



Evercreech
CofE Primary

School Prospectus



Headteacher, Mrs Sarah Hann BA (Hons), PGCE
Chair of Local Governing Body, Mrs Naomi Bushrod

Evercreech CofE Primary

Paradise Crescent

Evercreech

BA4 6EH

01749 830447

office@evercreech.ppat365.org

www.evercreechprimary.co.uk

Welcome to Our School

We're delighted to introduce you to our friendly, nurturing, and inclusive primary school. We're a village community where every child is known as an individual and encouraged to shine. Rooted in our Christian values of **F.A.I.T.H. — Fruitfulness, Accountability, Inclusion, Thankfulness and Hopeful living**—our aim is to help every child grow into a confident, compassionate and curious learner.

Our school family celebrates each child's uniqueness, and we work together to make sure they feel happy, safe, and ready to learn each day.

We are a growing school with age ranges from 2-11 incorporating Acorns Pre-School and welcome you to our school.

Mrs Sarah Hann, Headteacher

Part of PPAT Education Trust



We are incredibly proud to be part of a wider trust family, PPAT Education Trust. Being in the trust means we benefit from shared expertise, strong collaboration, and a commitment to providing the very best education for all children. Working closely with other schools helps us to learn from one another, celebrate strengths, and continuously improve. Most importantly, it gives our children even more opportunities to flourish supported by a community of local schools that share our values, our vision, and our belief in every child's potential.

School Background

Our school relocated to its current premises in 1993 and is situated in the heart of the village of Evercreech, Shepton Mallet.

For the academic year 2025-2026, the school will be organised into 7 classes, Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. We also have an site Pre-School, Acorns.

Evercreech CofE Primary has strong links with the local community and we welcome the support of parents and the local community to support our children's learning and development.

One of the things families love most about our school is the setting. We are lucky to have:

- Large open play areas
- A big, beautiful field
- Outdoor spaces perfect for exploring nature and being active

Children flourish when they have space to run, play, imagine, build and discover and our grounds give them all of that and more.

Starting School

To help children settle smoothly into school successfully, a "staggered entry" is operated. This usually involves the children starting school for the first few weeks of the term on a half-day basis. By half term, most of the children will be attending full time. There is some flexibility with our entry arrangements depending on the individual child(ren).

We invite parents to a meeting in the Summer Term before the children start in the September. Your child will also be invited into school for a series of three settling sessions during the second half of the Summer Term to enable him/her to meet their new teacher. These meetings provide an opportunity for you to tell us anything about your child that will help us to care for him/her. It is an anxious time for parents therefore we would like to reassure you of our desire to ensure a smooth entry to school.

It would be helpful if all children, before starting school, were able to:

- do up their shoes;
- zip up and undo an anorak or coat;
- button a shirt or blouse;
- handle a knife, fork and spoon;
- use the toilet without assistance;
- understand and follow simple verbal instructions.

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before assessing their academic ability. This assessment, together with records from the previous school, will enable your child to have the best start in our school.

Our Christian Values: F.A.I.T.H.



Our values guide the way we treat one another and shape the experiences children have throughout school life:

- **Fruitfulness** – We encourage children to grow in character, confidence and ability.
- **Accountability** – We help children understand responsibility and the importance of making good choices.
- **Inclusion** – Everyone is welcome, valued and celebrated.
- **Thankful** – We foster gratitude for the world around us, our relationships, and our opportunities.
- **Hopeful** – We nurture optimism and resilience, helping children believe in themselves and their future.

The School Day

We aim to keep our routines simple and family-friendly:

- **Gates open: 8:45am – 12.15pm for Reception & KS1, 12.25pm for KS2**
- **Registers are taken at 8.55am and will be kept open until 9.10am.** Children arriving after this time will be marked as **late**.
- **Afternoon sessions are 1.15pm- 3:15pm**

The children also have the following break time:

- **Reception and KS1: 10.30am – 10.45am**
- **KS2 10.45am – 11am.**

This equates to **32.5** hours per week

Hours spent on teaching during the week

The school has a Curriculum Framework. This document sets out our long-term planning including teaching time allocations for all areas of the curriculum. Total teaching time per week, excluding collective worship and breaks, is 21 hours 55

minutes for KS1/F and 23 hours 30 minutes for KS2. (DCFS Recommended minimum - KS1 - 21 hours, KS2 – 23½ hours).

Term Time Holiday

Parents are no longer able to apply for leave of absence for their children (5 years or older) for the purpose of a family holiday during term time. The regulations state that leave of absence during term time may only be granted by the Head Teacher if there are exceptional circumstances (for full details please refer to our school website for the attendance policy).

The Fixed Term Penalty Notice fees are currently set at £80 per parent per child (if paid within 21 days) or £160 per parent per child (if paid within 28 days).

Absence

If your child is unwell and will not be attending school, parents are required to telephone the school office and let them know by 9.15am on the day that your child is unwell and advise of the reason for absence. If the school office has not heard from you regarding your child's absence, they will contact you to check that all is well. This is to make sure that we keep your child safe and also to allow us to cancel your child's cooked lunch for that day. To help us minimise the extra administrative time this involves, we would be grateful if you could ensure you telephone school by 9.15am.

The Curriculum

On entry to school, the Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others. There are seven areas of learning and development in the Foundation Stage; they are all important and interconnected. The seven areas of learning and development are:

- Personal, social & emotional development
- Communication & language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Our outdoor environment is also a very special part of the Foundation Stage curriculum. As such, it is carefully planned for and available each day - Holly Class has

its own specially outdoor area. The teaching to achieve these early learning goals will be through first-hand experience and structured play. The areas of experience will be linked to the Early Years Foundation Stage Curriculum. The teacher and teaching assistant will keep records on children's experiences and attainments with assessments of development and learning needs throughout the school year.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing new skills and building up relationships with other children both individually and in groups. Reading is taught through structured reading schemes supplemented with a wide range of other books.

We follow a structured approach to the teaching of phonics through the use of Unlocking Letters and Sounds. Books are organised in a graded way to allow children many opportunities for consolidation of key vocabulary. We are always pleased to discuss ways in which parents can help their child at each stage of their reading development.

We aim to make all children feel secure and confident within the school environment and to develop a sense of achievement through learning, finding it to be a pleasurable and rewarding experience.

Throughout the school, children follow the National Curriculum, as in all state schools. This means that they follow nationally agreed programmes of study in Maths, English, Science, Computing, Art, Music, PE, History, Geography, Design Technology and the Somerset agreed syllabus for Religious Education. Much teaching and learning is cross curricular in nature. We aim to provide a stimulating, creative, broad and ambitious, uninterrupted learning journey for all children as they progress through the school.

As well as working as a whole class, children are encouraged to work both independently and collaboratively in groups of similar ability for differentiated tasks. Children progress through the age-related expectations of the National Curriculum at their own pace. Progress is assessed by the teachers and is also monitored by national assessments

Our curriculum is broad and ambitious and provides for the academic, moral, physical, creative and personal and social development of every child. In our school we plan our curriculum so that all children become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society In order for this to take place the children must:
- Become involved with things that interest them

- Be active in their learning Information about curriculum content for the term will be sent to parents in order to support learning.

Parents are invited to sign the Home/School Agreement when their children first come to our school. We believe it is important to treat children with consideration and respect and therefore the code of conduct at our school is intended to encourage them to develop a respect for others and for their books, equipment and the school as a whole. We expect the children to show politeness and good manners at all times.

Staffing

For an updated list of staff members please refer to our website.

Local Governing Body

As part of Preston Primary Academy Trust, the Governors of the school, work as part of the School's Leadership Team on a four-year term of office. The Governing Body of the school is made up of people from a variety of backgrounds some of whom are parents. The school governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents and teachers, and the local community.

The Head Teacher is responsible for the day-to-day educational direction of the school, whilst the Governors are involved, with the Head teacher, in long term policy decisions. They have specific responsibility for the financial management of the school.

Full Academy Trust Board meetings are held at least once each half term and the Local Governing Body meet at least once each term. If you would like to be a school governor, please contact the school office to find out about any vacancies. A full list of current Governors can be found on our website.

Anti-Bullying Policy

Children are encouraged to report bullying. The school always acts swiftly with a process of investigation, communication and action. Bullying will not be tolerated.

Acorns Pre-School



Acorns Pre-School is a much-loved part of our school community, offering a warm, friendly and secure environment where young children can begin their learning journey with confidence and joy. Welcoming children from age 2 up to rising 5s, our Pre-School focuses on helping little ones develop the essential life skills they need— independence, kindness, respect, perseverance, confidence and enthusiasm.

Children learn through play and hands-on exploration, enjoying a rich variety of experiences that spark curiosity, creativity, and a love of learning. Families are warmly invited to visit and see the setting in action. To arrange a visit or enquire about places, you can contact Acorns Pre-School on **01749 831338**, or speak to the Evercreech School Office on **01749 830447**. Registration packs are available to download from the school website or can be collected directly from Acorns.

Breakfast Club & After-School Club

Breakfast Club (7:45am – 8:45am)

A warm and welcoming start to the day! Children can enjoy a healthy breakfast and gentle activities like reading, drawing, or chatting with friends to support a calm, positive start to learning.

After-School Club (3:15pm – 5.30pm)*

Our after-school club is full of fun and variety—sports, crafts, outdoor play, games, and quiet spaces for reading or homework. This wraps around the school day with safe, enriching care.

**Currently, ASC finishes at 4.30pm on a Tuesday and Friday.*

A Small School Where Every Child Is Known

We are a single-form-entry school, meaning we have one class per year group. We have a Published Admission Number (PAN) of just 25. This small size creates a family feel where:

- Teachers know each child incredibly well
- Learning can be tailored to individual needs
- Parents feel closely connected to the school
- Children build strong, supportive friendships that last the whole of their time with us and beyond.

How We Support Children's Learning

Our teachers and teaching assistants work closely together to give every child the support they need to succeed. We offer:

- Carefully planned lessons that build knowledge step by step
- Individual or small-group interventions where needed
- Supportive strategies for children with SEND
- Stretch and challenge for those ready to move ahead
- Lots of praise, encouragement, and positivity

Our Curriculum

We publish full details of our curriculum on our website, including:

- Subject overviews
- Reading and phonics schemes
- Progression maps
- Music development plan
- Accessibility plan (showing how we support disabled pupils' participation).

Our curriculum is broad and exciting, helping children become enthusiastic learners with a love of discovery. We take pride in offering a wide range of enrichment opportunities to engage children's curiosity and allow them to flourish.

Safeguarding

Keeping children safe is our top priority. Our safeguarding policies and procedures meet statutory and Ofsted expectations and are fully available on our website.

As a school we have a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent pupils from being drawn into terrorism. Our role and responsibilities under this Act are detailed in our Safeguarding Policy which is available to view on our website. As a school we promote British values and ethos.

Our aim at Evercreech CofE Primary School is to:

- contribute significantly to pupils' spiritual, moral, social and cultural development;
- provide a worthwhile educational experience which takes account of pupils' age, aptitude and family background;

- provide opportunities for staff, pupils, and members of the wider community to contribute to the life of the school;
- provide opportunities for reverence, celebration and reflection;
- mainly provide pupils with a broad spectrum of Christian belief and practice;
- provide a worship experience that does not offend the integrity of the non-religious or those of different faiths and at times it will incorporate material drawn from other faith traditions.

Schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

DSL – Mrs Sarah Hann, Headteacher

DDSL – Mrs Jacqueline Jefferies, Assistant Head

DDSL – Mrs Jennifer Chilcott, EYFS and KS1 Lead inc. Senior Mental Health Lead

DDSL – Mrs Elspeth Dallard – School Sendo (Weds and Thurs)

Acorns Pre-School

DDSL – Mrs Pauline McCaul

DDSL – Mrs Vicky Watson

School Security

The school provides a safe, secure environment where children and adults can work effectively. No visitor is able to enter the school unless let in by a member of staff. We appreciate your support in keeping access to the building restricted. We only let children leave school with their parents or an adult that the parents have nominated to bring or collect their child. Please let us know if a different adult is collecting your child. Children are never allowed to leave school alone during school hours, and if they do, they must be collected by an adult and signed out. Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window and acknowledging our statement regarding "Safeguarding".

First Aid Medical

In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. There is also a defibrillator located at the school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued

If there is any doubt at all a parent is contacted. The policy is that members of staff will not give medicines as a matter of course, but in the case of a pupil needing medication during the day parents are welcome to come into school to administer correct dosages. For the majority of medicines a dose before and after school may be adequate. Naturally parents will consult doctors before giving any form of medication.

In accordance with the latest DfE EYFS guidance 2025, there are qualified Paediatric First Aid trained staff to support eating and supervise children.

Medical Care

If your child is unwell at school, we will make every effort to contact you. It is very important that we have up to date home/work telephone numbers or other contact numbers. Until we have contacted you, we will take any action required in the interest of your child. Children are not allowed to carry or administer their own medication in school, with the exception of asthma inhalers and treatment for diabetes.

In the event of an accident, appropriate First Aid will be given. In the case of more serious accidents, we will contact you as soon as possible. We will always inform you if your child suffers a knock to the head, even if there are no apparent symptoms. Whilst at school, children are given routine vision and hearing tests in Reception.

Teacher Assessment

Your child's teacher is constantly assessing her/him throughout the whole school year. This enables teachers to know how to modify the learning activities to meet the individual needs of each child. Each term your teacher is requested to make a teacher assessment of the academic level achieved by your child. These Teacher Assessments give a broader view of your child in a less formal situation and plot your child's progress through the year.

School Performance

Standard Assessment Tests (SATs) - for Years 2 and 6 only.

Children in Year 2 are assessed by their teachers with the SATs tests acting as a guide to them. Children in Year 6 take the KS2 National tests. The assessments and tests take place in the Summer Term. The KS2 SATs adhere to a strict timetable for one week. KS1 SATs are less formal, are based on teacher assessment, and take place over a longer period.

Children in Year 1 will undertake a National Phonics Test to check their progress.

Children in Year 4 will complete a Multiplication Tables check to determine whether they can recall their times tables fluently. This check will be completed in the second half of the Summer Term.

Parents are informed of their own child's assessment results in the annual report, which is sent out in the Summer Term.

Homework

Evercreech CofE Primary has a policy of providing home learning opportunities that are enjoyable, manageable and interesting. We feel that children of primary school age should have time after school in which to pursue their own interests and hobbies and to play. However, it will be very beneficial to your child if you can regularly spend 20 minutes daily, helping them, for instance, by listening to them read. As children become older and progress through the school we hope you will also help them to learn number bonds (e.g. multiplication tables) and spellings.

Teachers

Teachers will always be pleased to spare a few moments if you wish to discuss issues relating to a child. If parents prefer a longer discussion with the teacher, this can be arranged at a more convenient time. Parents' evenings are arranged in the Autumn and Spring terms when children's progress is discussed. All children receive an end of year report from their teacher in July. An opportunity to discuss the report will also be available. Each term parents are advised about the curriculum content so that they can support their child's learning. It is important that the school is kept informed of any important changes that may affect a child. The school must be notified of any medical, physical or emotional difficulties and changes of address, telephone number, contact/childminder, etc. Our aim is to provide equal opportunities for all children. We recognise how important it is for each individual to have a positive perception of their

role in life and the possibilities open to them. We urge all parents to contact the school at the earliest opportunity if they have concerns about their child's progress or needs.

Special Provision and Inclusion

The school has carried out an Accessibility Audit and is confident about meeting the needs of all pupils here. We provide toilet facilities, a shower, wide corridors and easy access to all school rooms, to all aspects of school life, as far as is reasonable and practicable. Evercreech CofE Primary is a very inclusive school and we aim to provide the most appropriate and effective support for our pupils with Special Educational Needs, enabling them to reach their full potential. This may include extra support with reading, spelling, language work, mathematics, co-ordination or developing their social skills.

Children's progress is constantly monitored, assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. If this were the case parents would be consulted and appropriate steps to support the child taken.

A Learning Passport may be made with individual targets, review dates and ideas to help parents to support their child at home. If targets continue not to be met, outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. For pupils with more significant needs, an Education Health Care Plan may be applied for.

The school has a policy for supporting children with Special Educational Needs which is reviewed every year. A copy of the policy is available from the school office.

Physical Ability

Children are identified through teacher assessment and judgements based on a variety of assessments. Our assessment procedures will identify children of very high ability and work will be planned to meet the learning requirements of these children. Children with particular abilities may also need special provision. At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task. If a child takes part in an activity out of school in which they excel, we are delighted to hear about it.

Meal time provision

We provide hot meals to all pupils in our school, all meals are cooked off site and prepared daily by our catering company, Lavender Kitchens. Reception, Year One and Year Two pupils are entitled to a free lunch under the Universal Free School Meal provision. Key stage 2 meals are available and are able to be booked and paid for

online under the Parent Pay scheme. Any children who have particular dietary requirements or allergies can be catered for.

Photographing and videoing

Parents' consent to school taking photographs by signing a permission slip upon entry to school and unless we hear from you, we will assume that you agree to photos being taken of your child. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents. Once a child starts at our school you will be asked to complete a 'permissions' form to agree that your child may be included in photographs for publication in our newsletters, on our website or within the school premises.

School Uniform

At Evercreech CofE Primary School all children are encouraged to take pride in their appearance. It is important that all items are clearly labelled with the child's name. The school cannot be held responsible for any lost property. However, if your child loses any personal items, they are requested to report it to their class teacher in the first instance. Enquiries about lost property not found in class can be made to the school office. We do not wish your child to wear jewellery in school, however, any child who has pierced ears may wear sleepers or studs but we strongly advise that these be removed for PE, games and swimming to avoid the possibility of the item becoming caught and causing an injury to the wearer or another child. We ask that children wear the school uniform, as detailed in our uniform policy available on the school website, and that their dress, including hair styles, is appropriate to the school environment. Pattern or colour applied to hair is not appropriate.

School Council

The school has an elected School Council. All of the pupils at the school are given a chance to vote for a boy and girl from their class. The Council represents the pupils and helps to improve our school by putting forward new ideas, suggestions and ways of solving problems. The School Council plan new things, organises events and implement changes. The Council gives every child a say, makes decisions for the school and keeps people informed to make school safe and happy.

Wellbeing

We also place great emphasis on emotional wellbeing—helping children develop confidence, resilience, kindness, and hope.

Our Senior Mental Health Lead, Mrs Chilcott, leads a range of workshops, activities and individual support for our children through our work with Young Somerset and the Mental Health Support Team (MHST).

We are fortunate enough to have 2 trained ELSA practitioners and our own PFSA (Parent Family Support Advisor). This support our children and families in all aspects of their development and growth.

Enrichment & Wider Opportunities

Learning doesn't stop at the classroom door! Our children enjoy:

- School trips and themed days/weeks
- Sports and arts clubs
- Outdoor learning in EYFS and beyond
- Parental workshops
- Leadership opportunities through roles in School Council, Happiness Heroes, Digital Leaders and Sports Leaders.
- Visits from local organisations and community groups
- Work with St. Peter's Church and their community

These experiences help build our children to build cultural capital and support growth of the whole-child.

Behaviour Policy

Our Behaviour Policy:

- Positively promotes socially acceptable behaviour; ensures a safe, calm and caring atmosphere in school;
- Ensures consistency and fairness and sets high expectations;
- Enables pupils to develop social skills and the ability to choose between right and wrong;
- Creates an ethos where all members of the school community, children and adults, feel valued and supported.

When children start school they are made aware of a few common sense rules and are expected to act within these rules at all times, to ensure the smooth running of the school. If children do not act as we expect, a variety of sanctions may be used. These will range from a verbal reprimand to, in extreme cases, exclusion from school.

Our high expectations for all children

The broad, balanced and ambitious curriculum will stimulate your child to acquire knowledge and develop individual skills. Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development. The children are taught by their own class teacher in mixed ability classes with children of the same age. The staffing complement for each class is a fully qualified teacher and at least one trained teaching assistant. The classroom is fully furnished and equipped with quality learning resources. The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their areas for development.

Houses

At Evercreech CofE Primary, our children are assigned a house to promote a sense of belonging. Houses are:

All pupils will be assigned a house, siblings will be in the same house as each other and we will use our new houses for intra-school sport competitions, a whole school reward system and many other aspects of school life. House Captains and Vice Captains will be chosen alongside Head girl and boy, and extra responsibility will be given to those in this position.

Complaints

We hope that any complaint that a parent has can be resolved by the school. Any complaints should, in the first instance, be made to the Class Teacher or Headteacher. It is hoped that in most cases complaints can be dealt with at this informal level. If this is not successful there is an agreed Local Authority (LA) Complaints Procedure that will be followed by the Chair of the Local Governing Body (contacted via the school office).

Severe weather conditions

If the decision is made not to open school as a result of deteriorating conditions overnight, a text message will be sent to parents. A message will also be placed on the school website and sent via ParentMail. If you anticipate difficulties collecting your children later in the day due to weather conditions, please come early and collect them from school or telephone us to advise alternative arrangements.

The Headteacher, Assistant Head teacher or other authorised staff will remain at school until all children have been safely collected by a responsible adult. If worsening weather conditions indicate that children and staff may have difficulty getting home, every attempt will be made to contact you to ask you to come and collect children from school.

General Data Protection Regulations (GDPR)

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the General Data Protection Regulations 2018. This means, among other things, the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time, we are required to pass on some of this data to the Local Authority (LA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The Local Authority maintains and uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational or welfare needs the pupil may have and targeting resources to pupils. It also uses the information to derive statistics to inform decisions on (for example) the targeting of financial resources to schools, and to assess the performance of schools and help them set targets. The statistics are used in such a way that individual pupils cannot be identified from them

After School Enrichment Clubs

The school runs a number of Extra Curricular Enrichment Activities and Clubs that take place during and after the school day. These can include activities such as: Choir, Art, Minecraft, Lego, Handbells and recorders and sporting activities such as football and netball. Please contact the school office for up-to-date information. These clubs are run by members of staff and specialist outside agencies. Details of clubs being offered are distributed to pupils at the end of every term for the next term. Some clubs carry a small charge. Pupils/Parents are encouraged to show their 'interest' in a particular

club by completing the google form sent to parents. Clubs run by outside agencies include dance and sport and sometimes require payment (directly to the Club Leader).

PTFA (Parent Teacher Friends Association)

Our school benefits enormously from the Parent Teacher Friends Association You are automatically a member and PTA members are actively involved in all aspects of school life and do a magnificent job in raising funds for the benefit of our children through a programme of enjoyable community events such as Bingo, Quiz Nights, Summer Fair and Christmas Fair. There is an AGM and monthly meetings which are advertised on the PTFA Facebook page, newsletters and our website. Please feel free to come along, you will be warmly welcomed.

Transfer to Secondary School

At the age of eleven all children transfer to Secondary School. The local authority will send to parent's particulars of all the options open to them before they move. All children will have the chance to visit the local secondary schools towards the end of Year 5. In order to ease the transfer to Secondary School each child's abilities and progress are discussed with staff at the chosen school. Secondary School teachers visit our school and the children before they transfer. Liaison will take place with all local Secondary Schools, but Ansford Academy and Sexey's and Whitstone Academy are the schools with which we maintain closest contacts.

Visits to our school are warmly encouraged. Please contact our School Office to arrange an appointment.

office@evercreech.ppat365.org or 01749 830447