

Inspection Data Summary Report

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Clifton All Saints Academy

Church Street, Clifton, Near Shefford, SG17 5ES

Release information: Provisional 2019 Phonics, Provisional 2019 KS1

Release date: 1 June 2022

URN	140228
LAESTAB	8233306
Local authority	Central Bedfordshire
Phase of education	Primary
Type of education	Academy Converter

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Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Attainment at key stage 1

- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (97%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There were 4 pupil(s) that were screened in Year 2 in 2019; 4 of those met the expected standard.

Writing

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Mathematics

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*
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Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 168 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 221 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021, therefore no conclusions can be drawn from this data. The rate of persistent absence (8.3%) in autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation.*

Absence for 2018/19 and earlier

- Overall absence (3.0%) was in the **lowest** 20% of all schools in 2018/19.
 - Persistent absence (2.4%) was in the **lowest** 20% of all schools in 2018/19.
 - The rate of persistent absence (2.4%) in 2018/19 was in the **lowest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*
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Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
 - For the whole school, the rate of repeat suspensions (0.7%) was in the **highest** 20% in 2019/20 as well as in 2018/19.
 - The 1 pupil in the whole school with at least one suspension in 2019/20 was suspended on more than one occasion but fewer than 10.
 - Of the 5 total suspensions in the whole school in 2019/20, the following reasons each accounted for more than 10%: **physical assault against an adult** (4), physical assault against a pupil (1).
 - There were no permanent exclusions in the whole school in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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Pupil groups

Key stage 1

- No sentences about key stage 1 performance data have been generated for pupil groups.

Absence

- No sentences about absence have been generated for pupil groups.

School and local context

School characteristics

	2019	2020	2021
School number on roll	Below average 152	Below average 152	Below average 150
School % FSM	Well below average 7	Well below average 7	Well below average 4
School % SEND support	Above average 14	Close to average 11	Below average 9
School % EHC plan	Well below average 0	Close to average 1.3	Well below average 0.7
School % EAL	Below average 2	Well below average 1	Well below average 1
School % Stability	Above average 90	Above average 85	Well above average 91

Trust/LA level information

As at February 2022:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school's predecessor (109616) was outstanding.

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the academy trust had a revenue reserve of £128,000.
- In 2020/21, this school had a positive in-year balance (£6,000).
- In 2020/21, this school had a per pupil spend of £5,133.
- In 2020/21, this school received £754,000 in grant funding, £818,868 less than the national average.

Ethnicity whole school

- This school has 8 out of 17 possible ethnic groups. Those with 5% or more are:
 - 91%: White - British

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	30	10	0
Year 2	30	3	0
Year 3	30	10	0
Year 4	32	9	6

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	30	3	0
Year 2	30	3	3
Year 3	30	10	0
Year 4	30	3	3

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Above national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Above national	Close to national	Close to national
Year 4	Close to national	Close to national	Close to national
Year 5	No data	No data	No data
Year 6	No data	No data	No data

Prior attainment 2021

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	Close to national	Close to national	Close to national
Year 5	No data	No data	No data
Year 6	No data	No data	No data

SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 3

SEND support (16)

SEND primary need	Y1	Y2	Y3	Y4	Total
Specific Learning Difficulty	1	0	1	1	3
Social, Emotional and Mental Health	0	2	1	0	3
Speech, Language and Communication Needs	0	0	2	0	2
Autistic Spectrum Disorder	1	0	2	0	3
Other Difficulty/Disability	1	1	0	3	5
Year group totals	3	3	6	4	16

There were no SEN EHC pupils in this school.

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 3

SEND support (14)

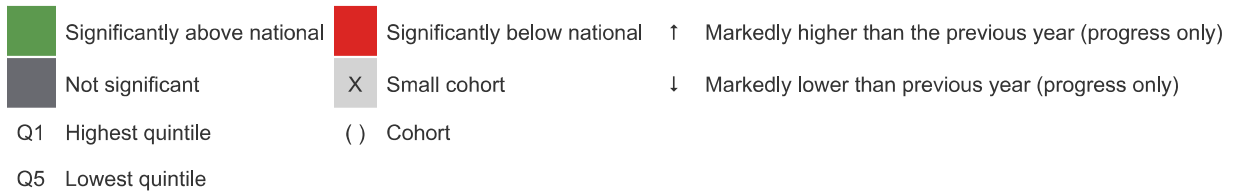
SEND primary need	Y1	Y2	Y3	Y4	Total
Specific Learning Difficulty	0	0	3	1	4
Moderate Learning Difficulty	0	2	0	2	4
Social, Emotional and Mental Health	0	0	0	1	1
Speech, Language and Communication Needs	1	1	0	1	3
Multi-Sensory Impairment	0	1	0	0	1
Physical Disability	0	1	0	0	1
Year group totals	1	5	3	5	14

EHC Plan (1)

SEND primary need	Y1	Y2	Y3	Y4	Total
Autistic Spectrum Disorder	1	0	0	0	1
Year group totals	1	0	0	0	1

Progress and attainment trend

Reading, writing and mathematics three-year trend



		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(0)					(0)					(30)					(30)				
	2018	(0)					(0)					(30)					(30)				
	2019	(0)					(0)					(30)					(30)				
Writing	2017	(0)					(0)					(30)									
	2018	(0)					(0)					(30)									
	2019	(0)					(0)					(30)									
Mathematics	2017	(0)					(0)					(30)									
	2018	(0)					(0)					(30)									
	2019	(0)					(0)					(30)									

► [Table](#)

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