

# Samuel Cody Specialist Sports College

Inspection report

---

<b>Unique Reference Number</b>	116640
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338850
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Mike Kell

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Watkin
<b>Headteacher</b>	Anna Dawson
<b>Date of previous school inspection</b>	1 September 2006
<b>School address</b>	Lynchford Road Farnborough GU14 6BJ
<b>Telephone number</b>	01252 314720
<b>Fax number</b>	01252 341869
<b>Email address</b>	adminoffice@samuelcody.hants.sch.uk

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	25–26 November 2009
<b>Inspection number</b>	338850

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and groups of students. They observed the school's work and looked at a wide range of documentation, such as the safeguarding policy and procedures, assessment data and how the school fulfils its responsibilities as a specialist sports college. The team also examined 49 parental/carer questionnaires, and 98 and 41 questionnaires that were returned by students and staff respectively.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rigour of target setting, tracking and assessment procedures used to monitor and evaluate students' attainment and progress
- the use of planned activities to promote students' appreciation and understanding of multicultural issues
- students' attendance and the steps that the school is taking to reduce absence.

## Information about the school

Samuel Cody is a slightly larger than average special school that admits students from Hampshire and adjoining local authorities. The school population is bigger than when the school was last inspected. All of the students have a statement of special educational needs for moderate learning difficulties. However, very many of them have additional barriers to learning such as autism, speech and language difficulties and deafness. The overwhelming majority of students have a White British background and so only a few students are learning English as an additional language. Approximately two thirds of the students are boys. A tiny number of students are looked after children and about a fifth are entitled to free school meals.

The school has Healthy School status and it is an Investor in Careers. It became a specialist sports college in September 2007, with science being the second specialism.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Samuel Cody does an exceptional job in accelerating students' academic progress and in promoting their personal development. Leaders have established a climate of very high expectation and so students are constantly challenged to perform at their very best. Each one has the opportunity to excel because the school's outstanding commitment to equality of opportunity ensures fairness for all. The school's specialist status greatly benefits its own students and others in the locality. It plays a significant role in the school's excellent contribution to promoting community cohesion.

The school's outstanding care, guidance and support is key to the great strides that students make in all aspects of their personal development. Attendance is above average and students know the importance of punctuality, good manners and a positive attitude. They also learn to work independently at times and collaboratively on other occasions. Consequently, they are extremely well prepared for leaving school and a very large majority move into education, employment or training. Subsequent tracking shows that students successfully transfer the skills that they have learned at school into another setting and that they sustain these skills and maintain their places.

Students' attainment is low on entry to the school and standards remain low. Students learn at a very rapid rate and make excellent progress with their work nonetheless. This is because outstanding teaching delivers an excellent curriculum, which includes a very comprehensive programme of learning in out of school hours. Just occasionally, a few younger students find it difficult to settle and minor disruption occurs. In the vast majority of cases, teachers deal with this using efficient and effective behaviour management techniques. In a few instances, teachers are less effective because they do not apply agreed management strategies quickly or firmly enough. However, students become noticeably more mature as they move through the school. They recognise, acknowledge and appreciate the value of the personal traits that the school encourages. Consequently, students' behaviour is generally outstanding and an important contributory factor to the pace at which they learn. The school is a very caring and supportive organisation that considers the needs of every individual student.

Samuel Cody enjoys the emphatic support of its students, who love being there, and their parents/carers. The school has progressed well since the previous inspection and it remains highly ambitious. It has an excellent capacity to maintain the momentum of its improvement.

### What does the school need to do to improve further?

- Ensure that all staff implement agreed behaviour management strategies

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

consistently and effectively when dealing with younger students.

**Outcomes for individuals and groups of pupils****1**

The school sets very high standards. It challenges its students to meet very demanding expectations. They accept the challenge and respond outstandingly well. Their achievements are excellent.

Underlying students' outstanding outcomes is their very positive reaction to situations that cause them to think and question. When faced with the question 'What is a drawing?', a more able Year 11 art student with autism responded 'It is an expression of the mind.' Such a sophisticated response demonstrates how students respond to new challenges. They are not fearful or phased by situations that are outside their day-to-day lives. Such responses stand them in very good stead when faced with the unknown in their work or personal life. Students make outstanding progress in their social awareness and moral development and are very caring and supportive of each other. They have a good understanding of modern multicultural Britain, as shown by their work on diversity and challenging discrimination. They do very many things for the benefit of the school, such as being a member of the school council, and also contribute to the wider community. For example, sport leaders in Years 10 and 11 work with local primary school pupils. Students have an excellent understanding of a healthy lifestyle and they confirm that they feel safe in school. Students' maturity is evident in their excellent behaviour in less closely supervised situations, such as moving between lessons and breaks.

I've learnt to read since I came here,' said one student. Successes such as these boost students' self-esteem and confidence, giving them a very secure base. This acts as a launch pad for learning. Students learn at a very rapid rate. They make excellent progress over time from their starting points as they acquire and consolidate key literacy, numeracy and information and communication technology (ICT) skills. Consequently, they do very well in the accredited qualifications that they take at the end of Year 11. Virtually all students obtain some passes at GCSE. In about half of cases, this includes both English and mathematics. No groups of students underperform compared with any other group because individuals' needs are met so well.

*These are the grades for pupils' outcomes*

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b> Taking into account: Pupils' attainment <sup>1</sup>  The quality of pupils' learning and their progress  The quality of learning for pupils with special educational needs and/or disabilities and their progress	<b>1</b>
	*
	1
	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The school provides an outstanding quality of education, extremely well matched to the students' needs. The underlying principle is that all students have an entitlement to everything that the school has to offer. This commitment is noted and valued: 'For the first time in his school life he (my son) has been equal with his siblings and able to go on a residential trip. We cannot describe what it meant to him,' said one parent. Community-based learning events such as this are important elements of the excellent curriculum. Students choose options in Years 10 and 11 and this maintains their interest, as does the comprehensive work-related learning programme. Personal, social and health education underpins much of the school's curriculum and very well planned sessions meet students' ages and interests. Sport and physical education play a major role in the school and they provide a very rich dimension to the extra-curricular programme, during breaks and after school.

Students learn at such a rapid rate because teachers with very good subject knowledge teach interesting lessons that interest them and capture their imagination. Outstanding relationships and mutual respect present a very sound basis for teachers to take risks and provide activities that raise students' performances. They use their very good knowledge of what students have already achieved to plan their next stage of learning and the tasks that will stretch them.

Provision for students' care, guidance and support is excellent. Procedures are very well organised and staff carry them out with exemplary diligence. Staff care about their students' education as well as their physical and emotional health. One student summed up the situation very accurately as, 'When you need someone to talk to, the teachers

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

are there.' They are there to help very effectively with personal concerns and to support students with their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school has worked very hard and successfully to stamp its identity within the locality. It now has excellent partnerships with local schools and other organisations. These links have been strengthened considerably by the implementation of the specialism community plan. The links greatly benefit Samuel Cody students. For example, the local 14'19 consortium of schools and colleges enables students to study for a new-style diploma in ICT. Other links meet local needs, such as providing exercise facilities to adults with learning difficulties from a local day centre. The school is highly successful in reaching out to its local community.

Leaders have a very secure grasp of where the school is now because they have implemented excellent management systems. They also have a very clear strategic view of where they want the school to be in the future. All staff share a vision of what sort of school they want Samuel Cody to be and they all accept that they have some responsibility for enabling it to get there. The current status of the school is checked via routine self-audit systems and effective governors keep a close eye on things. They are increasingly complementing the high level of support that they have historically provided with more challenge based on first-hand knowledge of the school's work.

Leaders scrutinise data very closely. In this way, they keep a careful watch on the quality of provision and the learning and personal outcomes that flow from it. They act decisively on the outcomes of these analyses. For instance, assessment information is examined carefully. Any apparent underperformance is investigated and interventions are put into place to support individual students. On the other hand, students whose progress suggests that they may be relatively talented or gifted within the context of the school population are given increasingly demanding targets and challenging activities. Such attention to detail illustrates the extent to which leaders ensure that all pupils receive the provision that is best suited to them. Leaders ensure that all the required child protection and safeguarding arrangements are in place, and they were working very well at the time of the inspection.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Parents and carers are overwhelmingly positive about all aspects of Samuel Cody. They are unanimous in being happy with their child's experience there. Many questionnaires included additional comments. These referred mainly to changes that they had seen following their child's negative experiences at previous schools. Comments such as: 'The school is providing a challenging, positive and rewarding educational experience' and 'This school has transformed my daughter's life and in turn my family's life' were typical responses. Inspectors agree fully with these sentiments.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Samuel Cody School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	51	23	47	1	2	0	0
The school keeps my child safe	28	57	20	41	0	0	0	0
The school informs me about my child's progress	27	55	22	45	0	0	0	0
My child is making enough progress at this school	17	35	27	55	3	6	0	0
The teaching is good at this school	25	51	23	47	1	2	0	0
The school helps me to support my child's learning	22	45	23	47	1	2	1	2
The school helps my child to have a healthy lifestyle	19	39	30	61	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	39	25	51	1	2	0	0
The school meets my child's particular needs	29	59	16	33	3	6	0	0
The school deals effectively with unacceptable behaviour	20	41	24	49	2	4	0	0
The school takes account of my suggestions and concerns	18	37	25	51	3	6	0	0
The school is led and managed effectively	31	63	17	35	0	0	0	0
Overall, I am happy with my child's experience at this school	31	63	17	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 November 2009

Dear Students

Inspection of Samuel Cody Specialist Sports College, Farnborough,  
GU14 6BJ

Thank you very much for making us feel so welcome when we visited your school. There is a special thank you to those students who gave up their time to talk with us. We spent two very enjoyable days with you. You told us that you thought Samuel Cody was great. We know why you think that and we agree with you. Yours is an excellent school. The staff take really good care of you and you told us that you feel safe and that the staff do lots to help you.

We were very impressed with how much you mature as young people. You have an excellent attitude to work and always arrive for lessons on time. You know a great deal about staying fit and healthy and you do a lot to help each other and the school. Nearly all of you behave excellently, although a few younger students sometimes act silly in lessons. There is no need to behave like that and so if you behave in a silly way you can help everyone by thinking about the bad effect that you are having on your classmates. You make excellent progress in your work. Lessons are really good and teachers give you lots of interesting things to do. There are a terrific number of sports activities to experience.

The people who run your school do an excellent job. They have many ideas that will make things even better. We gave them something to think about too.

- Make sure that every teacher deals with any bad behaviour of younger students quickly and in the same way.

Finally, thank you once again and I wish every one of you the very best of luck for the future. Samuel Cody prepares you very well for leaving school and going to college or work and I hope everything works out very well for you if you are leaving school next year.

Yours sincerely

Mike Kell

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**