

Inspection of Evergreen Primary School

9 Swan Mews, Parsons Green SW6 4QT

Inspection dates: 16 to 18 September 2025

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

What is it like to attend this school?

Pupils arrive here happily every morning and join in the whole school prayers. They are proud of this school and enjoy the family feel. They are happy and safe here. Pupils have a sense of belonging. They have forged positive working relationships with all the staff who know them and their families well. Staff expect and successfully support pupils here to make strong academic progress.

Pupils treat each other and staff with respect. Staff have high expectations of pupils and follow the school's behaviour policy consistently. Pupils quickly respond to instructions and guidance from staff. Pupils demonstrate enthusiasm in lessons, and when talking about their learning. They play cordially with each other in the school playground. Pupils have full confidence that all staff will take their worries and concerns seriously.

Pupils enjoy the many visits planned by the school each year, such as to the zoo, aquariums, universities and visits from the Fire Service. Pupils take part and benefit from the whole school thematic weeks, such as 'Science Week'. Children in early years also benefit from regular visits to the local supermarket and post box to build an understanding of the world around them.

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

Since the previous inspection, the school has made sure the curriculum is ambitious for all pupils across all subjects. The curriculum includes detailed knowledge across subjects. The school has thought carefully about how pupils will best develop a breadth of knowledge and skills. In a few subjects, the curriculum is not taught in as much depth. Pupils learn many facts but are not, sometimes, effectively encouraged to explore how they link to each other. This limits pupils' deeper knowledge and understanding of important subject content and ideas.

Children in early years develop their understanding of number through a range of extremely carefully planned learning. As pupils move up the school, they have sufficient time to practise their understanding of mathematical concepts. They grow in confidence in this subject as they move up the school. Across lessons, teachers routinely check for understanding to pick up and correct errors in pupils' written work. Staff subject knowledge is secure, with teachers clarifying misconceptions well. They identify where pupils may need additional support or when learning needs to be revisited.

In early years, staff have an excellent understanding of early development. They provide children with a wealth of high-quality learning opportunities and give them the best start to their education across all seven areas of learning. Children learn to communicate well and demonstrate great independence. They do not give up when they find something challenging. Children work well with their peers and build positive relationships.

The teaching of early reading is a school priority. Children are taught to read as soon as they settle in Reception and make excellent progress in early years. They read books that match their phonics understanding. Staff identify gaps in reading through regular checks and support is put into place for any pupils that struggle in their early reading. The school works closely with parents and carers on how best to support their child with reading at home. Staff have received training and most demonstrate strong subject knowledge when delivering phonics. In key stage 1, the delivery and oversight of early reading is not as well embedded. Sometimes, staff who need refresher training are not identified quickly enough, which limits staff expertise. Despite some inconsistencies, pupils make strong progress and outcomes in reading by the end of key stage 2 are high. Pupils enjoy a range of books at school and have access to many online books at home.

The school has a clear and structured approach to identifying pupils' needs. It collaborates closely with the local authority and external specialists to provide effective support for pupils with special educational needs and/or disabilities (SEND). Leaders guide teachers in adapting learning appropriately. Parents value the advice offered, which helps them better understand and meet their child's needs.

Staff have high expectations for attendance for all pupils. A lot of work has been done with families to discourage holidays during term time and, consequently, attendance has greatly improved.

Leaders work closely with all staff to ensure that they are happy and not overworked. Staff love working here. Leaders make sure the safeguarding of pupils is taken very seriously. Parents are overwhelmingly positive about the school. The proprietor fulfils their statutory duties, for example, by making sure that arrangements to promote pupils' safety are suitable. All of the requirements of the independent school standards are met. The school meets the requirements of schedule 10 of the Equality Act 2010.

The school has carefully thought about how to build pupils' personal development. Pupils' understanding of school themes, such as 'active citizenship' and diversity, is further developed through assemblies. They learn how to be respectful members of the community. Pupils learn about the faith and customs of others. Staff encourage pupils to respect and value differences and are taught about healthy, respectful relationships and friendships.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The school has not ensured that some staff have the knowledge and expertise to teach its phonics programme as expected. This means that some inconsistencies

in teaching result in some pupils not achieving the confidence and fluency in reading as soon as they could do. The school should ensure that all staff have the knowledge and expertise to teach the phonics programme as intended.

- In some subjects, teaching does not support pupils to connect isolated facts to create a rich understanding of the knowledge they learn. This means that some pupils do not learn subject content in the depth the school expects. The school should ensure that staff have the expertise to support pupils to make these connections.

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	10391698
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	72
Proprietor	Rena Begum
Headteacher	Rena Begum
Annual fees (day pupils)	£0 to £2,000
Telephone number	07562 778 537
Website	www.evergreenprimary.org.uk
Email address	admin@evergreenprimary.org.uk
Date of previous inspection	22 to 24 November 2022

Information about this school

- The school caters for boys and girls of Islamic faith, aged between 3 and 11. Currently the pupils are taught in four mixed age 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 operates from 9 Swan Mews, Parsons Green SW6 4QT.
- The school's last full standard inspection took place in November 2022, where it was judged good. At that time, all the independent school standards were met.
- There is a high mobility of pupils at this school.
- The school does 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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. Inspectors visited a sample of lessons and talked to pupils about their learning in these subjects and looked at their work. Inspectors met with teachers to discuss the curriculum.
- Inspectors met with a group of pupils to discuss their views about the school, behaviour and safety.
- Inspectors reviewed curriculum documents and paperwork for pupils with SEND.
- Several meetings were held with the proprietor, the assistant headteacher, education welfare officer and the special educational needs coordinator. We also held discussions a member of the Board of Advisors.

- Inspectors scrutinised a range of policies and documents. We checked the school's compliance with the independent school standards.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Teresa Neary

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025