

## Overview and Scrutiny Task-and-Finish Group

### Members

Councillors Brown, Bye, Mandy Darling, Foster, Howgate (Chairman), Kennedy (Vice-Chair) and Loxton

(Contact Amanda Coote on t: 01803 207026 or e: [scrutiny@torbay.gov.uk](mailto:scrutiny@torbay.gov.uk))

**Tuesday, 21 January 2020 at 2.30 pm**  
to be held in the **Meadfoot Room - Town Hall**

### Agenda

1. **Introduction and Background** (Pages 2 - 15)  
Background information and the focus on enabling all children, young people and adults to maximise their capabilities.
- 1(a) What measure are currently in place
- 1(b) Supporting Information
- 1(c) Additional Steps
- 1(d) Outcome

Chairperson to sum up, identify next steps and the Board to form a recommendation on this theme.

## Policy Objective B

Enable all children, young people and adults to maximise their capabilities and have control over their lives

### Priority objectives

- 1 Reduce the social gradient in skills and qualifications.
- 2 Ensure that schools, families and communities work in partnership to reduce the gradient in health, well-being and resilience of children and young people.
- 3 Improve the access and use of quality life-long learning across the social gradient.

### Policy recommendations

- 1 Ensure that reducing social inequalities in pupils' educational outcomes is a sustained priority.
- 2 Prioritise reducing social inequalities in life skills, by:
  - Extending the role of schools in supporting families and communities and taking a 'whole child' approach to education
  - Consistently implementing 'full service' extended school approaches
  - Developing the school-based workforce to build their skills in working across school-home boundaries and addressing social and emotional development, physical and mental health and well-being.
- 3 Increase access and use of quality lifelong learning opportunities across the social gradient, by:
  - Providing easily accessible support and advice for 16–25 year olds on life skills, training and employment opportunities
  - Providing work-based learning, including apprenticeships, for young people and those changing jobs/careers
  - Increasing availability of non-vocational lifelong learning across the life course.

*If there is no education there are no jobs these days, so it is really worrying. If your children don't get a good education then what's going to happen to them?*

(Focus group participant)

### Inequalities in education and skills

Inequalities in educational outcomes affect physical and mental health, as well as income, employment and quality of life. The graded relationship between socioeconomic position and educational outcome has significant implications for subsequent employment, income, living standards, behaviours, and mental and physical health (Figure 7).

To achieve equity from the start, investment in the early years is crucial. However, maintaining the reduction of inequalities across the gradient also requires a sustained commitment to children and young people through the years of education. Central to this is the acquisition of cognitive and non-cognitive skills, which are strongly associated with educational achievement and with a whole range of other outcomes including better employment, income and physical and mental health.

Success in education brings many advantages. If we are serious about reducing both social and health inequalities, we must maintain our focus on improving educational outcomes across the gradient.

### What can be done to reduce inequalities in education and skills?

Inequalities in educational outcomes are as persistent as those for health and are subject to a similar social gradient. Despite many decades of policies aimed at equalising educational opportunities, the attainment gap remains. As with health inequalities, reducing educational inequalities involves understanding the interaction between the social determinants of educational outcomes, including family background, neighbourhood and relationships with peers, as well as what goes on in schools. Indeed, evidence on the most important factors influencing educational attainment suggests that it is families, rather than schools, that have the most influence. Closer links between schools, the family, and the local community are needed.

Investing in the early years, thereby improving early cognitive and non-cognitive development and children's readiness for school, is vital for later educational outcomes. Once at school, it is important that children and young people are able to develop skills for life and for work as well as attain qualifications.

Closer links between schools, the family, and the local community are important steps to this achievement. The development of extended services in and around schools is important, but more is needed to develop the skills of teaching and non-teaching staff to work across home-school boundaries and develop the broader life skills of children and young people.

For those who leave school at 16, further support is vital in the form of skills development for work and training, management of relationships, and advice on substance misuse, debt, continuing education,

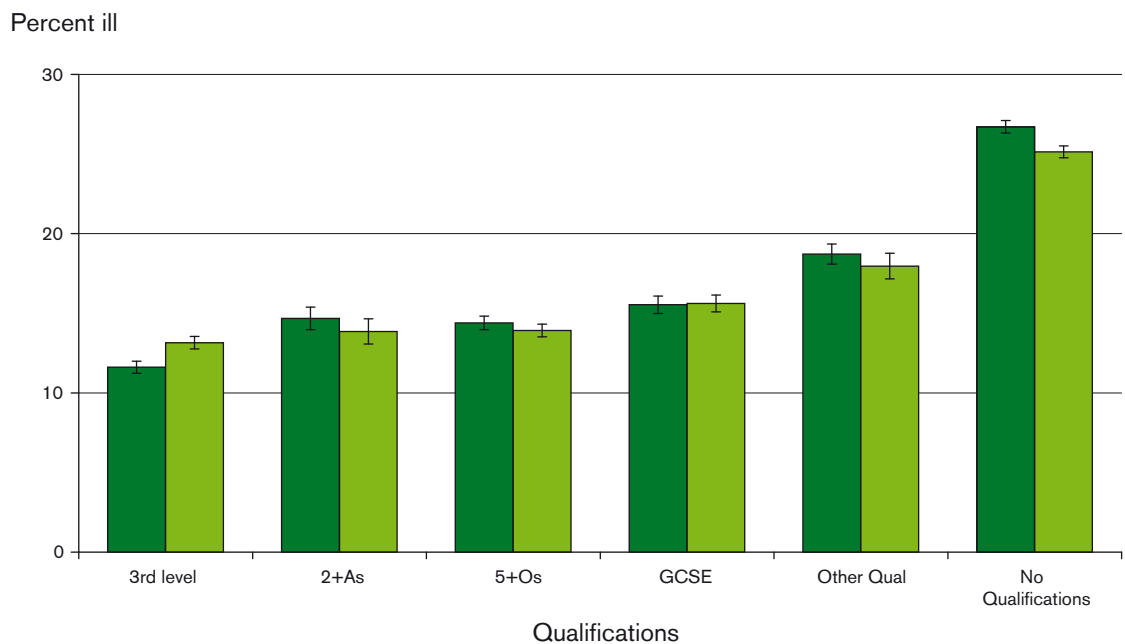
housing concerns and pregnancy and parenting. Such training and support should be developed and located in every community, designed specifically for this age group.

Central to our vision is the full development of people's capabilities across the social gradient. Without life skills and readiness for work, as well as educational achievement, young people will not be able to fulfil their full potential, to flourish and take control over their lives.



photo: Image Source

**Figure 7** Standardised limiting illness rates in 2001 at ages 16–74, by education level recorded in 2001



■ Males  
■ Females

Note: Vertical bars (I) represent confidence intervals  
Source: Office for National Statistics Longitudinal Study<sup>18</sup>

# Turning the Tide of Poverty

## Session 3 : Enable all children and young people and adults to maximise their capabilities and have control over their lives.



*It is the conditions in which people are born, grow, live, work and age, and inequities in power, money and resources that give rise to inequities in conditions of daily life.*



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# 6 Policy areas we agreed to explore. Today – Focus on area 2

1. Give every child the best start in life
2. **Enable all children and young people and adults to maximise their capabilities and have control over their lives**
3. Create fair employment and good work for all
4. Ensure healthy standards of living for all
5. Create and develop healthy and sustainable places and communities
6. Strengthen the role of ill health prevention

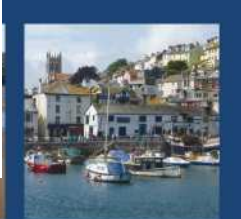
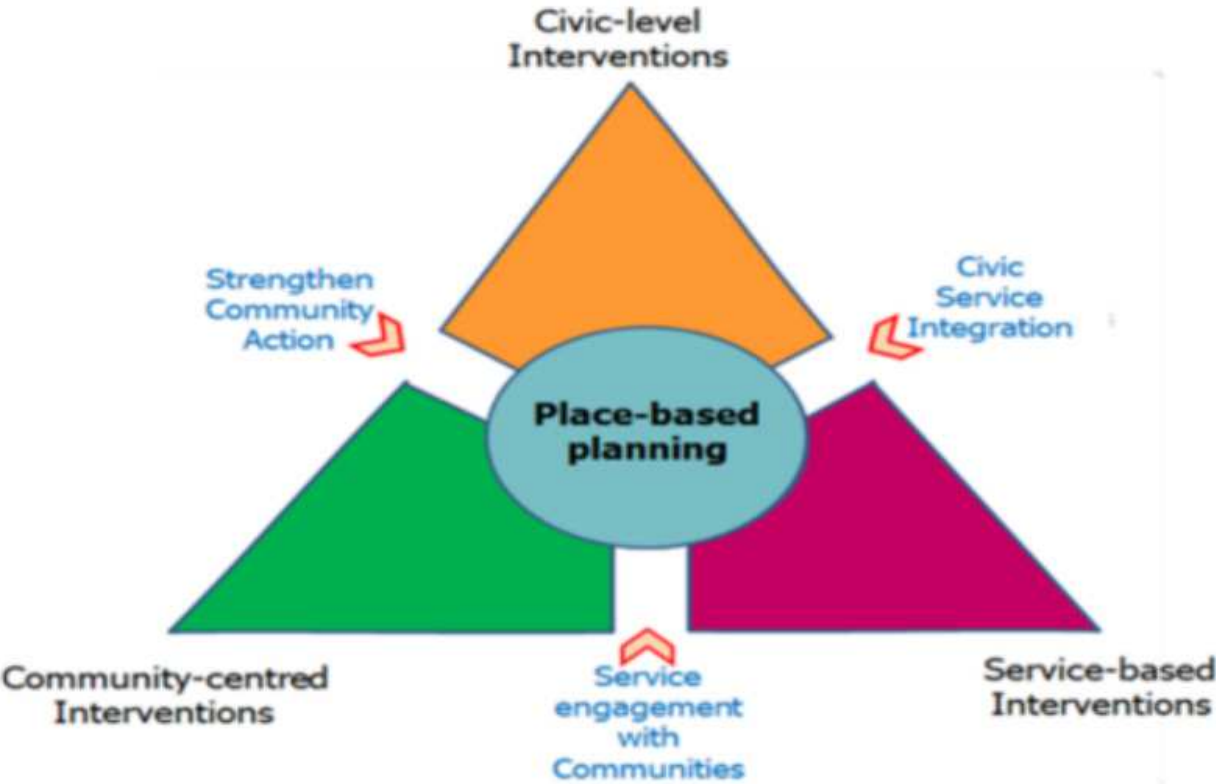




# How we decided we would explore future opportunities : Place based planning.

*A way of working? The key to success...*

Components of the Population Intervention Triangle



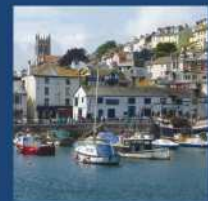
# Possible tools

Civic level	Service based	Community centered
<ul style="list-style-type: none"> <li>• Review of current policy and strategy – economic growth to inclusive growth</li> <li>• Legislation – regulation, licensing, by-laws</li> <li>• Fiscal measures – incentives and disincentives</li> <li>• Economic development and job creation</li> <li>• Spatial planning</li> <li>• Welfare and social care</li> <li>• Community safety</li> <li>• Communications</li> <li>• Impact as an employer</li> <li>• Statutory Public Health responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Population focused</li> <li>• Workforce and culture change – self-directing teams</li> <li>• Targeting</li> <li>• Re-design to address access and take-up</li> <li>• Integration</li> <li>• Holistic – focus on drivers of poverty</li> <li>• Focus on effectiveness and cost effectiveness</li> <li>• Engaged and involved public</li> <li>• Addressing complexity</li> </ul>	<ul style="list-style-type: none"> <li>Asset Based</li> <li>Community Development</li> <li>Volunteering and peer support</li> <li>Co-production</li> <li>Community Hubs</li> <li>Collaboration and partnerships</li> <li>Community based commissioning</li> <li>Local Governance</li> <li>Neighborhood planning</li> <li>Job creation</li> <li>Social enterprises</li> </ul>

**Agenda: Enable all children, young people and adults to maximise their capabilities and have control over their lives**

1. Recommendations from Marmot

2. Review against recommendations: Current position and opportunities for the future





# Marmot's Policy recommendations

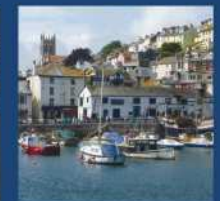
1. Ensure that reducing social inequalities in pupils' educational outcomes is a sustained priority.
2. Prioritise reducing social inequalities in life skills, by:
  - Extending the role of schools in supporting families and communities and taking a 'whole child' approach to education
  - Consistently implementing 'full service' extended school approaches
  - Developing the school-based workforce to build their skills in working across school-home boundaries and addressing social and emotional development, physical and mental health and well-being.
3. Increase access and use of quality lifelong learning opportunities across the social gradient, by
  - Providing easily accessible support and advice for 16–25 year olds on life skills, training and employment opportunities
  - Providing work-based learning, including apprenticeships, for young people and those changing jobs/careers
  - Increasing availability of non-vocational lifelong learning across the life course.



# What are we doing already?

**Recommendation:** Ensure that reducing social inequalities in pupils' educational outcomes is a sustained priority.

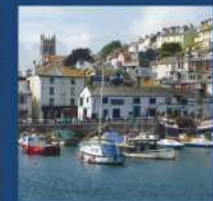
- Single priority action of the Local Education Board
- Comprehensive Disadvantage Strategy that continues to emerge and develop in scope
- Raising the level of challenge to the education sector regarding our most vulnerable learners.
- Providing new provision and access to education for young people.
- Prioritising and promoting the importance of early years education.
- Providing and facilitating continual professional development for Teachers, Governors and Heads.



# What are we doing already?

**Recommendation:** Prioritise reducing social inequalities in life skills by -  
Extending the role of schools in supporting families and communities and taking a 'whole child' approach to education

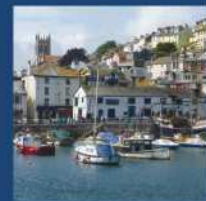
- Schools are acting as the Lead Professional for around 50% of our Targeted Help Families.
- School budgets are providing pastoral services and this remit is extending across the majority of schools.
- School staff are providing direct intervention and family programmes.
- Extension of the school day, by the provision of 30 hours early years education, after school provision and clubs.
- Holiday hunger schemes
- Provision for vulnerable groups during holidays



# What are we doing already?

**Recommendation:** Developing the school-based workforce to build their skills in working across school–home boundaries and addressing social and emotional development, physical and mental health and well-being.

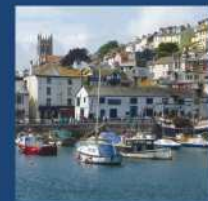
- Attachment Aware Accreditation
- Trauma Informed Practitioners
- Commissioning of services i.e. South West Family Values
- Dedicated pastoral teams
- In house Councillor/Pastor services
- Commissioning of additional educational psychology services
- Mental health first aiders and champions
- Self harm prevention programme
- Acting as the co-ordinator of the Team Around the Family



# What are we doing already?

**Recommendation:** Increase access and use of quality lifelong learning opportunities across the social gradient, by providing easily accessible support and advice for 16–25 year olds on life skills, training and employment opportunities

- Commission a service from Careers South West to give independent advice and support for Young People at risk of becoming NEET or who are NEET.
- Commissioned a service for young people with EHCP that are aiming to access the work place.
- Post 16 pathway for EHCP young people, includes where appropriate access to a work placement.
- Working with schools to ensure compliance with the GATSBY standards
- New Ofsted Inspection Framework will evaluate the impact of curriculum on readiness for employment.



# What are we doing already?

**Recommendation:** Increase access and use of quality lifelong learning opportunities across the social gradient, by providing work-based learning, including apprenticeships, for young people and those changing jobs/careers

- School Work Experience Placements.
- Strong apprenticeship offer delivered at South Devon College
- Vocational offer within special schools is growing
- Curriculum design linked to our employer needs





## More to do and possible next steps . . .

- Ensuring independent advice is provided in accordance with the GATSBY standards to all young people
- Creation of a post 16 strategy within the Local Area
- Stronger connection between the business community and local education board
- Development of T Level Courses at South Devon College
- Securing more young people with an EHCP access to work

