

GJT SCHOOLS

NURTURING YOUNG MINDS

**Evergreen Primary School Self-
Evaluation Form: September 2025**

SEF

At Evergreen Primary School, we nourish the uniqueness of our community. Rooted in love, a rich and diverse curriculum enables all to flourish and grow confident and secure, our children reach out, ready to embrace the seasons of life in all its fullness

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EVERGREEN PRIMARY PRIMARY SCHOOL SELF EVALUATION REPORT

SUMMARY EVALUATION		Headteacher Board Of Advisors	Zara Rahman SB, ZC, FA, ZA
SCHOOL CONTEXT		PREVIOUS INSPECTION KEY ISSUES	
Further Context / Pupil Background		Key Issue	Progress
<p>With a 87 on roll, Evergreen Primary is a smaller than average sized semi-city, Primary school Evergreen serves the catchment although we attract many out of catchment pupils, currently 82% (66 pupils). This figure is rising. The majority of pupils are driven to school or, if in catchment, arrive on the school bus (have a bus pass). Pupils who attend Evergreen usually do not come with experience of a nursery or playgroup situation, primarily from working class socio-economic backgrounds. Recently we are beginning to see a slight shift with some higher socio- economic groups joining our school community.</p> <p>No pupil is cared for and 90% pupil will be classed FSM = ? disadvantaged Mobility is a key issue</p> <p>11 pupils have transferred from other local primary schools last academic year and 7 pupils have transferred since September 2024.</p> <p>Pupils on entry to reception are usually assessed as being lower in line with national average, fluctuating percentages working below and at times well below. Once pupils begin reception they tend to leave before they reach year six. Mobility is a key issue and staff have to work extremely hard to close gaps when receiving pupils entering mid way and into upper ks2</p> <p>21 pupils (24.14%) have identified SEND support from school . 0 Have a EHCP</p> <p>Yr1/2 and Yr 3 and 4 have a high percentage of SEND Support</p> <p>100% pupils in school Come from families where a language other than English is spoken at home and 100% culturally diverse.</p> <p>Significant Changes in Recent Years</p> <ul style="list-style-type: none"> 2021 SBM new to post (and role) & 2024 SBM new to post (and role) 2021-22 Significant LT staff absence due to illness (4 x LT sick & 1 x Maternity) 2023-24 (another Maternity) school office particularly impacted since covid 2022-- 23 ECT covering maternity post in Yr3/4 2023 -24 New Board Of Advisors Oct 23. New BM and 3 Board Of Advisors new to role Oct 23. 2024 2024-25 Absence (affecting school administration)2024-2025 2024-25 New EYFS Teacher Cuurent Lead -Maternity Jan 2025 Half Term handover to minimise disruption <p>Absence</p> <ul style="list-style-type: none"> 2023-24 96.2% attendance (+ 2% above National) 5% Persistent absence (+11% National) Overall absence (4.2%) was in the lowest 20% of all GJT schools in 2022/23. Persistent absence (6.8%) was in the lowest 20% of all schools in 2022/23 		<p>To raise attainment in other subjects upto the level reached in English and mathematics by...</p> <ul style="list-style-type: none"> strengthening the details of planning across the school in these subjects developing effective systems to evaluate the gains pupils make <p>In EYFS, make more effective use of the outdoor facilities when promoting development in each of the six areas of learning (2)</p>	<p>Our school curriculum is broad and rich. It sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. This enables teachers to evaluate pupils' knowledge and skills against these expectations in all subject areas.</p> <p>The curriculum is not narrowed for any of our pupils. Subject leaders are in place to monitor and improve the delivery of their subjects.</p> <p>The EYFS and whole school environment has been improved to enable better use of learning spaces for all pupils CPD has been provided to challenge pedagogy in this aspect of learning.</p> <p>White Rose math</p>
MAIN AREAS FOR WHOLE SCHOOL IMPROVEMENT		Evergreen Primary School	
Quality of Education	Behaviour and Attitudes	continues to meet high standards set out in the EIF because...	
<ul style="list-style-type: none"> Consider the impact of English writing skills in KS1 and implement changes Continue the whole school focus on 'Learning Beyond the Classroom trips , Flip' Ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment – (Telling the Story English report / Helicopter stories21) Continue to embed approaches to curriculum delivery (QF Adaptive teaching etc.) To implement the Tarbiyah Syllabus Review the current PE scheme and evaluate alternative schemes Refine long-term plans to ensure greater AMBITION Embed the use of SSP -SEND amongst teachers 	<ul style="list-style-type: none"> School policy and practice will reflect Working Together to Improve School Attendance(19th Aug 24). School attendance will remain above national average, with the school target of 97% remaining For staff to work closely with our Mental Health Lead on strategic planning across school Pupils will better understand how they can support the wellbeing of themselves and others provide frequent information for parents and pupils around keeping safe online making best use of the National Online Safety (NOS) platform 	<ul style="list-style-type: none"> Safeguarding is highly effective Attendance is above average and no group is significantly disadvantaged by poor attendance Teaching is consistently good or better Pupils make an excellent start in the early years and attainment at KS1 is above national. Pupils have made excellent progress by the time they leave year six. Prior attainment is on average close to national ks1 due to mobility however the standards pupils reach in KS2 are significantly above average (2023) and have been consistently so for a number of years Leaders have developed a curriculum and enrichment, beyond the academic, that is designed to give all pupils the knowledge, skills and the cultural capital to help them; work together, aim high, Staffing remains consistent and teachers and many TA's are experienced and highly skilled Lessons are exciting and engaging; pupils love the challenge of learning and are eager to remember more The school has always had and continues to have strong relationships with parents who are extremely supportive and say that they are very happy with the school and the progress their pupils are making. 100 % of parents would recommend this school to others (2023). Behaviour, safety and pupils' attitudes to learning are excellent. Pupils are considerate and polite. Their age- appropriate self-discipline and teacher expectations ensure bullying and low-level disruption are rare Subject leaders have been given time to undertaken CPD, to develop their subjects and lead training for teachers and TAs, improving pedagogy across the school A clear pathway has been developed to support teachers to identify SEND and implement the appropriate support ssp plans We maintain strong, inclusive provision throughout school for our SEND and vulnerable pupils Leaders check the progress of all pupils regularly and actions are taken to ensure that nobody falls behind The teaching of reading is secure throughout the school and continues to be a high priority. Teach Write isnow embedded into school practice and regular Development Days with a curriculum planning days and access to the School Hub portal ensure high standards of teaching are maintained. Board Of Advisors are involved fully in the school's development and work closely with leaders to ensure that pupils' achievement and teaching continues to improve. They are regular faces in the life of the school and are effective and consistent in their challenge and supportive role The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive 	
Personal Development	Leadership and Management		
<ul style="list-style-type: none"> Increase opportunities in school for Pupil Voice to be heard and acted upon (EYFS / school council / collective worship committee / well-being team / Play Leaders etc.) To develop an active culture of justice and responsibility (alongside a deeper understanding of the protected characteristics and British values) enabling pupils to make ethical choices and become agents of change. Ensure collective worship allows pupils and adults to flourish spiritually. Ensure all staff have a clear understanding of how to provide for the Spiritual Development of pupils 	<ul style="list-style-type: none"> To ensure the 5D Planning and Insets impacts on pupils and adults flourishing The partnership with GJT schools will be strengthened to ensure the school is supported in meeting its designation as an Islamic school Board Of Advisors will review their vision & strategic direction for the school - Leaders will ensure an open and positive culture around safeguarding that puts pupils' interests first and meets the standards outlined in KCSIE 2024 To review data protection policies and practice in school in light of updated guidance Ensure the school meets guidelines relating to cyber security Leaders will ensure, following consultation, RSHE teaching reflects new policy and parents are consulted 		
Early Years Foundation Stage			
<ul style="list-style-type: none"> In EYFS maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L (Introduce: Move to Write & Drawing Club & embed NCETM Mastering Number) Continue to improve the extent to which practitioners assess & communicate what pupils know and remember - EEF High Quality Interactions in the Early Years Better plan for the acquisition of new language and incorporate it into the learning environment – Oracy Target Q of E – Young Children's Voices Doc / Voice 21 			

School Characteristics

The pupils at Evergreen Primary come from a range of backgrounds. Approximately one third of pupils come from backgrounds where education is valued and families have high aspirations. About a third of parents and children are more difficult to engage. For

these families, basic education and social skills are often lacking. The behaviour and attitude of a minority of parents and children is indifferent and sometimes challenging. We have to work hard with them to make them value and support their children's education, for example great efforts are made to engage parents in their child's progress.

Data indicates that many pupils in the school come from economically deprived backgrounds:

Many pupils come from households of high poverty. A vast majority of families are on the lower income rate and some receive free education.

Evidence from the school's assessment and tracking systems indicate that (see tracking and mobility data): Evergreen School is a good school with much strength and many outstanding features. The school provides for 130 students aged between 3-11 years of age,

The main characteristics of the school:

20 % of the schools population live in Hammersmith and Fulham the remaining children travel to school from the surrounding boroughs. The Headteacher, Mrs. Begum, has been in post since 2012.

The school currently has 87 pupils on roll 25% of children come from a North African British , 12% from Arab Other 54% Somalian, 3% Pakistani , 6% African. Almost all children have English as a second language (EAL).

This is a good school with its many strengths being greatly appreciated by almost all parents. The vast majority of pupils' achievement relation

is good, as they make consistently excellent progress throughout the school and attain highly.

The school not only provides good teaching but also a supportive, caring atmosphere (inspection findings support this view); pastoral care is outstanding and ensures that all safeguarding requirements including health and safety requirements have robust procedures and are met. Pupils receive high levels of care, guidance and support resulting in strong personal development provision demonstrated by pupils' excellent attitudes towards school, exemplary behaviour and high attendance rates. Covid interruption and barriers faced and recovery

Evergreen Primary School has a happy, caring environment promoting high achievement and learning for life. Education is very much

a joint effort between home and school, with all families encouraged to be fully involved in all aspects of school life where every person is valued and every child is known and cared for; where cooperation is preferred to competition; where all successes are shared; where difficulties are talked through; where equal opportunities are given and where independent enquiring minds are developed.

Foundation Stage pupils are taught as a separate class. All children in Key Stage1 & 2 are taught as three mixed aged classes.

The school has occupied the present buildings since 2014. Although alterations and some additions have been made to the building, the size of some of the classrooms and the hall presents challenges. We have major plans for the redevelopment of part of the building should finances permit in the future. Such as a roof top playground and additional classes.

Rigorous baseline assessments are carried out showing that attainment on entry to Foundation Stage falls well below national averages., during the 2020 Covid period – interruption to learning took place March 2020-September 2020 this carried severe

implications for the Reception joining the ks1 group. This further continued from the second lockdown January 2021 –March 2021. (see separate Covid SDP)

The school is proud of its intervention programme. Presently almost all children are on an universal intervention plan. to catch up on loss of curriculum time during the interruptions faced from the pandemic (see sdp covid doc). Prior to the Pandemic, there

were 20 pupils assessed as pupils who would benefit from extra support due to being new to English. No children have an education health and care plan / statement of special needs . There are presently no "Looked After Children" , , Currently, the school has 5 children on a Child Protection Plan these children are also monitored to ensure they reach their full potential as are children on the

Other Features

The school has religious character hosting an Islamic ethos and environment but and as such gives clear moral teachings. The school promotes British Values through assemblies, Circle Time and PSHE lessons and other curriculum lessons. All parents are made aware of their right to remove their children from assemblies and Religious Education lessons..

The school offers early morning and after school care and offers a wide range of extra-curricular opportunities after school eg arts and crafts club, Sports club, Cycling sessions, Homework support, Hifdh Club, and many other extra curricular activities that enables children to gain experiences outside of school.

The school forms part of a strong network of consortium primary schools working with the Gardens of Jannah Trust and is a strategic partner of the learning box alliance. Training, support services and CPD are organised through these groups thus enabling the school greater access to a wide range of services. We also foster links with the University of cumbria and provide Schools Direct placements for trainee teachers and links with Hammersmith and Fulham College to provide placements for teaching assistants and early years practitioners.

Characteristics of learners:

- Pupils enter Nursery with skills significantly well below the average.
- About a quarter of pupils from the Reception transfer to other schools. Our assessments show a trend for a significant number of these to be the more able pupils.
- Pupils enter Reception with skills significantly well below the national expectations. (Reception baseline)

There is a drift of more able pupils to other schools as parents move due to financial problems, employment and housing issues. Though some have moved areas, yet kept their children at Evergreen.(Note: Punctuality will be continuously monitored as it is a key player

in relations to progress. Over 80% of our families are coming in to our school from outside of Hammersmith and Fulham borough, in to majority of mainstream schools, whereby majority of children attend from within catchment area.)

- Almost 80% of the pupils come from outside Hammersmith and Fulham.
- 40% come from home school backgrounds
- 5% are new to English

The distinctive aims and special features of Evergreen:

The school's aim is for pupils to be happy and successful.in pursuit of this it is a busy school. The learning environment has been redesigned and refurbished. The quality of management and succession planning is a strong feature of the school. The teaching staff is mainly young, hard-working and enthusiastic extra care is given in nurturing strong values and developing the personality of a child in line with fundamental British values., additional enrichment activities, clubs and visits and partnerships eg with oxford /Cambridge university and enabling enterprise allow many experiences. The leadership is strong. (See SIP)

Significant Barriers to progress

1. Covid -19 interruption :

2. Limited parental involvement: Some parents are supportive. One third are hard to reach, or involve, and do not support education or see it as a high priority. A minority of parents are quick to complain and can be confrontational in response to this, staff have to work hard through a range of strategies to communicate and involve parents. Complaints that do occur are often

minor and do not end up in a formal complaint system even when when offered. Evidence is that complaints have reduced significantly year-on-year and engagement is increasing (See evidence of Parents' Evening attendance and complaints). This attitude is also reflected in high levels of pupils' lateness and non-attendance, which has had an impact on standards in the past. As a result, the Proprietors have been keen to monitor rates and to challenge the SLT to implement improvement strategies. A

great deal of effort has been put into improving attendance rates. Attendance has been above the national average every year lower income rate and those of who are eligible (but not receiving) free school meals; all of whom are seen as vulnerable due to their circumstances. The number of children leaving/joining the school other than at four and eleven years of age is above national

averages most of who are starting with very low starting points. (See mobility data)

since 2012 for all groups (see detailed evaluations). The school has put in place robust systems to address this matter and has employed a education welfare officer who deals solely with this and as a result, attendance results stand above national average currently.

3. **Many pupils join Evergreen with significant development delay and they struggle to catch up.** Many of our children lack independent learning attributes e.g. resilience, concentration as a result the current focus is on developing independence and resilience. The school has recognised this and has put in place a curriculum acurriculum resilience and independence. It aims to

gender the skills and knowledge pupils need to be successful in the next stage of their education. The range of experiences and the way that learning is planned fosters strong cultural capital for many of our disadvantaged pupils.

4. **Mobility:** The mobility of pupils is not relatively high, but the school's tracking shows that the pupils who leave are the more able and those joining are, in the majority, the least able, with social and personal issues, such as for example those with a history of poor attendance, low attainment, multiple school moves and some with social care involvement (see mobility data).

5. **There has been a significant turnover of teaching staff in recent years.** It had proved difficult to attract experienced teachers in the previous years, which resulted in the appointment of a high number of NQTs. This had been a challenge to the SLT to maintain high standards of teaching and learning in the past. Currently, staffing has become very stable. All staff are on a permanent contract.

6. **New to English,** we have a high number of pupils who enter school that are new to the country and are new to the English language this is not the same as being considered as EAL. This area is being monitored to assess the needs and impact made in school.

7. **Home-school :** We have a high number of turnaround and intake from home-schooled families who are entering into our primary school mainly into the KS2 classes. The majority of the time Mostly, the pupils entering below ARE. This has been extremely challenging for the school. The school has put in place a grade 1 intervention for those children to help them catch up and leaders have adapted curriculum to close gaps.

8. **Mental health and wellbeing:** Many families who are joining the school are coming in with the following risk factors described below. Currently a first aid mental health staff has been trained and a welfare officer introduced who deals with offering counselling and emotional literacy assistance to support pupils . The school has a Youth Mental health first Aider and a mental health champion who will be facilitating counselling and emotional literacy support. – Young Carers, Disability and Illness, Migrant and Refugee children, SEND.

Staffing

- Committed staff who work well as a team in school and out of school
- Headteacher - appointed 2016 (first headship) previous head teacher was in post for 20 years. HT holds National Award for SEND Coordination
- Assistant headteacher - wealth of experience and has been at the school since 2001 (SENCo and YR6 teacher)
- EYFS teacher - employed at school since 2014., DFE funded Senior Mental Health Lead training, this year completing a further leadership course with the LEA MIS
- KS1 teacher – RQT. Completed ECT years at BDS
- Yr3/4 teacher - worked at the school prior to last inspection / has had three maternity leaves / recently trained as an **ELE** (Evidence Lead in Education)
- Yr4/5 teacher - has worked at the school for 6 years after being taken on as a student and then an NQT /

Practices embedded.

- Effective system of Young Leaders from Year 1-6 from year six who support playtime activity

Supported by Mental Health Ambassadors ,Eco ambassadors child MP - raising money to support the school and provide social activities for our pupils and families

Contextual Challenges

- Concrete Jungle aspect - distance from any greenery

GJT High In house SEND / EHCP - impact on school funding from budget IDSR - well above average?

- A supportive parent body / many of whom are time poor
- Mixed age classes and fluctuating

on curriculum planning annually

- Loss of very experienced school business manager / accountant / admin support sporadic due to illness
- Top heavy teaching staff which impacts on budget and therefore

supports ITT & RQT's. Has completed an NPQLL

- Experienced UPS teacher supports part time staff and PPA
- School Business Manager – returned to post after bereavement and SBM role in 2025
- 2021 -22 Five members off staff were on long term sick / maternity leave which alongside COVID became a leadership / management priority. It also drastically impacted the budget.**
- School Administrator currently on LTS**

- Highly motivated and supportive Governing Body, with a wide and varied skills base. Actively engaged within school.
- Islamic Values and the Vision for Education, sit at the heart of the school community providing a shared vision communicating our Islamic ethos
- An experienced team, ensure a strong culture of Safeguarding remains high priority in all aspects of school life. Regular supervision, training and updates equip staff to understand and apply their safeguarding responsibilities. Whole school Safeguarding Tracker excel enables safeguarding information to be shared in a timely manner and on a need to know basis.
- An identified Mental Health Lead and BA support (ZC) signpost staff, families and pupils. The majority of teachers and teaching assistants have undertaken training in Mental Health First Aid and one Teaching Assistant is trained as an Emotional Literacy Support Assistant (ELSA). For the last two years we have been a 5D thinking school and work towards happy mindset and positive attitudes towards life -ambassadors of positive change creating harmony respect and love for all around the world.
- A curriculum that is ambitious, progressive, broad and balanced with well-established wider opportunities and learning that extends beyond the National Curriculum, including visitors, visits, outdoor learning, residential experiences and many extra-curricular opportunities
- Outstanding range of extra -curricular enrichment activities at lunchtimes and after school including Nasheed, football, cricket, orienteering, drama, multi-skills, drawing, reading, Young Writers 's Award, , Eco Ambassadors club, Child MP parliament Member (Amira Rehman)
- Wide Range of partnerships including;
 - GJT Teaching School Hub
 - Oxbridge University
 - AMS NIDA TRUST
 - GJT Consortium Cluster Schools group/ Peer to Peer support
 - Gilwel School Residential
- A flourishing Out of School Club providing morning and afterschool care for at least 10 years
- Winners of the Lords Children Crickets school league 2024
- Excellent parental support and engagement with their child's learning including remote learning. 95 % parents engaged in parent's evening. 79 families completed the most recent questionnaire.
- Pupil Leadership ,School Council, Eco and Mental health Ambassadors who support the school in working towards The Sustainable Development Goals and provide a Pupil Voice within the school .
- Strong links within the local community, East London Mosque & Community, Residential Homes; Business links
- Cultural Education link with a schools in Istanbul
- Premises and facilities provide a calm learning environment for pupils, staff and wider community. External facilities are outstanding and support our curriculum and pupil and staff wellbeing; new Plans for Roof and additional floor for calm room, Sensory garden and sports hall planned for construction pending planning application July-August 2025 to support teaching outside the classroom and plans for a new library October 2024
- Excellent Information and Communications Technology (ICT) resources provision which is filtered & monitored using Imperro

management time

Low Grant Funding – from

cohort size - impact

non-contact

Quality of Education

Outstanding / Good

Rationale & Evidence behind the Judgement

- | | |
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| <ul style="list-style-type: none"> • Evergreen's curriculum is rooted in the knowledge of its pupils, the locality, and the individual strengths and needs of the school community. Leaders use this understanding to ensure pupils gain the knowledge, skills and cultural capital required in order to prepare them for life in all its fullness. This is what underpins and drives the curriculum forwards. • All pupils, including those with SEND and those who are disadvantaged have access to a broad, balanced and enriched curriculum. Teachers adapt their teaching in order to do this successfully. • We highly value the arts and foundation subjects whilst appreciating that pupils require the ARE in order to read, write or perform maths and progress to the next stage of their education. • Mixed age classes and differing cohort numbers adds an extra element of challenge to our curriculum design. Subject leaders and SLT work together to ensure that each year pupils build upon what they already know. Where required, the curriculum is scheme assisted to ensure it is planned and sequenced so that new knowledge and skills build on prior knowledge. • Our curriculum is ambitious and ensures the more able pupils continue to make progress. Teachers and parents, have high expectations and seize every opportunity to create learning opportunities; not a minute is wasted. In order to do this, teachers demonstrate deep knowledge and understanding of the subjects they teach. Where a gap in knowledge appears, staff ask for support from more experienced teachers, or undertake CPD. • Professional development is focused on school refining priorities, backed by research and revisited over time to ensure it is embedded. A range of methods ensure all staff have access and it meets the needs of individual staff as well as whole school development. Good use is made of our National College subscription. • We aim to ensure teaching and decision making is rooted in research – our BA supports us in doing this. It is our intention to be outward facing, however, we do question before we embark on changes - they have to be right for us and our pupils • Secondary colleagues (London East Enterprise) tell us that the pupils that transfer to them are well prepared for the next steps in their learning. We regularly celebrate past pupils' successes e.g. colleagues at primary liaison meetings inform us of pupil results / accolades and many pupils return to visit us. • Questioning is highly effective and used to gain insight into the pupils understanding, knowledge and skills. Misconceptions are used as a means of learning and are swiftly corrected. Questioning is used to enable pupils to make links connecting new knowledge with existing knowledge. • Teachers understand the importance of pupils retrieving and demonstrating knowledge so that is engrained in the long-term memory. They use retrieval practice to ensure pupils know more and remember more. Retrieval of knowledge is spaced over the short, medium and long term and should be evident in lessons. Teachers are working hard to understand and improve their practice in this area. | <ul style="list-style-type: none"> • Teachers support any pupil who is falling behind, providing pre or post teaching opportunities for them to keep up rather than catch up. A timetable is in place at the beginning of the year and reviewed regularly to show how the needs of these pupils are being met; this is a working document and is overseen by the SENCo & HT. BA • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. This is then used to plan and adapt future lessons. • Feedback is clear and in line with the feedback policy. It enables pupils to effectively improve their knowledge, understanding and skills. Teachers do not waste time with ineffective time-consuming marking, this also supports teacher workload. BA • Teachers have consistently high expectations of all pupils. Pupils are eager to know how to improve their learning and they capitalise on opportunities to use feedback, written or oral, to improve their work. • Teachers maximise use of lesson time and coordinate lesson resources well. They communicate effectively with TA's and other teaching staff. (• Homework is appropriate for the age and stage of pupils, it consolidates learning, deepens understanding and prepares pupils very well for work to come. • Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. • Assessment points are clear and understood by all teaching staff. We are currently working to ensure the assessment of foundation subjects is useful and impacts on teaching and learning. • Positive feedback from parents, secondary schools and the wider community reflects that pupils leaving Evergreen are motivated, enthusiastic, organised and keen learners with the necessary skills and resilience to build on their learning. • Self-evaluation shows teachers are delivering good or outstanding lessons. |
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Areas for Development for 2024-25... / To ensure work towards SIP outstanding

- Consider the impact writing (including spelling) in KS1 and implement changes where necessary
- Continue the whole school focus on 'Learning Beyond the Classroom' improving use of the school grounds across the whole curriculum (including Collective Worship)
- To ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment – (Telling the Story English report)
- To implement the Tarbiyah Agreed revised Syllabus for RE throughout school considering the findings in Deep & Meaningful life
- Review the current PE scheme and evaluate alternative schemes that may improve the teaching of PE across the school
- Continue to embed approaches to curriculum delivery (Quality First - Adaptive Teaching, Retrieval Practice, Feedback, Vocabulary)
- Refine long-term plans to ensure greater AMBITION, better linking subject content and enrichment opportunities including skills (enrichment calendar)
- Embed the use of ssp SEND amongst teachers to support planning and teaching of high needs /SEND pupils – investigate alternative curriculum pathways and adapt timetable

Behaviour and Attitudes

OUTSTANDING

Rationale & Evidence behind the Judgement

- Board Of Advisors and SLT review the Behaviour Policy & Procedures as well as the Behaviour Principles annually, with feedback from all staff, pupils and parents to ensure it meets our pupils' needs and staff expectations are consistently high. The reviewed Behaviour Policy is shared with all stakeholders for clarity. It is available on the school website.
- The GJT Vision for Education... 'educating pupils for life in all its fullness' alongside our 'Islamic Vision' and 'Islamic Values', underpin our school ethos nurturing Young minds and promote a culture of positive behaviour where commonalities are celebrated, differences are valued and nurtured and bullying, harassment and violence are NEVER tolerated.
- We have strong focus on mental health and well-being for pupils, families and staff with a separate SMHL strategic action plan in place and a BA advocating wellbeing throughout school. We have a whole school Tarbiyah scheme (PSHE) focus each Friday alongside our Celebration Assembly. Many other routines and priorities help create a caring environment for our pupils (MHFA/ SMSC Focus Groups / Barnardo's / Sensory Garden / Collective Worship & Spirituality valued and prioritised)
- Visitors to school, including parents, comment on the consistently calm and orderly environment that greets them, this view is backed up by learning walks, pupil interviews and BA visits.
- Pupils' pride in our school is evident in their conduct, manners and attitudes towards visitors and all adults in school.
- The Evergreen School ethos permeates though all relationships between pupils and staff, pupils and pupils, staff, Board Of Advisors and parents and the wider community. When issues do arise, they are resolved promptly and effectively in a supportive, restorative, Islamic manner.
- In the most recent questionnaire 99% of parents agreed their child feels safe at school April 2024.
- Over COVID, an online FORMS questionnaire was sent out which enabled staff to deal directly with any concerns from both parents and pupils. At Evergreen School we believe that understanding a child helps us understand their behaviour.
- All staff model and insist on high expectations of their own and pupils' behaviour and conduct.
- Understanding effective learning behaviour is prioritised from reception up where Super-Power Capes are used to encourage these skills.
- Pupils aspire to being 'a year six buddy' as at the beginning of the year they're given an EYFS new starter to care for and support.
- A set of Golden Rules are used throughout school to ensure behaviour expectations are consistent- all pupils are aware of these rules. Three relentless routines are adopted to ensure behaviour focus areas are maintained. Positive behaviour is recognised and a behaviour blueprint is in place.
- Our behaviour ladder ensures all staff respond to behaviour in the same way and pupils are aware of consequences and rewards.
- Parents support all staff with high expectations of behaviour and conduct.
- Pupils are consistently enthusiastic about their learning, take pride in their work and celebrate their achievements; our Celebration Assembly each Friday helps us achieve this.
- Young Leaders are in place to support behaviour at playtimes and a Play Leader is employed at lunch time to support our Golden Rules and keep pupils active (action for current yr5)
- As well as teachers own class systems, a Recognition Board and whole school Team Points are used to reward positive behaviour
- Whole school attendance before COVID was consistently above 97%. Positive steps have been taken and are still being taken to promote good attendance. This year attendance currently sits at **97%**.
- Pupils are rarely late for school and when they are this is swiftly addressed with parents
- Feedback from the wider community and secondary schools is that Evergreen pupils have positive attitudes, are ready to learn, are well organised and contribute effectively to their new settings

Areas for Development for 2024-25... to ensure / maintain OUTSTANDING

- School policy and practice will reflect Working Together to Improve School Attendance (19th Aug 24). School attendance will remain on or above national average, with the school target of 97% remaining. Leaders will continue to monitor punctuality, persistent absenteeism and holiday's during term time, working with the LA, parents and children to negate these / Leadership & Management Link
- For staff to work closely with our newly qualified Senior Mental Health Lead on strategic planning across school. Pupils will better understand how they can support the wellbeing of themselves and others
- To provide frequent information for parents and pupils around keeping safe online making best use of the National Online Safety (NOS) platform
- Purchase of online data tracking / Engage or SIMS

Personal Development

OUTSTANDING

Rationale & Evidence behind the judgement

Curriculum

- High quality ambitious curriculum experiences provide pupils with a broad knowledge and skills base to prepare them for 'Life in all its Fullness'. Pupils are confident, aspirational and enthusiastic learners who are confident and altruistic in character.
- Enrichment opportunities and experiences within the curriculum build progressively throughout a child's time at Evergreen School and are in place to develop pupils' knowledge and skills and promote the development of the whole child. They provide purposeful learning and real-life links.
- A focus on Outdoor Learning, Residential, Activity Week - supporting team work and understanding different team roles and leadership / Yr5 & 6 currently undertaking Archbishops Young Leader Award.

PSHE, SMSC, Relationship education (Tarbiyah scheme of learning) ,

- The implementation of PHSE, RE and Worship programme throughout school, is supported by a specially designed Tarbiyah scheme and 5D education planning provisions. The resources supports pupils' understanding of healthy relationships and sex education, equality and diversity across cultural, religious, ethnic and socio-economic communities. Parents are consulted regarding the delivery of this and annually are sent letters and communication meetings
- High quality RE and PSHE teaching through the 5D and Tarbiyah scheme ensures that pupils engage with views, beliefs and opinions that are different from their own. There are further opportunities throughout the curriculum to provide meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society having God in the centre of it all.
- Curriculum learning provides the opportunity for pupils to discuss and debate issues and ideas in a considered way and pupils are confident to do this.
- Our NASIHA and khutba leaders and dhikhr / reflective sessions each Friday encourage ALL pupils to be responsible, respectful and active British citizens. As well as celebrating success in school personal success is also recognised during this time.
- Towerhamlets Business Partnership and school Mp parliament have provided an Aspiration Day for Year 5 and Year 6 to broaden career aspirations (develop further).

Equality & Cultural Diversity

- When we invite visitors into school we aim to provide pupils with a mix of culture and religion as we recognise that Cumbria is not hugely diverse in its makeup. Year five are developing a link with a School in which, in time, will spread to additional classes eventually becoming a whole school partnership, opening doors for a greater understanding of a very different community and culture, enabling pupils to compare similarities and differences.
- Books in school are bought to represent the wide range of culture and diversity within our world (literacy tree and Book bike)
- PSHE lessons as well as subject curriculum planning addresses the protected characteristics and ensure pupils begin to explore the importance of equality within our community and the wider world.
- Global Learning is becoming embedded through ESR scheme of work . Teachers are encouraged to refer to the Sustainable Development Goals in their teaching and these are the focus for the Eco ambassadors and School Council in their project developments that they undertake within school. The school council display in the hall shows the goals we are focusing on.
- Speech festival – oracy and public speaking opportunities showcased

British Values & Islamic Values

- Pupils have a good understanding of British Values, beliefs and differences through an age-appropriate curriculum. They receive a Key Stage assembly each week which addresses one of the British Values using current affairs.
- A democratic system is used to choose candidates for our School Council, which is run by shared leadership and has a strong 'voice' in school.
- Achieved Outstanding in GJT and nurturing values and conduct
- Strong Islamic values permeate the school ethos promoting an effective level of SMSC (Social, Moral, Spiritual and Cultural) and British Values guidance.
- Collective worship provides the opportunity for pupils to understand our Islamic Vision & Values, develop spirituality and provides time for quiet and peaceful reflection.
- We have outstanding links with church community who provide Experiences, Family Church Services, Support for Spirituality, Prayer Space (Developing 'relationship with Allah and lead worship and clubs.
- Use of the Sensory and developing 'for quiet time and reflection supports our Islamic vision.

Health & Wellbeing

- A focus on mental health and well-being of pupils and staff (using the audit & strategic plan) provides pupils, families and staff with the resilience to thrive in a safe, secure and positive learning environment.
- 1:1 or group pastoral care is provided in a variety of ways. We have 2 Emotional Literacy Support staff MHFA champion who responds to pastoral needs in school. The Headteacher /SENCo work alongside other experienced staff and outside agencies to support pupils who require provision in resilience, anger management, anxiety, self-esteem and attachment.
- The majority of staff are trained as Mental Health First Aiders with a Senior Mental Health Lead being trained using the DFE funding and a strategic plan in place.
- Families are supported and signposted to relevant outside agencies which may include Family Action who often work with small groups or with pupils 1:1 in school. We hold a small Pastoral club each afternoon (calm club) and support children and morning surgery times for parents to support with developmental social issues they may be facing.
- An effective curriculum and collective worship programme support pupils in keeping themselves physically, emotionally and mentally safe and healthy.
- Pupils are taught to recognise online and offline risks to their well-being
- NSPCC - visits to school and events promoted by school
- Tower Hmalets bike junior citizenship 2022, encouraging physical and active lifestyles.
- foods links to promote healthy eating.
- Pupils are taught to understand how to keep physically healthy, eat healthily and maintain an active lifestyle through high-quality PE/Science/PSHE lessons
- The dynamic pshe scheme of work allows to educate and provide the correct appropriate knowledge thread to support children.

Areas for Development for 2024-25

- Increase opportunities in school for **Pupil Voice** to be heard and acted upon (EYFS / school council / Mental health ambassador/ Eco Ambassador / Child MP etc.)
- To develop an active **culture of justice and responsibility** (alongside a deeper understanding of the protected characteristics and British values) enabling pupils to make ethical choices and become agents of change.
- Public speaking skills
- Ensure collective worship allows pupils and adults to flourish spiritually.
- Para 322 SMSC -Ensure all staff have a clear understanding of how to provide for the Spiritual Development of pupils

Leadership and Management

Outstanding / Good

Rationale & Evidence behind the judgement

- **Leaders, managers and Board Of Advisors of GJT** have a clear and ambitious vision and drive for providing high quality free education and better outcomes for ALL pupils.
- Vision is shared with stakeholders and realised through strong, shared Islamic Vision and policies... preparing all pupils for life in all its fullness.
- **GJT Board Of Advisors** are clear in their responsibilities to challenge and support school leaders on strategic direction, they hold school leaders to account on school performance and oversee the financial performance of the school to ensure best & effective TI
- Board Of Advisors visit school to monitor SIP priorities and have links with classes and curriculum subject leaders. This gives the opportunity to Board Of Advisors to support and challenge performance.
- Board Of Advisors seek the views of staff and are aware of the **workload** pressures, and the impact that this has had on staff mental health wellbeing and work life balance. All classes have a dedicated class TA to help reduce teacher workload. Our senior mental health lead and dedicated BA have carried out a wellbeing audit and produced an action plan. The School Leadership Team are mindful of teacher workload in respect of data collection, and the curriculum is in part 'scheme assisted' to support planning and curriculum delivery.
- Leaders listen to staff views through consultation and work hard to support staff with training and implementing systems to support work life balance. Systems and policies are regularly reviewed with reducing workload in mind.
- **A strong culture of safeguarding** is embedded throughout school. Safeguarding systems are consistently reviewed and challenged to support, protect and prevent harm to our pupils, ensuring they feel safe and secure in school and at home. Evergreen School is a 'positive environment where pupils can flourish'. All Staff are aware of KCSIE, particularly part 5 (Child on Child Sexual Violence and Sexual Harassment). Staff respond to all signs, reports and concerns and maintain an attitude of 'it could happen here.' Training is updated regularly by all staff and all BAs. The DSL and DDSL meet regularly and external supervision take place half termly, providing advice, support and challenge. A Safeguarding audit is carried out annually with the safeguarding BA and the action plan updated.
- Effective use of excel (as well as written logs) are used throughout school to ensure clear communication between all staff and keep pupils safe through prompt response and action.
- During remote education, systems were adapted to include regular contact with families for pastoral care and targeted support. Vulnerable and disadvantaged pupils were encouraged to attend school and where this was not possible, more regular contact was made e.g. visits to the home, zoom calls and working in partnership with the secondary school and GP. The HT receives safeguarding support from the BA and safeguarding BA whom she meets with regularly.
- **The SENCo** has a wealth of experience to support any pupils that may need support with high needs currently there is 0 EHCP pupils. school has devised in house ssp plans to support children and their families are also supported by the head teacher who was a SENCo and has the award for SEND coordination. The school receives an above average number of pupils with EHCP's and often pupils on SEND support join us from other schools. The HT and SENCo have a good relationship with the advisory teachers within the LA. The SEND BA plays an active role in the life of the school. CPD is prioritized and is an important part of the role.
- Leaders create coherence and consistency across school through regular **self-evaluations** and research linking directly to school improvement and quality CPD, impacting on effective teaching and the quality of education the pupils receive. Rigorous assessment data and research is used to inform actions, key priorities and performance management (Feedback / Quality First Teaching / Retrieval Practice / Writing/ Assessment).
- **Leaders collaborate** with other leaders: Board of Advisors are members of the BA peer support network; HT supports other schools and partnerships; other key staff are deployed to support other schools. Staff at all levels deliver CPD to other partners – ECT.

Evidence

- Leaders engage effectively through **consultation with stakeholders** on a range of issues. (RSHE / H&S / SEND / Wellbeing / Reports / Teaching & Learning)
- **Staff are empowered & outward facing** – NPQs are encouraged (NPQSL & NPQLL) and one teacher is a trained Evidence
- Leaders **work in partnership** with other local consortium schools to improve outcomes for all pupils and share good practice across the consortium and other areas of
- Staff meetings focus on improving the quality of teaching and learning and leaders have invested in National Collage online learning, for all staff and BAs, to ensure statutory training is met and staff have access to **high quality professional development** to improve subject knowledge and pedagogy. Investment in up to date staff development supports the key developments of teaching and learning.
- Leaders have **distributed subject leadership responsibilities** and support staff to further refine their subject leader role through training coaching and a timetable of non-contact time.
- Leaders ensure the **protected characteristics are addressed within the curriculum**, specifically within Tarbiyah scheme PHSE, RE and Collective Worship, but they are also visible in other subject areas like history, English and music. Leaders ensure our curriculum aims to support pupils' understanding of healthy relationships and equality and diversity across cultural, religious, ethnic and socio-economic communities.
- Our **recent Health and Safety audit** demonstrates that systems are rigorous and support safe practice across school, achieving an overall grade of 'Substantial Evidence' in the CCC H&S Audit in October 2022 the highest of the three available grades.
- **Parental and community engagement is strong.** Parents meetings and information nights are always well attended and questionnaires responded to (79 families). Parents play an active role in the life of the school and support in many ways. One BA produces the 'E' magazine, which is used to engage help, inform and liaise with our local community. Both the views of the parents (Nov 2023) and the pupils are listened to and where appropriate acted upon.
 - 100% of parents would recommend the school to another parent
 - 100% of parents agree that their pupils are happy and enjoy school
 - 99% of parents agree that their pupils are doing well at Bcp (1% don't know)

Areas for Development for 2024-25... to ensure /maintain GOOD -Outstanding

- To ensure the self-evaluation (Sept 23) is completed and leads to improved leadership at all levels enabling all pupils and adults in school to flourish
- Our partnership with the GJT Consortium schools will be strengthened to ensure the school is supported in meeting its designation as a faith school
- Board Of Advisors will review their vision & strategic direction for the school strengthening the consortium Status with GJT.
- Leaders will ensure, following consultation, Relationship teaching reflects new policy page Tarbiyah and that parents are consulted regarding its delivery
- Leaders will ensure an open and positive culture around safeguarding that puts pupils' interests first and meets the standards outlined in KCSIE 2024
- To review data protection policies and practice in school in light of the following guidance and KCSIE 2024
- Data protection in schools - Guidance - GOV.UK (www.gov.uk)
- Ensure the school meets the following guidelines relating to cyber security Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Rationale & Evidence behind the judgement

- The Early Years curriculum is ambitious and designed to give all pupils, including the most disadvantaged and those with any SEND, knowledge and skills as well as cultural capital and self-belief that they need to progress into Key Stage 1 and ultimately succeed in life.
- Following the renewed statutory framework for Early Years, the HT and Early Years Leader, devised a coherently planned and sequenced curriculum, which is underpinned by the school's curriculum drivers. Through these pathways, pupils are fully immersed in all 7 areas and as a result it creates memorable learning and the opportunity to consolidate and deepen knowledge and skills.
- Subject leaders provide input and evaluation RAPS so that the foundations of their subjects are clearly understood. This curriculum is continually reviewed and advice is sort from EY advisors within the LEA. Teaching is designed to help pupils remember long term what they have been taught and integrate new knowledge into larger concepts.
- Early Years staff have good understanding of child development the characteristics of effective teaching and learning and use this to promote critical thinking and allow pupils to take ownership of their learning in order to become independent learners.
- Incisive evaluation alongside current research leads to focused professional development and improves the quality of education on offer.
- Safeguarding is highly effective.
- Leaders use a range of strategies to engage parents in their child's learning in school and at home.
- A highly stimulating environment, both in the classroom and outside, helps provide rich, varied and imaginative experiences.
- Formative assessment is accurate and determines what pupils can do and remember. It involves all those included in the child's learning and development. As a result, provision across all areas of learning is well planned and sharply focused so that every child undertakes highly challenging activities.
- Pupils are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Wandle scheme purchased and seen to be much resourceful saving time and money – wellbeing
- Pupils develop a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Staff develop a love of reading amongst their pupils and encourage a wide vocabulary through reading aloud daily, telling stories, singing rhymes and talking and playing with their pupils. They use a systematic, synthetic approach to phonics.
- All pupils, including those who are SEND, disadvantaged and the most able, are making progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

Evidence

- GLD was 78% in 2024 - 3/18 pupils did not achieve
- Affirmed accurate EY's external moderation in 2018
- Despite COVID, Yr1 & 2 TA results are above national average this continues into Yr6 - showing foundations are in place for the next stage of learning.
- New SSP scheme in place and becoming imbedded
- RW Inc training and assessment takes place frequently
- Standards of behaviour remain high throughout school
- Pupils are happy and enjoy coming to school. Parent feedback is good.

GLD	Sch	Nat	Diff
2024	78%	67% (est)	
2023	80%	67.2%	+12.8
2022	76%	65.2%	+10.8
2021	63%	Covid	Covid

Areas for Development for 2024-25... to ensure / maintain GOOD/OUTSTANDING

- In EYFS maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L (Introduce: Move to Write & Drawing Club, White rose /NCETM Mastering Number)
- Continue to improve the extent to which practitioners assess & communicate what pupils know and remember -
- Better plan for the acquisition of new language and incorporate it into the learning environment – Oracy Target Q of E – Young Children's Voices Doc

External Data Notes 2024

- Attainment and progress in EYFS is good and at times very good. GLD currently 78% (ELG - Writing 88%, Number 85%, Reading 100%).
- Phonics results are above national average (82% for 2024, 100% for 2023 () / 92% for 2022 / 100% for 2021) and have been steadily improving - they now align better with reading results
- Attainment at KS1 is above national average with a good % of GD being achieved
 - Reading 87% EXP, 31% GD / Writing 75% EXP, 13% GD / Maths 75% EXP, 13% GD
 - All data above national and GD data also above national. It is sig+ in reading and writing (within IDSR)
- Progress KS1 – Lower KS2 (yr4)
 - Yr2 94% Exp Reading - Yr4 95% Exp GD 28% Yr2 - 53% Yr4 (increase in EXP & GD)
 - Yr2 89% Exp Writing - Yr4 79% Exp GD 11 % KS1 - 11% Yr4 (slight decrease in writing - SPAG 90% - not consistent – writing – SIP Oracy)
 - Yr2 94% Exp Maths - Yr4 95% EXP GD 22% KS1 - 37% Yr4 (increase at Exp & GD)
 - SPAG - Yr4 90% Exp GD 58 %Yr4 (ensure SPAG impacts on writing in yr 5/6)
- The Year 4 Multiplication Check 23.6 average score this is a huge improvement on previous years – SIP target
- 2023/24 KS2 attainment & progress is well above the national average in all areas and has been for the last six years
 - reading 92%, writing 83%, maths 92%, SPAG 87%, RWM combined 78%
 - Greater Depth attainment is well above average RWM 26%, reading 52%, writing 43%, maths 43%, SPAG 57% (consistent over previous years)
 - Average Point Scores are well above average (Reading 111, maths 108, SPAG 110)