

COVENTRY YOUTH JUSTICE SERVICE: Relationships with education and securing positive ETE outcomes

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Permanent Exclusions and the links to CYJS



Setting the Scene

- I was asked to:
 - Review children and young people (CYP) who have been permanently excluded who enter the CYJS
 - Consider points of learning that could be pulled from these case studies
- My focus drilled into:
 - Identifying 6 CYP who had been permanently excluded in the 22/23 academic year with '*Offensive Weapon*' as the reason given
 - We also discovered CYP who had entered the CYJS in 22/23 academic year for weapon offenses within school but where no Suspension or Permanent Exclusion was applied



Initial Findings

- I found through education data **6 students** that were permanently excluded for '**Offensive Weapon**' 22/23 academic year.
- 2 girls and 4 boys. 5 different schools. None of the 6 had any identified SEN.
- **None of the 6 cases involved the weapon being used to harm.** 4 cases of presenting the knife, 1 case of admitting possession on site and 1 case of action with a weapon outside of the school.
- 2 of the 6 are back in mainstream education (after work with the Coventry Extended Learning Centre- PRU). The other 4 attended The Herald- at the time.



Developing my work

- Of the 6 students PEX'd 4 entered the CYJS
- In the academic year 2022/23, **17 CYP entered the CYJS** for knife possession or Offensive Weapon. 4 were PEX'd from school. 9 had a suspension recorded
- **3** of these students entered the CYJS via a direct referral for knife possession but **no suspension recorded**
- **2** of these were PEX'd for incidents outside of school
- **59%** received an 'Outcome 22' decision
- Of the 17: 10 were White British. 4 were OWB, 1 WOA, 1 BC and 1 BA.



Learning Points

- Schools and Academies will have different starting points for how they deal with Offensive Weapons in school
 - School ethos and policy and application of policy
 - How is each case judged? Case studies that surprised me
 - Where does Mental Health needs or support come in
 - Recognition we don't have control but can influence
- Access to knowledge of services and support means some schools do not PEx students found in possession.
 - Relationship with Police and access to agencies is important.
 - Improving consistency of offer and approach across schools



Learning Points

- Students being found in possession of a weapon or knife is increasing. **Each case has a very different back story.**
- Possession of a weapon is an area where CYJS can get involved earlier/ before the PEx is considered.
 - **Raising awareness of this offer to schools**
 - **Building confidence in this offer**
 - **Sharing positive feedback about this offer**



Attainment and progress of CYJS comparison



Initial Findings- KS2 data

Percentage at the standard:

Reading

Percentage pass rate YJS- 46.6%

Percentage pass rate Coventry: 71%

Percentage pass rate national average- 71.5%

Maths

Percentage pass rate YJS- 46.6%

Percentage pass rate Coventry: 73%

Percentage pass rate national average- 74.75%

Writing

Percentage pass rate YJS- 55.8%

Percentage pass rate Coventry: 73.3

Percentage pass rate national average- 76.5%

Scaled scores (80-120: 100 EXS):

Reading

Average scaled score YJS- 98.4

Average scaled score national 103-104

Maths

Average scaled score YJS- 99.3

Average scaled score national 103-105

Writing

Average scaled score YJS- 96.5

Average scaled score national 103-105



Initial Findings- KS2 data

Average Prior attainment group from KS1 (24 groups):

Reading

13

Maths

14

Writing

12

Prior attainment group progress from KS1:

Reading

YJS: -3.1

Coventry: -0.31

Maths

YJS: -3

Coventry: -0.065

Writing

YJS: -3.1

Coventry: -0.63



Initial Findings- KS4 data

Percentage at the standard:

Maths

Percentage pass rate YJS- 21.4%

Percentage pass rate Coventry: 53.9%

Percentage pass rate national average- 61%

English

Percentage pass rate YJS- 25%

Percentage pass rate Coventry average: Language- 60.1% Literature-71.2%

Percentage pass rate National average: Lang- 64.2% Literature-73.9%

Average Grade:

National: 4.78

Percentage of grade 4x GCSE grade 4+ :

CYJS: 17.8%

Nationally: 67.8%



Initial Findings- Estimated/rough progress

Estimated Progress:

Maths

Negative: 70%

Low Expected: 17%

Expected: 11%

Accelerated: 0%

English

Negative: 64.3%

Low Expected: 25%

Expected: 10.7%

Accelerated: 0%

KS2 to KS4 comparison % pass:

Maths

KS2: 46.6%

KS4: 21.4%

Difference: -25.2%

English

KS2: 51.2%

KS4: 25%

Difference: -26.2%



Developing further

Primary or secondary SEND+ needs:

46% of the sample group had SEN needs either as a EHCP plan or as a primary or secondary need (some cases both).

Case study to understand the journey of a boy who was from KS1 and KS2 a high attainer to KS4 getting grade 4 in only maths and English (CS):

Basic details:

Year 6 SATs- 2018

GCSEs- 2023

Pupil Premium (PP)/Free School Meals (FSM); Gifted and Talented; No SEN status and no special provision; White British; No exclusions from school; previous Child Protection and Child in Need.



Developing further- Case Study (CS- happy to share information).

Primary Results:

KS1: Reading 2A Writing 2A Maths 3

KS2:

Reading- at the standard AS (Scaled score: 114; Raw score 43/50; Group 17 of 24-
progress 4.39)

Writing- at the standard EXS (Group 17 of 24-Progress -3.9)

Maths- at the standard AS (Scaled score: 113; Raw score 103/110; Group 21 of 24-
progress 4.83)

Secondary Results:

Maths: Actual- Grade 4; Predicted from flightpath- 7+

English: Actual- Grade 4; Predicted from flightpath- 7+

4x GCSE's 4+ Predicted from flightpath- 7+



Moving forward

- Working with Coventry Alternative provision (CAP)
 - To reduce Permanent Exclusions and working on a preventive program.
 - There is a tier system ranging from a core to targeted pathway for CYP who have challenging behaviors and PEX is a possibility.
- Working with Police School Panels:
 - Directing schools to CYJS and CAP
 - Ensuring all children feel safe in school.
 - Effective joint working between schools, police and key partnerships.
- Supporting school:
 - Giving understanding on children who enter YJS and possible attainment outcomes
 - Target children in 'crucial years'

