

Crawley Borough Council

**Minutes of Social Mobility Scrutiny Panel**

Tuesday, 17 April 2018 at 6.00 pm

**Councillors Present:**

K Sudan (Chair)

M L Ayling, T G Belben, R S Fiveash, K L Jaggard and L Vitler

**Officers Present:**

Heather Girling	Democratic Services Officer
Chris Harris	Head of Community Services

**Apologies for Absence:**

Absent:

Councillor I T Irvine

**1. Disclosures of Interest & Whipping Declarations**

No disclosures or whipping declarations were made.

**2. Introduction to the Review and Setting the Scoping Framework and Timescale**

Councillor Sudan welcomed the Panel to the first meeting of the Social Mobility Scrutiny Review and provided some background information.

The purpose of the Panel was 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 had 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.

Panel Members discussed the draft scoping framework. 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 on the Overall Score, this may not necessarily be the case in all areas. Other data and reports were available that contradict some figures already established and therefore further analysis would be required. It would be key to ascertain the main challenges and identify practical steps to improve those life chances. The scoping framework was agreed as set out as an appendix to these minutes.

Panel Members discussed the possible approach to be adopted. There were specific concerns around education, careers and employment (as identified by the Social Mobility Commission). It was highlighted that the expansion of housing within the borough would potentially impact on the capacity of primary school places and increase the pressure on class sizes.

The Panel discussed at the length the various pathway options identified for those leaving education; including employment, apprenticeships or higher education with acknowledgement that suitability and ability were paramount, as was a cross-section of the local authority area itself. There was 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 contributing factors to learning and succession planning.

As a result of some preparatory work that had been undertaken, Members acknowledged that the Crawley Employment and Skills Plan (2016-2021) had identified various actions. This document included apprenticeships, careers advice, higher education, training and working with local businesses and employers but it would be beneficial for the Panel to receive an update on its current status.

The Panel also recognised the importance of requesting feedback from the community and voluntary sector, together with Crawley Young Persons Council and it was noted that this could be undertaken through alternative methods to a witness session if the need arose; survey or via email.

It was agreed that it was necessary to obtain further evidence from a wide source of witnesses connected with the issues.

## **RESOLVED**

1. That evidence gathering interviews be arranged with the following:
  - Head of Strategic Housing and Planning Services, together with the Head of Crawley Homes – CBC
  - Head of Economic and Environmental Services – CBC
  - Councillor Burrett (Cabinet Member for Education and Skills) and Deborah Myers (Director of Education & Skills) - WSCC
2. That the Chair write to Head Teachers requesting attendance at the education establishment to discuss the provision of initiatives, support and challenges - with the possibility of obtaining views of cross-section of school children on their career aspirations.
3. That a draft set standard questions for discussion with Head Teachers be drafted by the Chair and emailed to Panel Members and Lead Officers.
4. That Panel Members identify a clear set of questions to ask representatives attending witness sessions.
5. That Community voluntary group(s) be contacted to establish their views on the provision of initiatives, support and challenges.

### **3. Future Meetings**

With the scoping framework agreed, future meetings of the Panel would take place after the Council AGM in May. These future meetings were agreed as follows:

Wednesday 13 June 2018  
Monday 23 July 2018

Housing Focus  
Employment Focus

Tuesday 11 September 2018  
Wednesday 3 October 2018  
Tuesday 6 November 2018

Education Focus  
Finalise recommendations  
If Required – Draft report

It was anticipated the report would go to the Cabinet meeting in February 2019.

### **Closure of Meeting**

With the business of the Social Mobility Scrutiny Panel concluded, the Chair declared the meeting closed at 7.25pm.

K Sudan  
**Chair**

# 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**

*(some initial suggestions listed below – but probably will need to be more focused and selective)*

<b>Organisation</b>	<b>Name/Position</b>	<b>Reason for Inviting</b>
CBC – Economic Development	Head of Economic and Environment Services	<ul style="list-style-type: none"> <li>Update on Crawley Employment &amp; Skills Plan 2016-2021 and Employ Crawley</li> </ul>
Community Development	Community Development Manager	<ul style="list-style-type: none"> <li>Update on work with the voluntary sector generally and findings/links with Community Needs Partnership.</li> </ul>
Housing	Head of Strategic Housing & Planning Services	<ul style="list-style-type: none"> <li>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.</li> </ul>
External - Potentially WSCC Councillors/Officers (either witness session or update)	Councillor Burrett - Cabinet Member for Education and Skills	<ul style="list-style-type: none"> <li>Update on work with county, particularly following publication of State of the Nation 2017 - Social Mobility in Great Britain Report</li> </ul>
Potentially WSCC Councillors/Officers (either	Deborah Myers - Director of Education & Skills	<ul style="list-style-type: none"> <li>Update on work with county,</li> </ul>

witness session or update)		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"> <li>What is their assessment of the current situation</li> </ul>

<b>Section 7 - Site Visits and Attendance at Events</b>		
<b><u>Location/Event</u></b>	<b><u>Date</u></b>	<b><u>Purpose of Visit</u></b>
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.

<b>Section 8 - Community Engagement Proposals</b>
<p>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.</p> <p>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.</p>

### **PART 3: ADMINISTRATIVE CHECKLIST**

<b>Section 9 – Planning the Panel’s Work Programme</b>		
	<b><u>Date (prov)</u></b>	<b><u>Details: (e.g. witnesses, objectives etc.)</u></b>
Projected start date	March	
1 <sup>st</sup> panel meeting	17 April	Background report and scoping framework
		<p>In between Meeting 1 and Meeting 2 the following may be actioned:</p> <ul style="list-style-type: none"> <li>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</li> <li>Chair to draft standard questions for discussion with Head teachers and email to Panel Members and Lead</li> </ul>

		<p>Officers.</p> <ul style="list-style-type: none"> <li>• Lead Officers to invite witnesses to attend the relevant meeting.</li> <li>• Panel Members to identify clear set of questions to ask representatives from CBC Housing.</li> </ul>
2 <sup>nd</sup> panel meeting	13 June	Housing focus
		<p>In between Meeting 2 and Meeting 3 the following may be actioned:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Panel Members to identify clear set of questions to ask representatives regarding Employment and Skills.</li> </ul>
3 <sup>rd</sup> panel meeting	23 July	Employment focus
		<p>In between Meeting 3 and Meeting 4 the following may be actioned:</p> <ul style="list-style-type: none"> <li>• Analyse evident required for 4<sup>th</sup> Panel meeting.</li> <li>• Identify clear set of questions to ask representatives from WSCC.</li> </ul>
4 <sup>th</sup> panel meeting	11 Sept	Education focus
5 <sup>th</sup> panel meeting	3 Oct	Finalise recommendations
6 <sup>th</sup> 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**

<b>Committee/Body</b>	<b>Date (prov.)</b>
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

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

<b>Section 13 - Approvals</b>		
<b>Details</b>	<b>By whom</b>	<b>Date</b>
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.

<b>Age</b>	<b>Year</b>	<b>Key Stage</b>	<b>Assessment</b>
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 screen check
6 to 7	Year 2	KS2	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, 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