



Christopher Hatton Primary School
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About our school

Christopher Hatton is a thriving inner London primary school situated in the southern end of the London Borough of Camden. It is proud to be a one-form entry community school – one of the few in the local area – and this has proved popular with parents. It has been over-subscribed for many years.

The governors are immensely proud of the education Christopher Hatton offers its pupils. Built on the vision that all children deserve to be informed, articulate and empowered, the school understands that effective speaking and listening is central to development in education and in life.

The school leadership and governors have built and maintained an effective and challenging curriculum, which is developed with all staff and consistently taught across age groups by all teachers. Behaviour is exemplary and relationships with the whole school community and parents are polite and respectful.

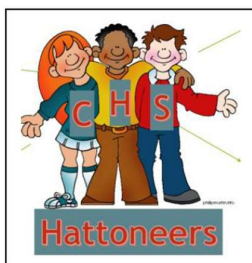
Although limited by its geography in a Victorian building on a small site in the heart of London, everyone associated with the school has never let this diminish its ambitions for a very diverse group of pupils. The school celebrates its location, taking advantage of all the richness of life, cultural opportunities and the excellent resources of central London. It has built links with many organisations from the Unicorn Theatre to the Royal Academy of Music as an essential way to build cultural capital, improve vocabulary and tackle disadvantage.

The school caters for everyone, whether they are the children of refugees or the highly paid legal community that live in the local area. As Ofsted noted in its 2022 report, Christopher Hatton is an “exceptional school”.

The school has high ambitions for all its pupils and maintains standards through consistent teaching methods across all subjects and year groups. [The quarter of the students who are SEN-registered are given the help and support they need to access the curriculum in as full and integrated a way as is possible, with great success.](#)

Most of all, however, Christopher Hatton is a lovely, nurturing school with staff willing to go above and beyond to provide children with an excellent education.

The pupils are proud to be described as Hattoneers, sharing the following values.



Hattoneers

- Understand our rights and respect the rights of others
- Value and respect everyone equally
- Behave with consideration and kindness
- Care for our environment and our planet
- Embrace challenges and put in our best effort
- **Are informed, articulate and empowered.**

School characteristics

Data from spring term 2023

Numbers on roll

Total on roll (excluding Nursery):	198
Funding based on Rec-Year 6:	197
Number of new pupils since September 2022:	12
Number of pupils who have left since September 2022:	11 (Mainly Afghan families)
Vacancies:	12
Nursery:	22

Basic characteristics of the school (% and number of pupils)

Pupils including Nursery	220
Free school meals:	80 (36%)
PP Free school meals:	87 (40%)
Number of minority ethnic groups:	22
First language not English:	137 (62%)
Refugee status:	3
SEN register:	54 (25%)
Looked after children /Former LAC:	5
Children on the at risk/vulnerable register	6

Attendance 2022/23

Attendance:	94%
Authorised absence:	5%
Unauthorised absence:	1%
Attendance target:	95%
Permanent exclusions:	0
Fixed term exclusions:	1



Attainment

Christopher Hatton sets itself challenging goals and has achieved them through hard work and dedication. The teaching staff develop their skills undertaking educational research projects, supporting other schools and training teaching students in partnership with the Institute of Education.

The school actively participates in learning hubs and listening initiatives with other schools as part of the continuous work to boost standards and attainment of all the pupils. [Recent examples include sharing with other schools Christopher Hatton's expertise in NCETM Maths Mastery, and in Widget for LGFL.](#)

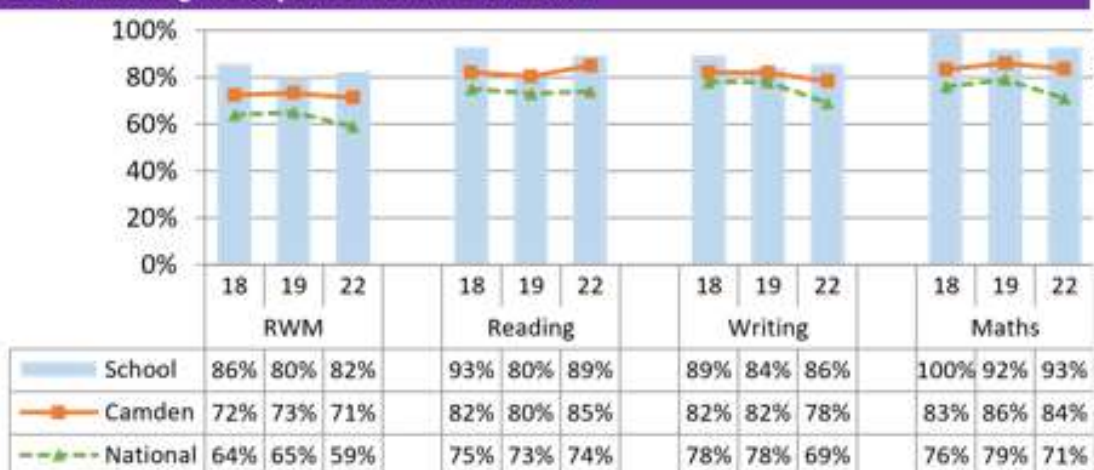
In 2022-23, the school improvement plan emphasised addressing gaps in maths knowledge arising from Covid-19, reviewing the teaching of humanities and raising attainment in the early years foundation stage.

The school attains high standards allowing pupils to learn in many different ways.

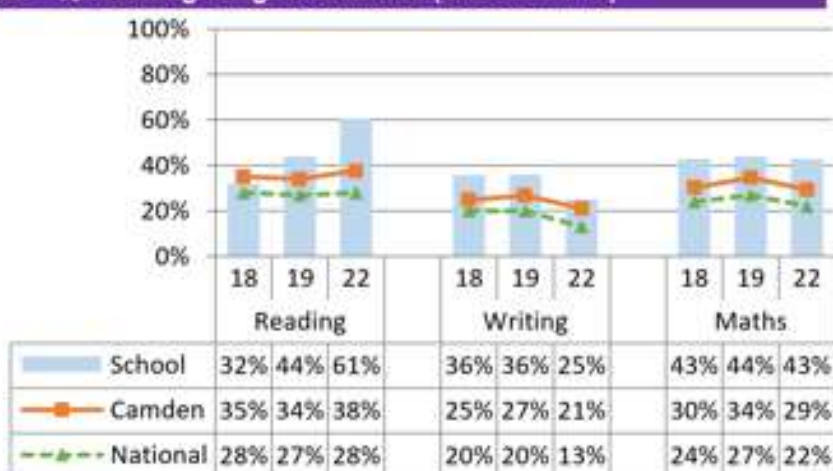


Attainment at the End of Key Stage 2

KS2 - % reaching the expected standard or above



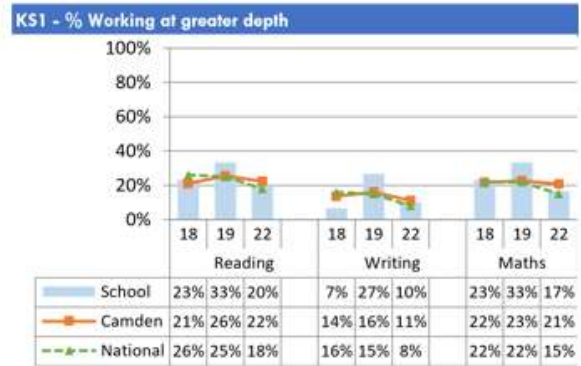
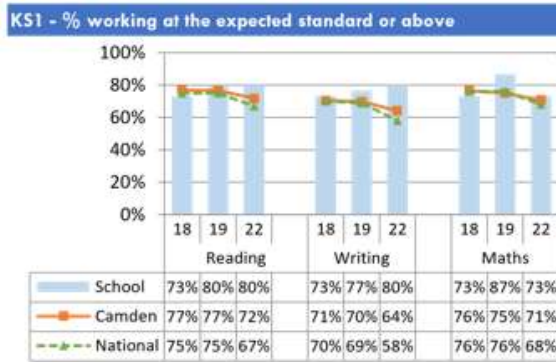
KS2 - % reaching a higher standard (based on 110)



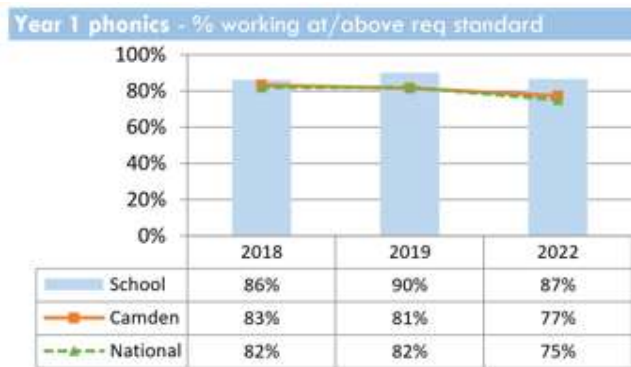
Pupil progress in 2022

	School	National
Reading	+5.5	0.3
Writing	+3.6	0.3
Maths	+4.7	0.3

KS1



Attainment in the Phonics Screening Check at the end of Year 1



EYFS

