

Inspection of Evergreen Primary School

9 Swan Mews, Parsons Green, London SW6 4QT

Inspection dates: 22 to 24 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils are happy at this small, nurturing and inclusive school. They start each day with an assembly and remind each other of the value of the week. Pupils are kept safe. They know that they can speak to any member of staff if they are worried. Leaders and staff make it their priority to know every pupil well. They care about the pupils and help them to achieve the best possible outcomes.

Leaders have high expectations of the way pupils behave and learn. For example, they make clear to pupils that being punctual is important. Leaders also work collaboratively with parents and carers to support learning at home. Pupils behave well. Bullying is uncommon. However, pupils are in no doubt that they would tell an adult who would resolve it swiftly if it did happen. Adults deal with any concerns promptly and effectively.

Pupils enjoy opportunities to take a lead in their school. For example, the recent appointment of eco ambassadors has inspired them to think creatively about reducing waste. Pupils also appreciate the many outings that teachers plan to enhance the curriculum.

Pupils are proud to earn gold awards for displaying positive behaviours, both in their conduct and learning. All staff encourage pupils to make the right choices and above all to 'be kind'.

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

Leaders have put in place a well-planned and sequenced curriculum which covers a broad range of subjects. This curriculum matches the ambition of the national curriculum. Leaders have high expectations of pupils' attitudes towards learning. They instil important life skills such as punctuality from pupils' first day at school. Pupils meet these expectations and want to achieve well.

Leaders have made sure that the curriculum allows pupils to build on their knowledge and skills from the early years onwards. For example, children in the Reception Year are introduced to the names of some countries and continents when learning about different types of food. This knowledge supports pupils in Years 1 and 2 when they learn about famous explorers and expeditions. Most subjects, such as geography and history, are implemented consistently well. However, some other subjects are at the earlier stages of implementation. For example, in art and design, work produced by older pupils was less developed and did not reflect the ambition of the intended curriculum.

Children begin to learn mathematical vocabulary in the early years. They use phrases such as 'one more' and 'one less' when counting objects. Pupils remember what they are taught. For instance, pupils in Years 5 and 6 recall and use the correct terminology when describing fractions. They use their knowledge of times tables to solve problems involving improper fractions. Teachers have good subject knowledge

themselves and present information clearly. They ask pupils to explain what they have learned to check what they have understood. Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers know what these pupils' needs are and how to help them learn.

Leaders have recently introduced a new phonics programme and have provided training for all staff. Pupils develop their fluency by reading books that are well matched to the sounds they have learned. Most staff teach the programme well and use the resources and strategies as intended. However, a small number of staff do not focus sufficiently on addressing any gaps in pupils' phonic knowledge. This means that some pupils do not catch up as quickly with their reading as they could.

All pupils, including those with SEND, take part in every aspect of school life. Leaders provide a range of clubs and visits to enhance the curriculum and broaden pupils' horizons. For instance, older pupils visit universities to find out about learning beyond school. Year 6 pupils recalled enthusiastically an immersive experience in a Second World War trench as part of their learning in history.

Pupils are prepared well for life in modern Britain. Leaders have thought very carefully about how to support the development of pupils' character. They also make sure that all pupils are taught about how to eat healthily and how to stay physically fit. Pupils have opportunities to make positive contributions to their local community. For example, they support older people in a local care home by making and delivering food parcels. Pupils learn about difference and are taught to respect all religions and beliefs. They learn about healthy relationships in an age-appropriate way. The statutory guidance for relationships and sex education is followed.

The proprietor carries out all statutory obligations effectively. An advisory board supports the proprietor in setting strategy and holding school leaders to account. Together they have taken steps to improve staff welfare and widen the curriculum so that it covers a breadth of subjects. Staff feel supported by leaders with their workload and well-being.

The school is meeting the statutory requirements for the early years foundation stage in relation to both learning and development and safeguarding and welfare. As a result, children are accessing provision that is safe and enabling them to acquire age-appropriate knowledge and skills. They have positive relationships with the adults in the setting, and parents are fully included in their children's education.

The proprietor has ensured that the school meets the independent school standards and fulfils the requirements of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff are trained to keep pupils safe. This means that staff recognise what signs may indicate a pupil is at risk of harm. Staff know who to tell if they have concerns about a pupil.

Pupils learn how to keep themselves safe inside and outside of school, for example by not sharing personal information on the internet. They know who to talk to if they feel unsafe or worried for themselves or others.

Leaders complete all relevant pre-recruitment checks on staff. The school's safeguarding policy is published on its website. This policy contains all current government requirements.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some subjects, including art and design, are at the early stages of implementation. As a result, there is some variability in how well pupils learn in these subjects. Leaders should continue to focus on improving the delivery of the curriculum, including through developing teachers' subject knowledge, so that pupils learn consistently well in all subjects.
- The phonics programme is newly implemented. There is some variation in how well teachers are using the agreed resources and strategies to identify and address gaps in pupils' phonics knowledge. Leaders should check the impact of the training that staff have received so that pupils are consistently supported to learn to read accurately and fluently.

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.

School details

Unique reference number	100372
DfE registration number	205/6382
Local authority	Hammersmith & Fulham
Inspection number	10226756
Type of school	Other Independent School
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Proprietor	Rena Begum
Headteacher	Rena Begum
Annual fees (day pupils)	£0 to £3,650
Telephone number	07429 112 217
Website	www.evergreenprimary.org.uk
Email address	admin@evergreenprimary.org.uk
Date of previous inspection	25 to 27 June 2019

Information about this school

- The school caters for boys and girls of Islamic faith, aged between three and 11. Currently the pupils are taught in four classes. The first class is for children in the early years, the second class is for pupils in Years 1 and 2, the third class is for pupils in Years 3 and 4, and the fourth class is for pupils in Years 5 and 6.
- The school's last full standard inspection took place in June 2019, where it was judged to require improvement. At that time, all the independent school standards were met.
- Leaders do not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, who is also the headteacher, the deputy headteacher and the assistant headteacher.
- Inspectors carried out deep dives in these subjects, reading, mathematics and geography. For each deep dive inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also looked at the curriculum in some other subjects.
- Inspectors scrutinised a range of documents, including the single central record of pre-employment checks, records related to safeguarding, and other policies and procedures. Inspectors toured the school and reviewed information to check the school's compliance with the independent school standards.
- Inspectors considered the responses to Ofsted's online staff and parent surveys.

Inspection team

Alison Colenso, lead inspector

His Majesty's Inspector

Jo Franklin

Ofsted Inspector

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