



Jersey Community
Relations Trust

SOCIAL MOBILITY REPORT



Key Findings &

Recommendations

JERSEY COMMUNITY RELATIONS TRUST

SOCIAL MOBILITY REPORT

KEY FINDINGS



KEY FINDINGS



Lack of clear leadership for the Social Mobility agenda.

Although there are a number of common themes that various Government of Jersey (GoJ) departments wish to address around social mobility, there is no centralised unit who can help to co-ordinate the different areas towards mutually beneficial goals. The UK Government, by way of comparison, has established a dedicated Social Mobility Commission responsible for “monitoring progress towards improving social mobility”, researching and promoting the social mobility agenda as well as “providing published advice to ministers on how to improve social mobility” in the UK[1].




1] Taken from UK Government “Social Mobility Commission (SMC) website: <https://www.gov.uk/government/organisations/social-mobility-commission>

KEY FINDINGS



Insufficient funding for the support of EAL students & Mental Health provision.

Our research suggests that the following findings should be assessed by GoJ and considered alongside its current funding analysis:

- Assessment results across all key stages appear to show a lower attainment level for pupils with English as an Additional Language (EAL). The current funding provisions, however, provide no dedicated budget to schools for the support of EAL students.
 - Islanders perceive support for “Social, Emotional and Mental Health” to be one of the most pressing educational needs. The current funding provision to support mental health in schools has remained at the same level (inflated) for approximately 12 years and is only available to secondary school pupils. Primary and States fee-paying schools receive no dedicated funding for Mental Health provision.
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KEY FINDINGS



Equity and understanding the links between wider socio-economic concerns are key to addressing attainment gaps at a Primary School level.

There is a lack of data available to clearly understand and assess what is being done in Jersey to lessen the attainment gaps identified within teacher assessment reports at Primary School level. Specifically, for those pupils who have been identified as lower achievers at Key Stages 1 & 2, it is difficult to clearly evidence the action being taken to improve their attainment and to prevent this attainment gap becoming a barrier to their social mobility in later life.

That said, it is clear from our broader research that action based on equity and an understanding of the key links that exist between educational attainment and wider socio-economic concerns, such as housing, access to nutrition, opportunities for physical exercise and availability of healthcare, should be key to GoJ's approach to closing these attainment gaps.




KEY FINDINGS



Perceptions of professional potential and an individual's future success are too closely linked to academic achievement at Key Stage 4.

There remains an expectation that students need to achieve the "golden key" of at least Grade 4/C in GCSE English & Mathematics to access higher education (post-16) and to be successful in their future careers. With a significant minority (a third in 2018) of our young people leaving school without reaching this grade, there is a clear need to review the effectiveness of the support currently available to students who have been identified as needing additional help to raise their attainment levels, based on projections made at an earlier stage within their education.

There is, however, evidence that the reality of being able to access post-16 education without the "golden key" grades is more positive than many might believe in Jersey. Of the students who enrol for the 6th Form at Highlands College, 46% do not have a 4/C in GCSE Mathematics and 29% do not have a 4/C in GCSE English. Highlands College's achievements in supporting young people who have not necessarily achieved traditional academic success by Key Stage 4, should be applauded and promoted as a means to change the perception of limitation and inspire aspiration.



KEY FINDINGS



The evidence that limited academic success at Key Stage 4 is not necessarily an accurate reflection of a young person's future potential is compounded by an emerging shift in employers' perceptions of professional competence: the focus on academic subjects when recruiting workers is already starting to move to non-traditional education options due to a rapidly and dramatically changing working environment.

GoJ actively needs to shift the current dialogue around career entry requirements away from the established academic norms and focus on acknowledging an individual's strengths and supporting them in developing these strengths in curriculum areas/ future careers where they can flourish.




KEY FINDINGS



Lack of public awareness for positive government initiatives.

Perception-based survey data showed that people are not necessarily aware of the positive GoJ support, initiatives and funding that are available to help improve social mobility. Consideration should, therefore, be given to how GoJ advertise their support services to prevent the risk of specific needs not being met.

This is particularly relevant in relation to funding assistance and bursaries available to access fee-paying schools for lower-income families and the services available to support children and the families of children with SEND & EAL.




KEY FINDINGS



Poor collation & storage of data for GoJ associated research.

Throughout the research process, it proved challenging to obtain data related to social mobility in Jersey, often relying on the support and engagement of specific individuals within GoJ departments. At present there does not appear to be a central repository for the collation and storage of government data for ease of access by either GoJ employees or other individuals conducting research.

Feedback from various stakeholders also suggests that there is not enough data being collated to help formulate links and identify trends between GoJ departments that may be root causes of social immobility.




KEY FINDINGS



Enhancements required to work experience opportunities for young people in Jersey.

Work experience opportunities for young people in Jersey do not necessarily equip them to obtain employment in that sector and are often too short to have a meaningful impact in terms of understanding of the workplace and how to navigate it. They also have little demonstrable impact on improving self-confidence and the perception that certain industries may not be open to them.

In addition, comments from the perceptions-based survey confirmed that respondents believed there to be a lack of career opportunities in Jersey outside of the finance sector [consideration should be given to non-finance industries better promoting career development opportunities].



KEY FINDINGS




Very limited public access to school data for all schools in receipt of government funding.

Through the course of researching this report, it has proved difficult to obtain comparable data/information related to the three “private” schools who receive GoJ grants on an annual basis.

The Freedom of Information team confirmed that as “the private schools such as Beaulieu, De La Salle and FCJ are not defined as a public authority under the Freedom of Information (Jersey) Law 2011”, they were unable to provide any data to us on school demographics or assessment results. We were also declined this data when requesting from the schools directly.

Ultimately, there should not be any restrictions to the availability of data about all children in education. As the grants provided to these schools are not insubstantial, the expectation for transparency and availability of information to the public should be the same as for other government-maintained schools.



KEY FINDINGS



Learning from schools who are achieving positive results.

The assessment data for Key Stages 1 and 2 outlined within this document showed that Samares Primary School achieved impressive attainment results despite having one of the highest percentages of SEND pupils on the island (25%), and a relatively high proportion of EAL & Jersey Premium students. Some of this success may be due to the school's innovative "plant to plate" project delivered in conjunction with local charity "Caring Cooks", which provided a practical and enriching context for children who may struggle to learn in a traditional classroom setting.

Further investigation should be conducted into such positive examples of success within specific Jersey schools in order to disseminate the learning and inform "best practice" across all schools.



JERSEY COMMUNITY RELATIONS TRUST

SOCIAL MOBILITY REPORT

RECOMMENDATIONS



INTRODUCTION



Social mobility can be vertical, horizontal, upwards or downwards. Education provides an opportunity to achieve upward social mobility, which may lead to higher social status, increased employment opportunities and improved economic benefits.

A child's inherited social and socio-economic status can affect a child's ability to access an education which will assist them in succeeding in life. In Jersey we have an opportunity to address this imbalance.


"By age five, there are significant developmental differences between low, middle, and upper class children's cognitive and non-cognitive skills."

Greenstone M, Looney A, Patashnik J, Yu M (18 November 2016). "Thirteen Economic Facts about Social Mobility and the Role of Education"

A progressive education system will identify these development differences and deliver pre-school and primary education providers with sufficient resources to identify and address needs. Jersey can seek to be progressive in managing this issue – setting an objective that all children entering secondary education have the necessary skills to be successful in achieving their full potential.

Social mobility creates a fairer and more equitable society. It leads to economic growth and better outcomes for all. It does not mean that the wealthy lose their wealth – more that the gap between those with most and those with least becomes smaller and that the wealthiest actively support this. Although the JCRT sees education strategy as a significant factor in closing this gap, social mobility requires everyone to support new approaches.

It is for this reason that the JCRT urgently recommends Government action to create a data-driven, well-resourced and joined-up education strategy to support social mobility across all communities in Jersey.



INTRODUCTION



Our research suggests that this will require:

- Clear leadership and the optimum use of resources dedicated to education and the best possible prioritisation of those resources;
- GoJ working much more closely with the community and employers to ensure greater equality of opportunity for all of the Island's young people and providing education which is fit for purpose in the fast-changing and future world of work
- The embracing of diversity and ensuring inclusion is at the heart of education strategy and policies so that the potential of every child is recognised and nurtured from an early age and through-out their education.

Change has been slow to date and the Covid-19 pandemic has had a disproportionate impact on minority and under-privileged groups, only serving to deepen social and economic divides. For the future prosperity of Jersey, our research suggests GoJ will need to make bold changes in its education strategy and implement policies to enable social and economic mobility.

SOCIAL MOBILITY REPORT RECOMMENDATIONS

1.

Clear leadership and optimum use of resources dedicated to education

2.

Optimum funding in Education

3.

Government, the Community and the Future World of Work

4.

Supporting diversity, inclusion and equality across all schools



RECOMMENDATIONS

1.

Clear leadership and optimum use of resources dedicated to education:

Create a Social Mobility Commission, sponsored by the Department of Education, in order to provide a focus on, and recommend solutions to, the most significant barriers to social mobility in Jersey. A coordinated approach to policy and the development of initiatives across Government, education and industry to accelerate progress is essential.



RECOMMENDATIONS



The role of the Commission would be to:

- Provide leadership in identifying issues which adversely affect social mobility
- Develop a baseline study against which to measure progress of social mobility issues
- Publish an annual report detailing action taken and progress achieved
- Promote social mobility by challenging employers, the professions, schools and establishments of higher education to develop social mobility objectives and targets
- Carry out and publish research in relation to social mobility
- Provide advice to ministers on how to improve social mobility and to reinforce the objective that socio-economic background is considered in all public policy.

RECOMMENDATIONS

2.

Optimum funding in Education:

GoJ to review spending and budgeting procedures across all areas of education to ensure funding is adequate, suitably prioritized, and distributed to optimise the benefit to all children and young people.

The review should establish if the amount being spent on education is sufficient and if the results represent value for money in terms of achieving educational potential and desired outcomes across all communities in Jersey.

In particular, the JCRT believe special consideration should be given to increasing funding to schools with EAL students (students whose home language is not English and who require additional support to assist them to develop proficiency in English). EAL students are also statistically the students least likely to obtain the 'gold standard' of 5 GCSEs) in order to significantly to improve the attainment of at least 5 GCSEs across communities with the largest attainment gap.



RECOMMENDATIONS



This will require:

- Providing a dedicated budget for EAL students to all schools based on number of EAL pupils attending the school
- Schools developing a baseline study against which to measure progress of EAL pupils
- Schools reviewing the support mechanism for EAL students and ensuring it is fit for purpose
- Government tracking the progress of a cohort of EAL students throughout their school life to fully understand their support needs.

Furthermore, GoJ should consider extending the Jersey Premium to pupils aged 16-19 to support them in continuing their studies and thereby increasing opportunities to achieve their career aspirations and to actively contribute to Jersey's economy. Currently, no support is provided.

Financial support and expert guidance to all schools (primary and secondary) to deliver effective mental health support to students, especially those most negatively impacted by the Covid-19 pandemic. The current budget for mental health provision in schools has not been increased for approximately 12 years.

RECOMMENDATIONS

3.

Government, the Community and the Future World of Work:

GoJ to work with local employers and industry groups to develop a clear strategy, policies and initiatives that will broaden the aspirations of, and opportunities available to, children and young people across all schools and educational establishments in-line with the skills required in the workforce of the future.



RECOMMENDATIONS



Practically this requires GoJ to:

- Engage with employers across all sectors to identify relevant skills required in the workforce of the future, in order to develop a strategy that will enable children and young people across all schools to find fulfilling work and develop long-term careers. It is particularly important to develop a focused strategy to encourage the development of non-academic skills
- Engage with employers to review current work experience opportunities, such as the Trident scheme, to ensure they are fit for purpose
- Increase the number and quality of apprenticeships and vocational opportunities available to all children in all schools. The development of non-academic skills is important for a rounded workforce
- Move away from a focus largely on academic standards as an indication of individual potential to consider a more holistic approach to education which may benefit a new generation of employers and employees
- Further develop inclusive, extracurricular activities across all schools that encourage self-confidence and a broadening of aspiration, including music, arts, drama and debate, and make them accessible to all young people
- Encourage and recognise the importance of charitable and community activities amongst all children and young people
- Review adult education courses to provide support for retraining opportunities and the development of new skills and self-confidence.

RECOMMENDATIONS

4.

Supporting diversity, inclusion and equality across all schools:

Diversity in schools supports the academic achievement of disadvantaged groups. As such, an improvement in the social mix within schools, and a focus on equity, are important factors in closing educational attainment gaps and increasing the equality of future opportunity for all our children and young people.



RECOMMENDATIONS



The JCRT recommend GoJ:

- Review the current policy of transferring pupils at 14 to Hautlieu as this may have an impact on diversity within other secondary schools at a key point in students academic study and in the development of their self-confidence and aspirations
- The Independent School Funding Review 2020, undertaken by GoJ, includes a policy suggestion to “consolidate all academic selection at age 16, rather than the current dual selection at 14 and 16, to remove the double funding of Key Stage 4 across the 11-16 schools and Hautlieu, and give all students access to a broad curriculum”
- Increase investment in Highlands College to raise the profile of Further Education in Jersey and the huge range of high-quality, educational opportunities available to students at all levels of academic attainment
- Review the catchment policy for secondary schools so there is a mix of pupils in each school from across the Island
- Ensure that ‘equity’ is at the core of selection procedures to all Jersey schools, with increased funding to support bursaries and scholarships. It means the Education department building strong relationships with the Island’s private and independent schools to work with them to ensure that these schools are also as inclusive as possible, with a strong ethos of equity

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By age five, there are significant developmental differences between low, middle, and upper class children's cognitive and non-cognitive skills.

Greenstone M, Looney A, Patashnik J, Yu M (18 November 2016). "Thirteen Economic Facts about Social Mobility and the Role of Education"

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