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29 November 2010

Mrs Jill Harland
Headteacher
Brudenell Primary School
Welton Place
Leeds
West Yorkshire
LS6 1EW

Dear Mrs Harland

Ofsted monitoring of Grade 3 schools: monitoring inspection of Brudenell Primary School

Thank you for the help which you and your staff gave when I inspected your school on 26 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the pupils who took time to meet and talk with me during the day.

Since the previous inspection, one teacher has left the school and two teachers have changed from full-time to part-time working. Three new teachers have been appointed and the senior leadership team has been extended to include the literacy, numeracy and special educational needs coordinators and a higher level teaching assistant.

As a result of the inspection on 6 and 7 May 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

National test results at the end of Key Stage 2 in 2010 confirm that attainment has risen and is now broadly in line with the national average. This significant increase in the proportion of pupils, who are reaching the level of attainment expected for their age, reflects pupils' accelerating progress in all years and their better achievement. This improvement has been underpinned by: an increased proportion of consistently good or better teaching; effective action to tackle attendance issues; the very rigorous tracking of pupils' attainment; and the thoughtful use of interventions to help pupils at risk of underachievement to get back on track.

September 2010



The large majority of pupils are enthusiastic in lessons and willingly share their ideas during group discussions and in response to teachers' questions. Teachers 'model' learning well and pupils recognise this as a key feature that helps them to develop their understanding successfully or master a new skill. Pupils talk proudly about their work and how they are enjoying their learning, particularly when their teachers make interesting links between different subjects. More pupils are making learning gains from their home reading because they are engaged and motivated by the wide choice of activities that they can do in relation to each text.

Pupils are much clearer about what they need to do to improve their work because they are now given more detailed oral and written feedback by teachers, particularly in their writing. Pupils are also provided with regular opportunities to evaluate and improve their own work by, for example, considering how well they have incorporated the 'steps to success' in each lesson.

Leaders have worked effectively to increase the quality and consistency of teaching and this has clearly had a positive impact on improving pupils' progress in all years. For example, the more frequent and effective use of speaking and listening activities has successfully enhanced pupils' confidence, willingness and skills in writing. Teachers have higher expectations of what pupils can achieve and work is more carefully planned to meet the learning needs of different groups in each class. Styles of teaching have been thoughtfully developed to match boys' interests better. The contribution of support staff to enhancing pupils' learning has also been improved through effective training and their greater involvement in team planning.

The skills of the extended leadership team have been developed through a variety of external professional development programmes and this has contributed well to the school's better capacity for sustained improvement. For example, leaders are now more rigorous in their monitoring of pupils' outcomes and provision. Similarly, evaluation is more incisive and this is allowing leaders to pinpoint with greater accuracy where further improvement is needed. Regular meetings with class teachers to discuss the progress of individuals and groups are being used effectively to identify pupils' underperformance and find solutions to remove potential barriers to learning. Leaders have been successful in increasing the involvement of parents and carers in their child's learning and this is helping to raise pupils' aspirations and support their achievement further. Alongside this the school has been relentless in its drive to improve attendance and, as a result, the number of pupils who are classed as persistent absentees has been significantly reduced. The local authority has acknowledged the school's progress in tackling areas for development and building capacity with the school moving from a position of being in receipt of external support to providing support for other local authority schools that require significant improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.



Yours sincerely

Katrina Gueli
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in May 2009.

- Raise standards in English (particularly writing), mathematics and science by the end of Year 6 to at least broadly in line with the national average.
- Improve the quality of teaching to achieve a good rate of progress for all pupils, particularly in lower Key Stage 2.
- Ensure all pupils are clear about how to improve their work and involved in the evaluation of their own progress.