



**CHOLLERTON CHURCH OF ENGLAND
AIDED FIRST SCHOOL**

PROSPECTUS 2019-2020

Station Road
Barrasford
Hexham
Northumberland
NE48 4AA

Headteacher: Mrs Hazel Davey

01434 681572

www.chollerton.northumberland.sch.uk

E-mail: Admin@chollerton.northumberland.sch.uk

Introduction

This prospectus provides information concerning the school, as required by the 1980 Education Act, for parents of pupils who are expected to enter the school from within the catchment area, and also for other parents who wish to know about the opportunities available. Information concerning the general arrangements in Northumberland is given separately in a County education booklet, copies of which are available for parents of pupils who are starting or transferring schools next September.

The same procedure applies to parents resident outside the school's catchment area who wish their children to attend Chollerton First School.

Children for the school, which serves the area of Bingfield, Hallington, Colwell, Barrasford and Gunnerton, usually transfer at the age of 9+ to Middle Schools in Hexham and then at age 13+ to Queen Elizabeth High School.

The details contained in this prospectus are correct at time of printing.



SCHOOL ETHOS

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian and British values through the experience it offers all pupils.

It is the intention of Chollerton First School that all people involved in school are valued and feel valued. This is achieved by particular care in personal relationships between staff (teaching and non-teaching), pupils, parents, governors and visitors to school.

Individual's concerns, points of view and feelings are given due consideration and it is intended that all individual's contributions to school life are noted and appreciated.

It is our objective that the school's environment is a safe and welcoming one, both inside and outside the classroom, and that the community feel a welcome part of school life. This is achieved by inviting members of the community (from pre-school to retired citizens) into our school for festivals and celebrations of all kinds and individuals from the community help in specific curriculum areas. Staff and governors operate an open, flexible yet effective line of communication at all levels.

Vision Statement

Chollerton C. of E. Aided First School aims to be a school where:

- Children, whatever their needs and abilities are inspired and challenged to achieve full potential in their academic, creative, personal, physical, moral and spiritual development.
- Highly motivated staff make learning relevant, exciting and engaging through a rich and creative curriculum.
- Children are nurtured and feel happy and safe to grow and develop in confidence.
- Christian and British values are embedded in every activity and relationship.
- Active participation in daily worship is encouraged and close links with our Church and the wider community are fostered.
- Individuality and diversity is respected and celebrated.
- In a caring place, children and adults feel they make a contribution and are valued as individuals.
- Staff in partnership with parents, children, governors, the Church and the community all play a part in realising our vision.

General Information

HEADTEACHER: Mrs Hazel Davey

SCHOOL GOVERNORS:

Chairman: James Ellison

Foundation Governors: Reverend Sarah Lunn
Trish Shannon
Alison Conley (Parent Foundation Governor)
Denise Jones (Parent Foundation Governor)
Nigel Orrick (Foundation Governor)
Kirsten Coulson (Parent Foundation Governor)
Anna English (Parent Foundation Governor)
Patricia Fairless (Foundation Governor)

County Council Representative: James Ellison

Parent Governors: Judith Ridley
James Adshead
Sarah Metcalfe

Teacher Governor: Maureen Broadbent

Headteacher Governor: Hazel Davey

TEACHING STAFF:

Class 1: Mrs H Davey

Class 2: Mrs M Broadbent

SCHOOL HOURS

Morning Session:	8.55 am	-	12.00 noon
Morning Break:	10.30 am	-	10.45 am
Afternoon Session:	1.00 pm	-	3.15 pm

CLASS ORGANISATION

In the coming year we will have two highly trained and experienced teaching staff as well as two classroom support staff involved in the teaching and learning at Chollerton. Excellent supply teachers who often act as Classroom support staff also enhance our provision. In addition we have a well-developed network of volunteer helpers who support the curriculum in a wide variety of ways.

SUMMARY OF INSPECTION REPORT (July 2009)

“This is an outstanding school. Since the last inspection, the excellent leadership team of headteacher, staff and governors has maintained exceptionally high standards and achievement, both academically and personally. This has been achieved by the provision of outstanding teaching and learning, very high standards of care, guidance and support and a rich, vibrant curriculum, well-matched to pupils’ needs and interests. Many parents comment on the school’s ‘sense of community’, ‘its helpful and caring headteacher and staff’, ‘the outstanding progress pupils make’ and ‘the care and support given to families with particular needs’.”



Our School Improvement Partner’s latest report (July 2018) stated we were outstanding in all areas and we continually challenge ourselves to be the best we can be to move the school forward..

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.

ENGLISH

The three areas of Speaking and Listening, Reading and Writing are planned for on a weekly basis.

Speaking and Listening

Opportunities are planned at all levels for children to develop speaking and listening skills through a range of activities including telling stories, imaginative play, drama, circle time, explaining ideas, describing and reporting events.

Reading

Children are given opportunities for extensive experience of children's literature through class book corners and the school library area. They are encouraged to read on their own, with others and to the teacher. They are encouraged to use books for enjoyment, to extend their reading skills and to gather information. Within and outside English lessons, children are given opportunities to read as a class, in groups and individually.

We use a variety of graded reading materials in our classes and encourage children to choose from graded story books and non-fiction material once they reach a certain level of confidence and fluency. *Home-school links in the practice of reading skills are very valuable.*

Teaching of reading - children are encouraged to use a variety of skills to help them read e.g. look and say, phonics, visual discrimination and meaning/context cues.

Parents play an integral part in supporting their child, children by reading at home, enabling vital practise to occur.



World Book Day

Writing

Children are given the opportunity from their earliest school days to view writing as a useful tool for remembering, communicating, organising and developing ideas and information, and as a source of enjoyment. From early mark making in our role play areas to later extensive story writing and informative writing, children's writing is valued and encouraged at every opportunity.

Correct letter formation is encouraged in the early years, enabling children in their later years to form a legible joined style of handwriting. Collaborative writing is encouraged.

The teaching of spelling is achieved by work in class on patterns, beginning in Year 1 and supported by homework activities.

MATHS

Children are given extensive opportunities throughout their First School experience to enjoy all aspects of numeracy. We provide a great deal of practical experiences throughout the First School to provide the foundation of mathematical concepts. Group and individual assessments are set to make sure children have grasped a particular area of study before proceeding to the next stage.

A strong emphasis is placed on mental calculation and explaining how children have tackled problems.

Our results show that Maths teaching enables children to succeed at their Year group and we have many children in all Year groups who are given the opportunity to extend their abilities through challenging and supportive teaching.



SCIENCE

The Science curriculum is delivered through particular study units at Key Stage 1 including, Healthy Living, Our Outside Environment, Toys and Moving Things, Sounds Around and Materials. At Key Stage 2, units include Light and Shadows, Our outside Environment, Magnets, Springs and Circuits.

We ensure breadth of learning and progression throughout a child's First School years and through liaison with Hexham Middle Schools have ensured an appropriate grounding for our children's future experiences at Key Stage 2.



Class 2 releasing butterflies

TECHNOLOGY

Technology is taught in specific study units through which we ensure that children have a wide variety of experiences in designing, making and evaluating products and their functions. Activities include the use of food, textiles, construction kits, sheet materials, found materials and electricity. Specific technology skills are highlighted in certain activities. Planning enhances and aids progression. Mathematics is an integral part of project planning.



INFORMATION AND COMMUNICATION TECHNOLOGY

Throughout First School children are given opportunities to use a variety of I.C.T. equipment and software. These include using the computer as a word processor, handling data and using I.C.T. to explore real and imaginary situations.

I.C.T. is an integral part of many areas of the curriculum as well as a skill in its own right. At present we possess 10 P.C.'s, 18 iPads and have the Internet in all classrooms. Interactive Whiteboards have been fitted in both classrooms and staff have undertaken appropriate training.

Children are taking part in coding activities from Year 1 to Year 4.

E-Safety is taught from the Early Years through to Year 4. Opportunities for E-Safety guidance are provided for parents and carers.

HISTORY

In the Early Years and Key Stage 1, children begin to experience the History Curriculum through their own lives and those of their family, extending to stories of famous men and women and past notable events.

Visits to Beamish Museum and National Trust Properties enable children to develop further their understanding of the past.

At Key Stage 2 children go on to study the history of their local area, the Romans, the Ancient Greeks and Ancient Egyptians.



School visit to Beamish Museum

GEOGRAPHY

The Geography Curriculum is once more developed through links with the child's own experiences at home and in their immediate environment through which they begin to use geographical terms, make maps and plans and follow directions.

At Key Stage 2 their experiences are built on by a more extensive study of their environment incorporating river or quarry work.

Children also study Jamaica as a contrast to England. They also study climates and habitats such as Rainforests and the Arctic.



MUSIC

Children will be given opportunities throughout their First School life to perform, compose, listen to and appraise music from a variety of times and cultures. Schemes of work for music are used to check skills and progression. All children are encouraged to enjoy pitched and non-pitched percussion instruments.

Opportunities for children to experience musical activities and events from professional musicians are actively encouraged, through involvement in performance activities and professional musicians.

Ukulele playing is taught in Class 2.



RELIGIOUS EDUCATION

The school follows the Newcastle Diocesan Syllabus for Religious Education, a copy of which is available if parents wish to see it. Parents who wish to withdraw their children from daily collective worship or from religious education lessons are asked to inform the Headteacher. Close links are kept with St Giles Church, Chollerton, with regular visits to school by the Vicar.

Community worship occurs once a half-term and all members of the community are welcome to attend.



ART

Throughout the First School children are encouraged to experience work in art as individuals, in groups and as a whole class. These experiences will include observational work, work expressing feelings and design work. Throughout their work children will be encouraged to consider pattern and texture, colour matching, line and tone, and use of shape and space.

Children will be introduced to the work of artists, craftspeople and designers. Chollerton First School has, for many years, been recognised as a centre of particular attainment in the development of children's art.

Whole school art days encourage older children to support younger children while using a wide range of media to complete a common goal.



COLLECTIVE WORSHIP

Collective worship takes place daily, usually taking the form of a whole school event at the end of the day. This is mainly of a Christian character and is appropriate to the age and experience of our children.

P.E.

In the Early Years and Key Stage 1, children are given the opportunity to enjoy simple competitive games whilst practising games skills, gymnastic activities and dance. Dance is often incorporated into school performances at special times in the year.

At Key Stage 2 games including rounders, quick cricket and tag rugby are enjoyed and football training for Y1 - Y4 pupils takes place regularly.

Gymnastics and dance are further developed. Athletic activities take place in the summer months as does the Cluster Outdoor Activity Event where Y4 children take part in climbing, orienteering, archery and problem solving activities.

Swimming lessons take place under the supervision of trained instructors at Hexham Swimming Baths on a half-termly basis. Children are requested to have long hair tied back and no jewellery is allowed in the pool.

Provision through the Tynedale Sports Partnership allows us to engage specialist P.E. teachers, offer clubs in different sporting areas, e.g. football, gymnastics, athletics and dance and take part in competitions.

Children take part in local sporting events, often with great success. In 2017 we achieved the Being Active Hold Award and the children won the Tynedale Skipping Festival.



FRENCH

French is taught throughout Chollerton First School from Reception to Year 4. In Class 1 children play games which introduce vocabulary relating to family, animals, sport and hobbies, colours and numbers. Children are encouraged to greet one another and answer simple questions in simple sentences.

In Years 2, 3 and 4, children enjoy half termly French topics which include 'Our French Café', 'En Vacances', 'Bonne Anniversaire', 'Le Pique Nique', 'Le Boucle d'Or' (Goldilocks) and 'Le Chaperon Rouge' (Red Riding Hood).

FOREST SCHOOL

Once a fortnight the children in Pre-School join Class 1 children and have the opportunity to work in the woods on a variety of projects with Anna Gray our Outdoor Forest School Educator.

Class 2 have the opportunity once a half-term to engage in forest school activities.



EXTENDED FACILITIES

Chollerton Pre-School children benefit from meeting in school.
We have contact details for local registered child minders.
Please contact school for further details.



AFTER SCHOOL CLUBS

A variety of after school clubs are held one evening per week. Activities include Newcastle football coaching, arts and crafts activities, Tag Rugby, First Aid, cooking, and badminton.



First Aid, Gardening & Cookery Clubs

Children are given opportunities during the school day to work in a gardening club and to develop mental health and well-being and cookery.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

During the delivery of a wide variety of aspects of the curriculum, aspects of Personal, Social, Health Education and Citizenship are addressed. This area is also covered, when appropriate, in collective worship.

Opportunities for circle time are built into the timetable and specific P.S.H.E. and Citizenship learning activities are planned into long, medium and short-term planning.

Children are supported in e-safety through regular training sessions.

All children in Years 2, 3 and 4 form part of our School Council where children are encouraged to make suggestions on how to take our school forward.



SEX EDUCATION

We acknowledge that factual information about sex education needs to be presented in a sensitive manner within the context of the wider issues of human relationships. Particular care is taken in matching teaching to the maturity of the pupils involved. As with other areas of the curriculum, our Sex Education Policy is available to be viewed by parents.

BEING HEALTHY

Chollerton First School has a healthy school ethos. Children are given a healthy snack at breaktime, are encouraged to drink water as they need it throughout the day and are encouraged in physical activity at breaktimes through the provision of balls, hoops, skipping ropes and other equipment.

Children run the 'golden mile' 14 laps of the playground equals one mile.

We are taking firm steps towards providing the recommended 5 hours' physical exercise per week and provide daily "Activate" sessions to promote mental and physical agility.

We have achieved our Being Active Hold Award and we partake in a variety of competitions and events through the Tynedale Sport Partnership.



HOMEWORK

Home/school links for learning reading are particularly encouraged. Parents are asked to note the pages children read and make an appropriate comment in their reading record book.

Older children are also asked to practise multiplication tables and spelling lists. Parents are asked to assist their children in topic work by completing questionnaires, contributing to class displays and responding to a variety of requests to enhance their child's understanding. At the beginning of each half term, parents are sent an outline of homework activities and a weekly timetable.

In Class 2 homework activities are matched to individual children promoting skills, understanding and confidence.

In Class 1 children are encouraged to read regularly and learn their spellings.

Throughout the year, Class 2 in Years 3 & 4, children will work on specific homework projects which are celebrated after a set period of time.



PROGRESS

Records of each child's progress are kept by the teacher. Parents are invited to special parent interviews twice per year, in February and July, when their child's progress can be discussed. However, if there is some matter that parents wish to discuss at any other time, they are asked to contact the Head beforehand so that arrangements can be made to free the Head or class teacher from their duties.

As the teachers are fully engaged with a class of children all day it may be that an after school meeting will be necessary. Written reports, including test results for Year 2, are sent out annually prior to July's open afternoon.

New Reception children's parents are invited to talk about how their child has settled into school life in October/November.

Children are tracked each half term and provision put in place if needed. Children at Chollerton have consistently achieved very high standards in end of Key Stage 1 SATS placing Chollerton in the top 20% of schools for Key Stage 1 achievement.

SPECIAL NEEDS

We strive to provide the maximum of developmental and individual education for all pupils through providing a broad, balanced and differentiated curriculum which is sensitive to the needs of each child.

Early identification through home/school links, teacher observation, pre-school contacts and diagnostic tests means that children with particular needs are helped at the earliest opportunity. Agencies such as speech therapists, visually handicapped and hearing-impaired services and educational psychologists will be approached if considered necessary.

Suitable programmes of work will be provided for individual needs and lines of communication with parents will be always open.

Disabled pupils will not be treated less favourably than other pupils. Reasonable adjustments to the school building will be made so that they are not at a substantial disadvantage.

As the school is on one level with ramp access, pupils with limited movement or

wheelchair users can be accommodated with the minimum of adaptation.
A disabled toilet is situated at the entrance to school.
The school reviews its accessibility plan annually.
The Governors' policy on Special Needs is available from school on request.

DOCUMENTATION

Documents relating to the National Curriculum, schemes of work, governors' meetings etc. are all kept in school and are available to any parents who wish to see them, as are also details of the Statutory Complaints Procedure.

Information regarding the current curriculum that is being delivered can be found on our website.

CHARGING POLICY

Voluntary contributions are requested for theatre performances, entrance fees on visits, outdoor activity week events and registration for school clubs.

SCHOOL MEALS

A two course meal is provided daily. Menus are designed to meet the nutritional requirements of young children and to introduce a wide variety of food. Social interaction is also an important aspect of the lunch period. Visits from parents to see the lunch arrangements are welcomed.

Provision is also made for those children who bring a packed lunch. Children in Reception, Y1 and Y2 receive a free school meal as part of the new Government initiative which began in September 2014.



Christmas Lunch

CLOTHING IN SCHOOL

There is a school sweatshirt, which is worn with grey or black trousers or skirt. Black shoes are requested. Children are requested to wear clothes that are clean, comfortable and appropriate to the weather.

P.E. clothing comprises shorts, T-shirt and a pair of P.E. shoes. During colder weather, children are asked to bring jogging bottoms and a sweatshirt in their PE Kit. As far as possible all clothes should be named and P.E. clothes kept in a drawstring bag. Part elastic, slip-on type P.E. shoes are preferable to laces.

Children are asked to wear warm clothing for Forest School. School provides waterproof trousers and wellingtons.

ATTENDANCE AND TRANSPORT

In the event of a child being absent from School, please phone and explain why. Should changes need to be made in your child's normal travelling pattern, please inform School beforehand. There were no unauthorised absences in 2017-2018, as shown at the end of the booklet.

PARENTAL INVOLVEMENT

We are very happy to involve parents in the life of Chollerton First School. We also have wonderful support from members of the community, grandparents and “former parents”. Please contact school if you have any particular skills or some spare time to offer.

ADMISSION

Chollerton First School has an excellent relationship with the Pre-School Group in Barrasford. Early Years staff liaison results in a well-structured programme of pre-school learning incorporating the seven areas of learning outlined in the Foundation Stage Learning guidelines.

A pre-admission visit for children is arranged at the end of the summer term and prospective parents meet with staff to discuss children's needs and parents' questions.

In light of this, the staff and Governors of Chollerton First School feel that it is more appropriate for children whose birthdays fall between September and April in any

academic year to continue to experience the excellent staff/pupil ratio and a curriculum specific to their needs in a Pre-School group or Nursery. We therefore encourage parents to request admission to the Reception Class in the September of the academic year in which they are five.

P.T.F.A.

Chollerton First School has a very supportive Parents, Teachers and Friends Association which meets for social events, fund raising, fostering home/school links and for Curriculum information events. All parents are automatically welcomed into the P.T.F.A.



Easter Fair organised by the P.T.F.A.

ARRANGEMENTS IN CASE OF ACCIDENT OR ILLNESS

In the event of a child becoming ill, or having an accident at School, the Headteacher will need to contact the parents quickly. You are asked, therefore, to give the school a telephone number (or address) of an EMERGENCY CONTACT, in case you cannot be reached at home.

SCHOOL RULES

1. Children are allowed on the school premises at 8.40a.m. this is 15 minutes before school starts at 8.55a.m.
2. Children should not leave the school premises at lunchtime unless they go home for lunch, without written parental permission, or unless they have the permission of the Headteacher or the teacher on duty.
3. Children may not wear or bring into school anything that may be a danger to themselves or others.
4. Misbehaviour in school is dealt with immediately in an appropriate manner. If the misbehaviour is persistent parents are invited to school to discuss the matter.
5. Loss or theft of pupils' personal property (including jewellery):
Children should not bring expensive items of personal property to school. The school cannot guarantee the safety of such items and the Authority cannot accept responsibility for the loss or theft of pupils' personal property. When pupils are requested to bring sums of money to school, these will be collected at the earliest opportunity by appropriate members of staff. Please send **all** money in a **named** purse or envelope.
6. Jewellery should not be worn by children in school. Pupils who wear jewellery may expose themselves and others to risk of serious injury, particularly during practical lessons where apparatus is used and also during physical education and games activities. Reasonable exceptions to the rule that jewellery should not be worn might include the wearing of inexpensive watches and the use of 'sleepers' by children who have pierced ears. However, both these items must be removed during P.E. and games activities.

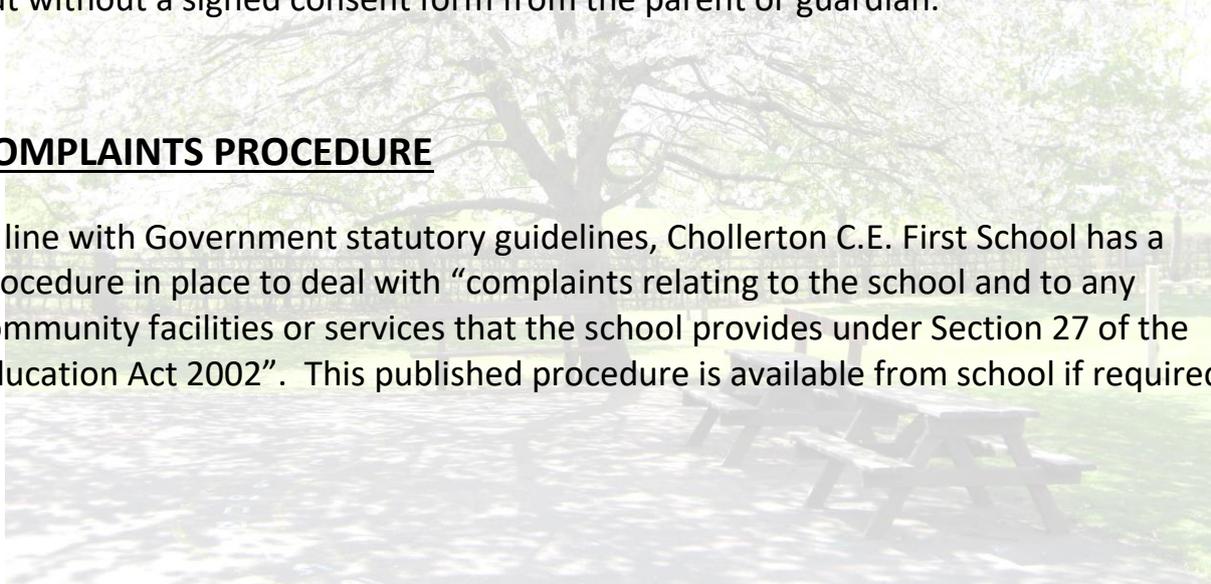
SCHOOL HEALTH SERVICE

The School Nurse no longer carries out routine medical inspections on all children but visits the school on request to meet teaching staff, advise them on health matters, and to talk about any children who are causing concern to their teachers or parents.

For many years schools and the School Health and Dental Services have worked together to ensure that all children in school are offered immunisation, health and dental advice and support and hearing and vision screening. To do this the School Health and Dental Services need population databases – an up-to-date list of all children attending school. In response to changes in the Data Protection Act we are required to ensure that parents know that the school gives your child's name, address and date of birth to the School Health and Dental Services for this purpose. **This information will be shared unless you advise the Headteacher in writing that you do not wish this to happen.** Information about the services offered by School Health and Dentist are detailed in the information leaflet which can be obtained from the school nurse. Please note that no immunisation or dental work is carried out without a signed consent form from the parent or guardian.

COMPLAINTS PROCEDURE

In line with Government statutory guidelines, Chollerton C.E. First School has a procedure in place to deal with "complaints relating to the school and to any community facilities or services that the school provides under Section 27 of the Education Act 2002". This published procedure is available from school if required.



**INCIDENCE OF UNAUTHORISED ABSENCE 2017-2018
(AS PERCENTAGE OF POSSIBLE ATTENDANCES)**

Year Group	Autumn Term	Spring Term	Summer Term
Reception	0%	0%	0%
Year 1	0%	0%	0%
Year 2	0%	0%	0%
Year 3	0%	0%	0%
Year 4	0%	0%	0%

**PUPILS ENGAGING IN UNAUTHORISED ABSENCE 2017-2018
(AS PERCENTAGE OF WHOLE PUPIL GROUP)**

Year Group	Autumn Term	Spring Term	Summer Term
Reception	0%	0%	0%
Year 1	0%	0%	0%
Year 2	0%	0%	0%
Year 3	0%	0%	0%
Year 4	0%	0%	0%

**AUTHORISED ABSENCES 2017-2018
(AS PERCENTAGE OF POSSIBLE SESSIONS)**

Class	Autumn Term	Spring Term	Summer Term
Reception	1.5%	1.6%	2.1%
Year 1	1.9%	3.6%	0.1%
Year 2	4.1%	1.9%	1.1%
Year 3	2.5%	1.4%	2.3%
Year 4	2.5%	2.0%	2.7%