

# Inspection of Dollis Primary School

Pursley Road, Mill Hill, London NW7 2BU

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Inspection dates: 26 and 27 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy their time at Dollis Primary School. They form positive relationships with staff and have confidence that they will resolve any concerns that may arise. This helps to create a kind, respectful and friendly environment in which pupils feel, and are kept, safe.

Leaders are ambitious for all pupils. The curriculum is broad and balanced and typically helps pupils to develop a depth of knowledge in different subjects. However, in some subjects, pupils' understanding is not checked carefully. This leads to some gaps in pupils' learning that persist over time.

Pupils are encouraged to reflect on their 'north star', identifying their ambitions and goals for the future. This underpins the vision of 'excellence in all we do'. Pupils value the weekly 'Gold Star' assembly where those who have demonstrated respect to others are recognised and celebrated.

Pupils enjoy the visits that enrich the curriculum. For example, pupils have attended outings to Kew Gardens, the Tower of London and the Science Museum. Pupils access a range of additional activities, including dodgeball, cricket and tennis, where they can extend and develop their talents and interests.

## **What does the school do well and what does it need to do better?**

Pupils learn a broad and balanced curriculum. In most subjects, careful thought has been given to what pupils need to learn, and when, from early years onwards. This helps pupils to deepen their knowledge over time. For example, in history, pupils develop their understanding of chronology. This helps older pupils when comparing how Ancient Egyptians and Anglo-Saxons selected land for settlement. Similarly, in science, younger pupils learn about vertebrates and invertebrates. Older pupils use this knowledge when classifying a broader range of animals.

Teachers check pupils' understanding in lessons. However, in some subjects, this is inconsistent. This means that misconceptions are not routinely identified or addressed in a timely way so persist in some pupils' understanding. Pupils with special educational needs and/or disabilities are accurately identified and well supported. This is because teachers know their pupils well and provide appropriate adaptations to ensure they access the curriculum.

Reading is prioritised. From the time they enter school, children in early years focus on the foundations for reading. They listen carefully to different sounds, access their own library and enjoy joining in with stories and rhymes. Leaders have ensured staff have appropriate training to deliver the school's phonics programme. Typically, this is done with consistency and precision. Pupils practise reading with books that are generally well matched to the sounds that they know.

Pupils who struggle to read confidently are identified. Additional help is provided for those who need it. This enables most pupils to build confidence and fluency. However, for some older pupils, support is not consistently focused on what these pupils need to read well and to fully access the planned curriculum.

Pupils behave well. This is because they understand the expectations all staff have of them. This results in a respectful, calm and orderly environment in which learning proceeds uninterrupted. Leaders, including those responsible for governance, have made improving attendance a key priority. Appropriate systems and routines are in place to help pupils come to school regularly and on time.

Pupils' broader personal development is well considered. For example, they enjoy the leadership opportunities they have on the school council or as sports leaders. Pupils actively contribute to their school community, for example by selecting the house names. 'Rights Respecting' assemblies are used to help pupils to understand and reflect on the importance of human rights.

Staff appreciate the consideration given to their workload and well-being. Leaders at all levels, including those responsible for governance, understand the school's strengths and priorities for further development.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- There are some inconsistencies in how well older pupils at the earlier stages of reading are supported. As a result, some of these pupils do not develop the accuracy and fluency they need to fully access the curriculum. The school should sharpen the provision for these pupils so that they receive consistent help to read with precision and confidence.
- In some subjects, pupils' understanding is not checked as thoroughly. This means that in these areas, gaps in some pupils' learning persist over time. The school must ensure that pupils have secured the knowledge they need in each subject before moving on to more complex concepts.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101275
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10289808
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joshua Kane
<b>Headteacher</b>	Rosetta Dyer
<b>Website</b>	<a href="http://www.dollisprimary.com">www.dollisprimary.com</a>
<b>Date of previous inspection</b>	20 February 2018, under section 8 of the Education Act 2005

## Information about this school

- In 2019, Dollis Infant School and Dollis Junior School amalgamated to form Dollis Primary School.
- The current headteacher joined the school in September 2020.
- The school does not currently make use of any alternative provision.
- The school runs its own breakfast and after-school provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteachers and members of staff.

They also spoke with a representative of the local authority and met with a group of governors, including the chair of the governing body.

- The inspectors carried out deep dives in these subjects: early reading, history, mathematics, physical education and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The curriculum in other subjects was considered.
- The inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Fiona Jatta	Ofsted Inspector
Sahreen Siddiqui	Ofsted Inspector

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