted the borough as one of the poorest local authority areas in the country for social mobility, and the worst in the South East ([Social Mobility Commission's State of the Nation 2017: Social Mobility in Great Britain report](#)).
- 1.2 The key objective of the review was to look at the extent of the problem in Crawley, identify the main challenges in delivering greater social mobility, and finally recommend practical steps that can be taken by Crawley Borough Council, and other relevant organisations, to improve the life chances of those growing up in the town. The review would focus on where the Council can add value and influence.
- 1.3 It was felt that the review of social mobility should cover all those growing up in Crawley, and not be limited to those on low income households. There was an acknowledgement that the social mobility index data required some analysis, as whilst Crawley appeared low on the "Overall Rankings South East" tab of the Overall Score, this may not necessarily be the case with all factors. Other relevant data and reports were made available, that contradicted some figures, and therefore further interrogation and analysis was undertaken.
- 1.4 The Panel met five times between April and October 2018. The Members of the Panel were: Councillors K Sudan (Chair), M L Ayling, T G Belben, R S Fiveash, I T Irvine, K L Jaggard and L Vitler.

2. Recommendations

- 2.1 To the Overview and Scrutiny Commission:

That the Commission consider the report and decide what comments, if any, it wishes to submit to the Cabinet.

- 2.2 To the Cabinet

The Cabinet is recommended to approve:

- a) General; put forward suggestions to the Social Mobility Commission on how the social mobility index can be further improved e.g. including information about residents who have relocated out of the local authority area following periods of further education.
- b) Housing; continue to support the Council's commitment to building social housing.
- c) Housing; that consideration be given to a 'tenure blind' approach to housing design wherever possible.
- d) Employment; recognise and continue to support the good work that is taking place with the Council's Employment and Skills Plan.
- e) Employment; that, as part of the Employment and Skills Plan, consideration be given for bringing training providers together to embark upon a solution for adult learning and re-training (adult education).
- f) Employment; that, as part of the Employment and Skills Plan, further work be undertaken with the 'Information and Advice Group' (IAG) to engage with junior children and careers advice, particularly on how to access pathways.
- g) Employment; that, as part of the Employment and Skills Plan, support additional funding opportunities to expand Employ Crawley.
- h) Employment; that the Head of Legal, Democracy and HR, on behalf of the Council, give consideration to the Council becoming a Social Mobility Employer through the Social Mobility Foundation.
- i) Education; that the Leader, on behalf of the Council, request WSCC to further consider that the Alternative Provision Service continues past the age of 16.
- j) Education; that the Leader, on behalf of the Council, request WSCC to further consider that the Access and Exclusion Team resources could be involved at an earlier stage.
- k) Education; that consideration be given to incorporating careers advice into the Junior Citizen Scheme run by the Council.
- l) Education; that the Council continues to support the 'Be the Change' initiative.
- m) Education; that the Council continues to support Crawley College in building closer co-operation with local employers, to help develop skills pathways into better paid jobs for more Crawley residents.
- n) Education; that further promotion should take place with regards to Free School Meals (FSM), as this benefits both pupils and schools. Schools receive additional funding from the government for each child registered for FSM.

3. Reasons for the Recommendations

- 3.1 To address some of the concerns around the low level of social mobility within the town. These are practical steps that can be taken by the Council, and other relevant organisations, to improve the life chances of those growing up in Crawley.

4. Background - The Panel's investigations and information gathering

- 4.1 Following the publication of the [Social Mobility Commission's State of the Nation 2017: Social Mobility in Great Britain report](#) highlighting the borough as one of the poorest local authority areas in the country for social mobility, and the worst in the South East, Panel Members felt that the review of social mobility should cover all those growing up in Crawley, and not be limited to those on low income households.
- 4.2 The Social Mobility Data ranked Crawley 304th out of 324 English Authorities. Crawley was ranked 109th for Early Years, including 21st for nursery provision. However, Crawley fell to 318th for school age children and 298th for youth (young adults). This was largely due to lower numbers of children (who were entitled to Free

School Meals - FSM) accessing schools rated 'Good' or 'Outstanding' by Ofsted (324th for primary schools and 263rd for secondary schools); and also higher numbers of young people not in education, employment or training (NEET) compared to other Authorities (301st). Crawley was ranked 165th for adulthood, showing better performance for median weekly salaries (ranked 94th) and low numbers of jobs paid less than the living wage (ranked 9th out of 324). However, house prices compared to salary performed less well for adults at 216th and families who own their own home was low at 276th.

- 4.3 The scrutiny review focused on housing, education, careers and employment (as identified by the Social Mobility Commission). The various pathway options open to young people leaving education; including employment, apprenticeships and higher education, were discussed and there was an acknowledgement that choice, suitability and availability were key, as one size does not fit all. There was also a view that some careers advice was inconsistent and this should ideally commence at an early stage, in primary schools, and be further consolidated at secondary school. It was a concern that both social media and time pressures could be limiting factors to learning and succession planning. The agreed review scope is outlined in Appendix A.

Does the Social Mobility Index Data reflect Crawley's reality?

- 4.4 It was identified that perhaps the social mobility index data did not fully or accurately represent Crawley's position, and further analysis was required, as whilst Crawley appeared low on the "Overall Rankings South East" tab on the Overall Score, this was not necessarily the case for all factors. Further data was uncovered that either contradicted this or highlighted recent improvement.
- 4.5 An example of recent improvement was the WSCC data for KS2 disadvantaged pupils, which shows a positive trend over the past three years (2016-2018); a distinct narrowing in the gap between the national and Crawley figures (29.5, 25.3, 17.9).
- 4.6 It would be paramount to ascertain the main challenges and identify practical steps to improve life chances.

Social Mobility Index Data	Other Data
% of young people eligible for Free School Meals (FSM) at age 15 achieving 2 or more A-levels or equivalent qualifications by age of 19 (ranked 148)	Jan – Dec 2017 data shows that 58.8% of the Crawley population achieved NVQ3 and above (A levels) compared to 61.1% South East and 57.2% of the rest of Great Britain (NOMIS) 78.9% of Crawley population achieved NVQ2 and above (GCSE) compared to 78.6% South East and 74.7% of the rest of Great Britain (NOMIS)
% of children eligible for FSM attending a secondary school rated 'outstanding' or 'good' by Ofsted (ranked 263)	Crawley is just one school away from achieving 100% target of 'good' or 'outstanding' schools. At 74.8% for Crawley by the end of 2017/18. (WSCC)
% of children eligible for FSM achieving at least the expected level in reading, writing, and mathematics at KS2 (ranked 270)	Now measured as 'the proportion of disadvantaged children at or above national expectations in reading, writing, and mathematics'. Gap between Crawley

	disadvantaged pupils and National figures has significantly closed: 2016 (29.5), 2017 (25.3), 2018 (17.9), therefore showing an improvement by Crawley children. (WSCC)
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- 4.7 It was also noted that the social mobility index data did not take account of the success of Crawley people who have left the town e.g. to attend college or University, and then settled elsewhere.
- 4.8 Whilst the figures were not a straight comparison, it is clear that the social mobility index data should not be taken as the sole indicator in terms of measuring social attainment.

How is “success” measured?

- 4.9 One critical aspect highlighted throughout the scrutiny review was that “success” was individually determined, and not necessarily linked to monetary value, educational attainment, occupation, living conditions or being socially mobile. In some cases, it was suggested that ‘success’ could simply be linked to “being content”.

Recommendation:

Put forward suggestions to the Social Mobility Commission on how the social mobility index can be further improved e.g. including information about residents who have relocated out of the local authority area following periods of further education.

5. Methods of Investigation and Evidence Gathering

Witnesses:

- 5.1 The following were involved in the Review, as being the most appropriate stakeholder representatives, as identified through the Scoping Framework:
- Councillor R D Burrett, Cabinet Member for Education and Skills – WSCC
 - Karen Dodds (Head of Crawley Homes)
 - Diana Maughan (Head of Strategic Housing)
 - Karen Hayes (Head of Corporate Finance)
 - Stass Kolakovic (Employment and Skills Coordinator)
 - Mark Jenner, Head of School Effectiveness – WSCC
 - Ana Maria Maddock (Employ Crawley Partnership Officer)
 - Clem Smith (Head of Economy & Planning)
 - Individuals from Open House
 - Head of Langley Green Primary School.
 - Head of Three Bridges Infants and Junior School
- 5.2 A site meeting took place at Crawley Open House on 18 July 2018. Individuals were invited to discuss their experiences relevant to social mobility. A frequently made point was that different factors ‘interplay’ to cause increasing difficulty. A summary of Crawley Open House staff and clients’ views is shown in Appendix B.

6. Findings, Actions & Supporting Recommendations

- 6.1 The Panel dedicated three of its meetings to the key areas for Social Mobility; Housing (June 2018), Employment (July 2018) and Education (September 2018) and acknowledged that there were overlaps between them. These affected “life chances” and it was paramount that effort was made to fulfil potential and ensure everyone was given a chance to fulfil their aspirations and ambitions, in the widest possible sense.

Housing:

- 6.2 The Head of Crawley Homes, Head of Strategic Housing and Head of Corporate Finance provided information for this meeting. The importance of having a fixed location to find employment was highlighted. A change in the Housing Allocations Scheme in 2017 is likely to achieve a greater turnover of temporary accommodation stock and fewer out of borough placements. Placing households out of the borough can be disruptive for those who attend work, school or college in Crawley, and also reduce access to their local support networks.
- 6.3 The Homelessness Reduction Act came into force in April 2018. This included providing a personalised housing plan tailored to include specific, personalised housing advice, practical information and support in following up on options to secure accommodation and prevent homelessness. Promoting home ownership for first time buyers remained a Government priority. However, a significant proportion of the take-up of schemes such as ‘Help to Buy’ was from those who would have bought anyway but have used the scheme to access either a better property or one in a better location. The Council seeks to ensure that the take up of low cost home ownership opportunities within the borough is restricted to those with a local connection.
- 6.4 It should be acknowledged that there were limitations as to what the Council could do to ease the situation as it was recognised that the borough is one of the most expensive places to live in the UK (income related to housing costs), however the Council was committed to building affordable housing and there are various schemes both underway and planned in the future. Concerns were expressed regarding the possibility that social housing grouping and tenure mix may have a negative effect as there would be a lack of mix within neighbourhoods. It was acknowledged that, at times, there were difficulties engaging with relevant agencies, particularly mental health services.

Recommendations:

Continue to support the Council’s commitment to building social housing.

That consideration be given to a 'tenure blind' approach to housing design wherever possible.

Employment:

- 6.5 The Head of Economy and Planning, the Employment and Skills Coordinator and the Employ Crawley Partnership Officer provided information for this meeting. It was felt by some panel members that zero-hour contracts, together with self-employment, can create insecurity for some individuals and therefore impacted upon people’s lives. This view was backed-up by interviews at Crawley Open House (Appendix B).

- 6.6 It would be beneficial to attract further employers to the town. The Council had launched the Crawley Developer and Partner Charter to help maximise local opportunities, increasing development and investment in Crawley for the benefit of the town's people, companies and communities. The charter was based on six core principles:
- Aim to source labour from within the local community;
 - Contribute to raising aspirations, educational attainment and skills levels;
 - Improve the competitiveness and sustainability of smaller and locally based firms;
 - Inspire residents, visitors and potential investors in Crawley with the intentions, plans, progress and outcomes of development and investment;
 - Promote good and sustainable development and construction practices;
 - Encourage sub-contractors and suppliers to commit to the principles of the charter.
- 6.7 Panel Members welcomed the fact that the charter represented a willingness of those who sign up to use reasonable endeavours to meet and publicise progress against these. Developers and partners signing up to the charter were issued with a charter certificate by the council. This enabled both the council and signatories to publicly demonstrate and illustrate their commitment and support for the charter.
- 6.8 There was strong support expressed for the work of Employ Crawley which ensured customers could access one-to-one support from a single point of contact, providing advice about finding work and how to secure job, direct from employers. It also provided access to unique workshops and courses delivered by specialists. Additionally, further resources would benefit the support offered, as there is an upward trend in footfall and access to jobs.
- 6.9 However, there was concern that ongoing work with partners and businesses was still required to continually strengthen the aims of Employ Crawley, whilst highlighting the value of individuals. It was felt that there was a gap in provision for adult learning and re-training was challenging. There was an opportunity for bringing training providers together to embark upon a solution. Consequently, future investment from businesses may assist in the volatility of the job market, resulting in sustainable living and working in the same place.
- 6.10 There was an acknowledgement that inspiring primary school children was important, and it would be beneficial to deliver intervention and careers advice at junior levels.
- 6.11 There was disparity in average wage levels between Crawley residents and Crawley employees (as documented in report [PES/194](#)). However, the long term aims of the Employment & Skills Plan was for local residents to access better jobs and for businesses to grow by being able to recruit locally to fill skills gaps. The key aims of the plan were:
- Development & Infrastructure – strengthen collaboration between CBC, developers, education providers and construction industry to boost opportunities;
 - Employability & Social Inclusion – increase employability of disadvantaged and hard to reach groups by helping them overcome barriers to work;
 - Business & Employers – enable discussions between training providers and businesses to develop new training courses to address business skills gaps;
 - Education & Schools – increase number of local employers taking on apprentices and expand local career advice and access to higher education.

- 6.12 The work of the Social Mobility Foundation (SMF) was highlighted as the programme has been covered by a selection of secondary schools in Crawley. The SMF is a charity which aims to make a practical improvement in social mobility for young people from low-income backgrounds. It provides opportunities and networks of support for 16-17 year olds who are unable to get them from their schools or families.
- 6.13 The SMF publishes the Social Mobility Employer Index which is an important benchmarking initiative that ranks UK's employers on the actions they are taking to ensure they are open to accessing and progressing talent from all backgrounds and it showcases progress towards improving social mobility.
- 6.14 It was queried whether further information could be obtained regarding the Social Mobility Foundation in relation to the council potentially becoming a "Social Mobility Employer".

Recommendations:

Recognise and continue to support the good work that is taking place with the Council's Employment and Skills Plan.

That, as part of the Employment and Skills Plan, consideration be given for bringing training providers together to embark upon a solution for adult learning and re-training (adult education).

That, as part of the Employment and Skills Plan, further work be undertaken with the 'Information and Advice Group' (IAG) to engage with junior children and careers advice, particularly on how to access pathways.

That, as part of the Employment and Skills Plan, support additional funding opportunities to expand Employ Crawley.

That the Head of Legal, Democracy and HR, on behalf of the Council, give consideration to the Council becoming a Social Mobility Employer through the Social Mobility Foundation.

Education:

- 6.15 Councillor R D Burrett (Cabinet Member for Education and Skills, WSCC), Mark Jenner (Head of School Effectiveness, WSCC) and the Head of Langley Green Primary School provided information for this meeting. Panel Members identified that it was paramount that everyone was given a chance to fulfil their aspirations and ambitions. It was felt that some careers advice was inconsistent and this should ideally commence at an early stage in primary schools. There was support from the Head of Langley Green Primary School regarding this approach.
- 6.16 The BBC highlighted a survey in January 2018, conducted by the charity Education and Employers, which highlighted that young people in developing countries often have more aspirational career ambitions than in the UK. The study asked primary school children, aged seven to 11, in 20 countries to draw pictures of the jobs they wanted to have when they grew up. The careers charity said the results showed how gender stereotypes were established from an early age.
- 6.17 "In the UK, girls were much less likely to want to become engineers or scientists. Girls' top choices were more focused on academic success - with jobs such as teacher, vet and doctor among the most popular. By contrast, boys seemed to be much more influenced by popular culture, with jobs such as becoming a sportsman,

working in social media or the police". In terms of social mobility, the survey results indicated that it was imperative that young people needed to be introduced to different types of career earlier in life. "Girls in more deprived schools were more likely to want to be shop workers and beauty therapists, while better-off boys wanted to be managers and lawyers".

- 6.18 The charity said "this misalignment remained a problem for older pupils, with a lack of advice available about what skills were really going to be in demand". "It is clear from the drawings that children arrive in school with strong assumptions based on their own day-to-day experiences," said the Organisation for Economic Co-operation and Development's Education Director, "Careers counselling in secondary schools comes far too late". Nick Chambers, Chief Executive of Education and Employers, said it showed the need for children in primary school to hear about the "vast range of career options open to them and are not ruling things out at an early age". (Education & Employers' survey - BBC, 2018)

The results from the survey showed:

Top 10 most popular jobs for girls, UK	Top 10 most popular jobs for boys, UK
1. Teacher	1. Sports player
2. Vet	2. Social media
3. Sports player	3. Police
4. Doctor	4. Armed forces
5. Artist	5. Scientist
6. Musician	6. Engineer
7. Hairdresser	7. Doctor
8. Scientist	8. Teacher
9. Dancer	9. Vet
10. Nurse	10. Mechanic

- 6.19 Panel Members felt that input into the Junior Citizen scheme could prove beneficial in addressing this. The scheme, run by the Council, was open to all 10 and 11 year olds. It teaches children how to recognise and deal with all kinds of potentially dangerous situations, whilst also helping them to learn valuable life skills to encourage responsible citizenship. Consideration of incorporating careers advice into the Junior Citizen scheme would be advantageous.
- 6.20 There was also support for continuing work through the 'Be the Change' initiative, which the Council and local businesses have taken part in for several years, by providing 'business mentors' for teenagers. 'Be the Change' is a programme aimed at 14 year old schoolchildren who, for one reason or another, have become disengaged with school, or lack confidence in their own abilities; who may struggle academically, but have real potential once engaged in an activity that captures their imagination. The programme focuses on their happiness, confidence, hope, relationships and employability, and encourages students to identify their personal barriers to success, before helping them find ways of overcoming them. Feedback questionnaires show that 95% of students who take part in the project feel positive about their future following the programme.
- 6.21 In terms of West Sussex schools, a new curriculum was introduced in 2014 and initially not all schools were prepared for the changes. However, there have since been amendments in teaching styles and skills, principally in reading, writing and maths, leading to a noticeable difference in performance, particularly in reading. There was an ambition to achieve more for Crawley schools. The aspiration was that by 2022, West Sussex will be one of the top 25% of local authorities nationally for the quality and provision of learning across all age groups and abilities. In terms of the proportion of children eligible for Free School Meals (FSM) attending a good or

outstanding school (state funded secondary), Crawley was just one school away from its 100% target. The data for Crawley KS2 disadvantaged pupils shows improvement over 3 years (2016-2018), a distinct narrowing in the national gap figures over the years (29.5, 25.3, 17.9).

- 6.22 There was recognition that schools are improving, but noted that they needed confidence to achieve a “good” rating, then maintain this rating and improve further to outstanding. All schools have an aspiration to be good or better. There was recognition that schools try hard to publicise FSM as this benefits both pupils and schools. Schools receive additional funding from the government for each child registered for FSM. Additionally, further promotion was required with regards to FSM as this benefits both pupils and schools.
- 6.23 In terms of exclusion data, it was confirmed that the West Sussex data was proportionate with the national data. Maintaining children in education was key and it was questioned if resources could be involved at an earlier stage. It was acknowledged that it was a myth that high level exclusion rates resulted in low Ofsted ratings. It was commented that the Alternative Provision Service worked well, but there was disappointment that it did not continue past the age of 16.
- 6.24 It is acknowledged that county councils have little influence over Academies.
- 6.25 At the end of the review, the panel chair met with the Head of Three Bridges Infants and Junior School, who raised a further important point, one which had been expressed by panel members throughout the review. This was the negative impact that poor social mobility can have on the reputation of the town, and particularly the impact on its children. The Head also praised the Council’s Junior Citizen scheme, and said that a ‘careers fairs’ takes place within the school, where parents talk to children about their career pathways, which is to be commended.
- 6.26 Crawley College also has a hugely important role to play in providing Crawley’s young people with alternative vocational skills development pathways, to complement the more traditional academic offer provided by Crawley’s local schools. The College aims to open a new STEM skills Centre of Excellence in 2021, which means it will be able to provide a more attractive and competitive offer to young people in Crawley, via new technology oriented skills training pathways into better paid employment. To that end, there is a real opportunity for closer co-operation and partnership working between the College and employers from higher value sectors of the local economy, such as bio-medical engineering, avionics and aviation technologies.

Recommendations:

That the Leader, on behalf of the Council, request WSCC to further consider that the Alternative Provision Service continues past the age of 16.

That the Leader, on behalf of the Council, request WSCC to further consider that the Access and Exclusion Team resources could be involved at an earlier stage.

That consideration be given to incorporating careers advice into the Junior Citizen Scheme run by the Council.

That the Council continues to support the ‘Be the Change’ initiative.

That the Council continues to support Crawley College in building closer co-operation with local employers to help develop skills pathways into better paid jobs for more Crawley residents.

That further promotion should take place with regards to Free School Meals, as this benefits both pupils and schools. Schools receive additional funding from the government for each child registered for FSM.

7. Implications

Resources:

Recognise and continue to support the good work that is taking place with the Employment and Skills Plan.

Recommendations:	Resource implications:
General; put forward suggestions to the Social Mobility Commission on how the social mobility index can be further improved e.g. including information about residents who have relocated out of the local authority area following periods of further education.	No additional CBC resources.
Housing; continue to support the Council's commitment to building social housing.	The current delivery programme is resourced although any escalation in delivery would have resource implications.
Housing; that consideration be given to a 'tenure blind' approach to housing design wherever possible.	No additional CBC resources.
Employment; recognise and continue to support the good work that is taking place with the Council's Employment and Skills Plan	No additional CBC resources.
Employment; that, as part of the Employment and Skills Plan, consideration be given for bringing training providers together to embark upon a solution for adult learning and re-training (adult education).	The principal challenge is the availability of the required resources to pump prime the development of new adult learning programmes. According to the Institute of Fiscal Studies, total funding for Adult Education and Apprenticeships has fallen by 45% over the last decade. However, the government's new Local Industrial Strategy programme places greater emphasis on workforce skills development and it is likely that there will be funding opportunities via the Coast to Capital LEP from 2021 for Crawley stakeholders to develop new adult skills training, which is directly linked to up-skilling and re-training the local workforce.
Employment; that, as part of the Employment and Skills Plan, further work be undertaken with the	The Council has already led the creation of a multi-agency partnership of employment and training providers to

<p>'Information and Advice Group' (IAG) to engage with junior children and careers advice, particularly on how to access pathways.</p>	<p>underpin the employment support services the Council offers local residents via Employ Crawley. For the next stage of the Employment and Skills Plan, the Council is therefore in an excellent position to use this partnership to drive the development of targeted careers advice services, benefiting young people in particular.</p>
<p><u>Employment</u>; that, as part of the Employment and Skills Plan, further additional funding opportunities are identified to expand Employ Crawley.</p>	<p>The Council has been working closely with the Department for Work and Pensions over the past year on how Employ Crawley's services can most effectively add value to the services offered to local residents by the Crawley Job Centre. As a consequence, the Council has successfully secured from the DWP over £60,000 of additional funding in order to expand Employ Crawley by funding an additional employment support advisor. For the next stages of the Employment and Skills Plan the Council will seek further resources from the DWP, the West Sussex Business Rates retention pool and the Coast to Capital Local Enterprise Partnership.</p>
<p><u>Employment</u>: that the Head of Legal, Democracy and HR, on behalf of the Council, give consideration to the Council becoming a Social Mobility Employer through the Social Mobility Foundation.</p>	<p>No additional CBC resources. An application form would need to be completed to demonstrate that the Council excelled in criteria such as working with young people, recruitment, selection or progression of people from lower socio-economic groups.</p>
<p><u>Education</u>; that the Leader, on behalf of the Council, request WSCC to further consider that the Alternative Provision Service continues past the age of 16.</p>	<p>No additional CBC resources.</p>
<p><u>Education</u>; that the Leader, on behalf of the Council, request WSCC to further consider that the Access and Exclusion Team resources could be involved at an earlier stage.</p>	<p>No additional CBC resources.</p>
<p><u>Education</u>; that consideration be given to incorporating careers advice into the Junior Citizen Scheme, run by the Council.</p>	<p>No additional CBC resources – reallocate staff time.</p>
<p><u>Education</u>; that the Council continues to support the 'Be the Change' initiative.</p>	<p>No additional CBC resources.</p>
<p><u>Education</u>; that the Council continues to support Crawley College in building closer co-operation with local employers, to help develop skills pathways into better paid jobs for more Crawley residents.</p>	<p>No additional CBC resources.</p>

Education; that that the Leader, on behalf of the Council, request that WSCC further promotes Free School Meals, as this benefits both pupils and schools. Schools receive additional funding from the government for each child registered for FSM.	No additional CBC resources.
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- 7.1 The Panel has been mindful throughout the review to focus on where the Council can add value and influence. There is a need to take practical steps which can improve the life chances of those growing up in Crawley, whilst having a minimal impact on services and the voluntary sector. The successful delivery of many of the recommendations will require co-operation, effort and effective communication between CBC, WSCC and the business and voluntary sector.

8. Background Papers

[Social Mobility Scrutiny Panel Notes 17.4.18](#)
[Social Mobility Scrutiny Panel Notes 13.6.18](#)
[Social Mobility Scrutiny Panel Notes 23.7.18](#)
[Social Mobility Scrutiny Panel Notes 11.9.18](#)
[Social Mobility Scrutiny Panel Notes 3.10.18](#)
[Education and Employers \(Children in poorer countries have higher career aspirations than UK\) survey – BBC January 2018](#)
[Social Mobility Commission’s State of the Nation 2017: Social Mobility in Great Britain report](#)
[Draft Crawley Employment & Skills Plan 2016- 2021 PES/194 - Cabinet 2.12.15](#)

9. Panel Membership and Thanks

- 9.1 The Panel would like to thank everyone involved for their valued comments, advice and contributions into the Panel’s work.

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Scoping Framework

Title of Review:
Social Mobility Scrutiny Panel

PART1: THE REVIEW

Section 1 - Terms of Reference

To investigate the state of social mobility within the borough and practical steps which can be taken to ensure that a child's outcomes are no longer capped "*by those of their parents*".

Section 2 – Reasons for the Review

There has been concern around the low level of social mobility within the town for some time and the Government's Social Mobility Commission has now highlighted the borough as one of the poorest local authority areas in the country for social mobility and the worst in the South East.

Section 3 - Key Objectives of Review

- 1) A local perspective on the extent of the problem - What the main challenges are in delivering greater social mobility and practical steps which can be taken by Crawley Borough Council and other organisations to improve the life chances of those growing up in Crawley.
- 2) The social mobility index assessed the education, employability and housing prospects of people within the area, therefore it may be possible for the review to be broken down into several subject areas to provide focus. The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, the teacher will formally assess the child's performance – these are identified at the end of scoping document.
- 3) Analyse data (within the social mobility index – coldspots/hotspots), and other sources. Filter various sections to identify areas to provide focus.

Section 4 - What will not be included in the scope (and why)

- 1) TBC

PART 2: EVIDENCE GATHERING AND PLANNING

Section 5 - Key Documents and Background Information

- 1) Social Mobility Index Data – It will be important to ascertain the value of the data. Whilst Crawley on the "Overall Rankings South East" tab may be last on the Overall Score, this may not necessarily be the case in all areas. On other scores for example '% of young people eligible for Free School Meals at age 15 entering higher education at selective university by age 19', Crawley scores 88. Similarly, 'Median weekly salary of employees who live in the local area' is 94.

- 2) WSCC Review of Education and Skills Annual Report Summary 2016/17 - Report from the Task and Finish Group, which was considered on 14 March 2018
- 3) Information and evidence from key CBC Officers – Housing, Community Development and Economic Development.
- 4) information and evidence from key CBC Officers – Update on the Crawley Employment & Skills Plan 2016- 2021
- 5) Potential witness sessions or request for update from WSCC Councillors/officers from WSCC.
- 6) Potential witness sessions with community partners.
- If will be important to take into consideration the current officer(s) resources in terms of gathering data and evidence.

Section 6 - Witnesses to be invited <i>(some initial suggestions listed below – but probably will need to be more focused and selective)</i>		
<u>Organisation</u>	<u>Name/Position</u>	<u>Reason for Inviting</u>
CBC – Economic Development	Head of Economic and Environment Services	<ul style="list-style-type: none"> Update on Crawley Employment & Skills Plan 2016- 2021 and Employ Crawley
Community Development	Community Development Manager	<ul style="list-style-type: none"> Update on work with the voluntary sector generally and findings/links with Community Needs Partnership.
Housing	Head of Strategic Housing & Planning Services	<ul style="list-style-type: none"> Whilst the Social Mobility Index Data focuses on house ownership, it will be important to obtain an update on affordable housing, shared ownership and private sector housing.
External - Potentially WSCC Councillors/Officers (either witness session or update)	Councillor Burrett - Cabinet Member for Education and Skills	<ul style="list-style-type: none"> Update on work with county, particularly following publication of State of the Nation 2017 - Social Mobility in Great Britain Report
Potentially WSCC Councillors/Officers (either witness session or update)	Deborah Myers - Director of Education & Skills	<ul style="list-style-type: none"> Update on work with county, particularly following publication of State of the Nation 2017 - Social Mobility in Great Britain Report
Potentially witness sessions with community partners	TBC	<ul style="list-style-type: none"> What is their assessment of the current situation

Section 7 - Site Visits and Attendance at Events		
<u>Location/Event</u>	<u>Date</u>	<u>Purpose of Visit</u>
Education establishments (schools)	June/July 2018	Liaise with Head teachers regarding thoughts/views. Would be interesting to

		obtain views of cross-section of school children on their career aspirations.
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Section 8 - Community Engagement Proposals

Potentially this could become a huge review but it is proposed to keep this review more proportionate, by focusing on where it can add most value.

The social mobility index assessed the education, employability and housing prospects of people within the area, therefore it may be possible for the review to be broken down into several subject areas to provide focus.

PART 3: ADMINISTRATIVE CHECKLIST

Section 9 – Planning the Panel’s Work Programme		
	Date (prov)	Details: (e.g. witnesses, objectives etc.)
Projected start date	March	
1 st panel meeting	17 April	Background report and scoping framework
		In between Meeting 1 and Meeting 2 the following may be actioned: <ul style="list-style-type: none"> • Chair to write letter to Head teachers requesting attendance to discuss thoughts / views and also if possible to obtain views of cross-section of school children of their careers aspirations • Chair to draft standard questions for discussion with Head teachers and email to Panel Members and Lead Officers. • Lead Officers to invite witnesses to attend the relevant meeting. • Panel Members to identify clear set of questions to ask representatives from CBC Housing.
2 nd panel meeting	13 June	Housing focus
		In between Meeting 2 and Meeting 3 the following may be actioned: <ul style="list-style-type: none"> • Dependent on response from educational establishments, panel members to meet with a selection of Head teachers and if possible obtain views of cross-section of school children of their careers aspirations and thoughts. • Panel Members to identify clear set of questions to ask representatives regarding Employment and Skills.
3 rd panel meeting	23 July	Employment focus
		In between Meeting 3 and Meeting 4 the following may be actioned:

		<ul style="list-style-type: none"> Analyse evident required for 4th Panel meeting. Identify clear set of questions to ask representatives from WSCC.
4 th panel meeting	11 Sept	Education focus
5 th panel meeting	3 Oct	Finalise recommendations
6 th panel meeting	6 Nov	If required – draft report.

Section 10 - Resources and Responsibilities	
Chair of Scrutiny Panel	Cllr K Sudan
Other Members of Scrutiny Panel	Cllrs M L Ayling, T G Belben, R A Fiveash, I T Irvine, K L Jaggard, K Sudan and L Vitler
Lead Officer(s)	Head of Community Services - Chris Harris
Scrutiny Support	Democratic Services Officer - Heather Girling
Portfolio Holder	Cllr P K Lamb
Head of Service	Head of Community Services

Section 11 - Reporting Arrangements	
Committee/Body	Date (prov.)
Final report of Panel to Overview and Scrutiny Commission	Jan or Feb 2019
Final report to Cabinet (as appropriate)	Feb 2019
Final report to other Committee, full Council or Body (as appropriate)	TBC

Section 12 - Monitoring/Feedback Arrangements		
Body/Committee	Details	Date
OSC		TBC

Section 13 - Approvals		
Details	By whom	Date
Terms of reference/Panel agreed	OSC	19.3.18
Scoping Framework - drafted	Democratic Services	26.3.18
Scoping Framework - first agreed	Panel	17.4.18

Key stages

The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, the teacher will formally assess the child's performance.

Age	Year	Key stage	Assessment
3 to 4		Early years	
4 to 5	Reception	Early years	Teacher assessments (there's also an optional assessment at the start of the year)
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2	KS1	National tests and teacher assessments in English, maths and science
7 to 8	Year 3	KS2	
8 to 9	Year 4	KS2	
9 to 10	Year 5	KS2	
10 to 11	Year 6	KS2	National tests and teacher assessments in English and maths, and teacher assessments in science
11 to 12	Year 7	KS3	
12 to 13	Year 8	KS3	
13 to 14	Year 9	KS3	
14 to 15	Year 10	KS4	Some children take GCSEs
15 to 16	Year 11	KS4	Most children take GCSEs or other national qualifications

Crawley Open House meeting with Panel Chair, 18 July 2018.

Summary of staff and clients' views:

Housing: Shortage of homes in Crawley has led to high housing costs, making some people at greater risk of becoming homeless. Cheaper social housing may still be too expensive for those most in need.

Drug abuse and mental health: Individual journeys into homelessness often include drug and/or alcohol addiction and/or mental health, and/or learning difficulties. Increasing costs make it harder for people to manage, and people with these difficulties are often the first to become homeless and the least able to cope.

Inability to establish a local connection: To qualify for social housing it is necessary to establish a local connection. When people become homeless and jobless, they often travel long distances, losing the local connection to friends and family.

Shorthold tenancy and becoming intentionally homeless: Some clients had been in shorthold tenancy and were evicted e.g. for rent arrears or anti-social behaviour. If they leave as a result of a Section 8 eviction notice being served, and do not wait for bailiffs to evict them, they say they are deemed as intentionally homeless and therefore ineligible for social housing, finding it difficult to get back into a home.

Barriers to getting back into a home: Even when a job is secured that could pay rent on a home, many find it difficult to pay the deposit or rent-in-advance. Clients also have difficulty finding a guarantor, as they have no proven record. Open House residents who secure employment are ineligible for housing benefit and are required to meet the full cost of their accommodation, which many cannot afford. If they leave Open House, they feel they will lose the personal support provided by Open House. If they stay they cannot save up for a deposit. This becomes a vicious circle.

Is employment the answer? Many clients felt that getting a job was not the biggest barrier. Some, even well qualified and skilled clients, felt they could only secure low-paid and insecure or zero hour contracts. Many found it impossible to budget for themselves with fluctuating wages and this had led them to rent arrears and becoming homeless. When living on the street it is almost impossible to secure employment.