



CHOLLERTON C OF E AIDED FIRST SCHOOL



CHOLLERTON
CHURCH OF ENGLAND
VOLUNTARY AIDED
FIRST SCHOOL

PROSPECTUS
2025-2026

STATION ROAD, BARRASFORD, NORTHUMBERLAND, NE48 4AA

WELCOME TO OUR SCHOOL



INTRODUCTION

This prospectus serves as a guide for parents whose children are interested in attending Chollerton C of E First School, whether they live within the school's designated catchment area or outside it. The prospectus complies with the 1980 Education Act and provides essential information about the school's offerings.

Parents from the catchment area—which includes Bingfield, Hallington, Colwell, Barrasford, and Gunnerton—are invited to review the prospectus as their children prepare to join the school. Additionally, parents outside this area who are considering sending their children to Chollerton First School are encouraged to follow the same application process.

The school caters to children up to the age of 9+, at which point students typically transfer to middle schools in Hexham or Corbridge. From there, at age 13+, they progress to Queen Elizabeth High School.

It should be noted that while the information presented in the prospectus is accurate at the time of printing, it may be subject to change.

OUR SCHOOL VISION

Be the best you can
be, through;



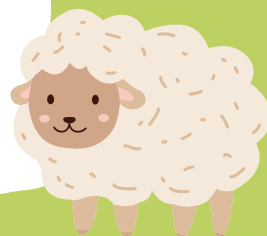
in a safe and loving
Christian family

THE LOST SHEEP

"What do you think? If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? And if he finds it, truly I tell you, he is happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should perish."

MATTHEW 18:12-14 (NIV)

OUR SCHOOL PARABLE



OUR MISSION

We are dedicated to creating a nurturing, inspiring, and inclusive environment where:

Every child, regardless of their needs or abilities, is inspired and challenged to reach their full potential academically, creatively, personally, physically, morally, and spiritually.

Highly motivated staff deliver a rich, creative curriculum that makes learning relevant, exciting, and engaging.

Christian values are woven into every activity, interaction, and relationship, shaping the character of the school community.

Children feel nurtured, safe, and happy, allowing them to grow and develop confidence in all aspects of their lives.

Active participation in daily worship is encouraged, fostering strong connections with both our Church and the wider community.

Individuality and diversity are respected and celebrated, ensuring that each child feels recognised and valued.

Children and adults alike feel they are contributing members of a caring community, where their input and presence are valued.

Collaboration between staff, parents, children, governors, the church, and the local community is at the heart of realising our vision, with all partners playing an essential role in the life of the school.

OUR PEOPLE

Our skilled and dedicated team



Headteacher :
Glenda Glenwright

Administrator:
Tiffany Ferrol



Early Years
Teacher :
Becky Gibson

Higher Level
Teaching Assistant:
Georgina Ritson



Early Years & KS1
Teacher:
Sandie Ross

Science Teacher:
Sharon Nichols



Catering Manager:
Holly Pound

Early Years
Practitioner &
Caretaker:
Caroline Coulson



Early Years
Practitioner:
Michelle Nixon

Early Years
Practitioner:
Fiona Charlton



Forest School
Teacher:
Anna Gray

PE Teacher:
Becky Lee-Turner



CURRICULUM

Chollerton C.E. First School has a well-developed and systematically planned curriculum ensuring breadth and balance at all times. Our Early Years class adheres to the principles outlined in the foundation stage, fully recognising and implementing the areas of learning and development, whilst also developing characteristics of effective learning.

A full curriculum overview can be found on our website: http://www.chollerton.northumberland.sch.uk/website/curriculum_information_/355092

SPECIAL EDUCATIONAL NEEDS

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be adapted by the teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.

We are a fully inclusive school, with adjustments made depending on individual needs to enable all children to participate in all school activities.

OUR COMMUNITY

When thinking about what makes Chollerton stand out, we return to the family atmosphere and sense of community and belonging that we offer our children and families.

We know each and every one of our children well and believe that we are much more than our results.

We have a special relationship with our local parish, where volunteers support with activities such as Messy Church and Christian workshops. As well as the local village setting.



OUR ENVIRONMENT

We are lucky to have substantial outdoor space at Chollerton, and we use it. Whatever the weather. This has helped us achieve Platinum in the school games mark.

Our rural setting hosts a lot of farming families. This can be seen through the children's nurturing characters.

This has created a sense of pride in our Earth, where the children prioritise the world we live in. This can be seen from our FairAware school award and our Green Tree School Gold Award.

OUR SOCIAL FOOTPRINT

The charities we support, and the world around us, are very important. We work hard together to align our values with our behaviours, creating positive impacts.

We support The Children's Society and Children in Need. The children know how they look after children around the world. Water aid and Book Aid are also both supported and influences us in our choices.



PARENTS' VIEWS

"As a school I feel extremely grateful for how you have supported both of my children. You not only provide them with the academic skills they need for life but also I feel you look after each child beyond this. You take an individual holistic approach to teaching which has benefitted both my children."

"I really appreciate the additional opportunities this school provides eg forest school, music and Maintained CofE connections. The sense of helping each other and importance of wellbeing is also good."

"Supportive, friendly, welcoming, inclusive and caring environment. I love the ethos of the school. Very comprehensive school report & my child is very happy at school. I wouldn't hesitate to recommend this school."

"Creating a fantastic community to live in."

"a caring environment with a positive atmosphere."

"the school is doing a fantastic job - they make the best of what they have and the extra curricular activities, school trips and visitors to school are wonderfully varied and interesting."

"Teaching standards are amazing. All areas in my eyes are fantastic. Happy children."

WHAT DO OFSTED AND SIAMS SAY ...

"By the end of early years, the proportion of children achieving a good level of **development** compares well to national averages."

"Leaders and staff have ensured the delivery of a **well-thought-through curriculum** which ensures continuity and progression of pupils' knowledge and skills."

"The headteacher and staff work with a real **team spirit**. They know the children and families well. There is a clear drive to keep developing the school."

"Visits and visitors **enrich** the curriculum. This helps to strengthen pupils' **spiritual, moral, cultural and social** development."

OFSTED

"Governors are **supportive** of the school's ambitions for improvement. They visit the school regularly and this helps to provide them with first-hand knowledge of the school's strengths."

"Personal development, behaviour and welfare is a strength. The curriculum, and opportunities for responsibility, develop pupils' citizenship qualities. Pupils' behaviour is good. They are polite and courteous."

"Parents highly **value** the academic and personal development their children receive at this **inclusive, caring and nurturing** school."

"Leaders have developed a **Christian vision** that is deeply embedded in school life and reflects the **local farming context**."

'This is a very caring school, and it is not just about having words on a piece of paper, it is the way it is **modelled everyday** by the staff who show Christianity in action, the nurture and the care.'

"Highly effective relationships are used to promote good progress for all pupils both academically and socially."

SIAMS

Nurturing 'happiness' as stated in the vision is not just about having fun and being creative, leaders challenge the pupils to think more deeply.

A sense of intimacy is created by the pupils and staff who show deep respect for one another, encouraging less confident pupils to spontaneously share their thoughts and prayers.

"Behaviour is excellent as the pupils strive to be the best they can be both in lessons and in school generally. Vulnerable pupils are treated as individuals and flourish with tailored provision within this distinctively Christian school."

SCHOOL FACTS

<i>Type of School</i>	<i>Local Authority Maintained School</i>
<i>Age Range</i>	<i>2 - 9 years old</i>
<i>Denomination</i>	<i>Church of England</i>
<i>Co-educational or single sex</i>	<i>Co-educational</i>
<i>Current number of children</i>	<i>54</i>
<i>Number of staff (Teaching and support)</i>	<i>10</i>
<i>Number of children on free school meals</i>	<i>1</i>
<i>Ofsted Rating</i>	<i>Good</i>

NEXT STEPS IN YOUR ADMISSION

It is not possible to give you a full picture of our wonderful school on paper, so please contact the office to arrange a visit.

NURSERY APPLICATIONS

SPEAK TO OUR EY LEADER,
BECKY GIBSON TO ARRANGE
STARTING DATES AND
ADMISSION FORMS.

BECKY.GIBSON@CHOLLERTON.NORTHUMBERLAND.SCH.UK

SCHOOL APPLICATIONS

CONTACT [NORTHUMBERLAND
COUNTY COUNCIL SCHOOL
ADMISSIONS TEAM](#) WHO CAN
SUPPORT YOU IN YOUR
APPLICATION.

SCHOOL TRANSPORT

APPLY THROUGH
[NORTHUMBERLAND COUNTY
COUNCIL SCHOOL
TRANSPORT.](#)

CONTACT DETAILS

Chollerton C of E First School
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